

34th Poznań Linguistic Meeting
1-3 May 2003

Abstracts

PLM 2003 is organised by the School of English, Adam Mickiewicz University, Poznań
in association with the Poznań College of Modern Languages

PLM 2003 Abstracts

The student — an invaluable source of information in the writing process

Chris Alexander (Bristol)

The aim of this paper is to present the findings of an analysis into the kind of things students are concerned about when writing, and then to compare these concerns with what a teacher-assessor feels is wrong. I, for many years as an EAP teacher, believed the best way to help a student was to underline mistakes and to write in a corrected version, laborious as it was. In this paper I would like to question the effectiveness and usefulness of this technique without resorting to the student as a source of information i.e. we can learn a lot about student concerns by getting students to underline areas of concern while they are writing, and then by getting them, if necessary, to clarify these sections at a later stage. I would also like to show that students are not only concerned about things that are incorrect, they seem to be concerned about things that are 'correct'.

The research I undertook used two frameworks to analyse a sample of language data i.e. a qualitative and quantitative framework. The data sample was elicited from students of English during one of their timed writing classes. Students highlighted or underlined anything they were not sure about. Two students were chosen at random immediately after completing the task to give retrospective accounts of these highlighted areas. An inter-play of competing qualitative (i.e. the retrospective accounts) and quantitative data (the teacher and student underlined sections) was created by comparing student data with post-hoc teacher error assessment. I chose to analyse the above, because the timed writing of expository paragraphs is an integral part of the EAP course in my professional context, and improving methods of error correction by collaborating with the student is an area of personal and professional interest.

This paper comprises a rationale, a description of the paradigms underpinning my research, a classification of my findings, and a discussion about the implications of my findings.

References:

- BURT, M. (1975). Error analysis in the adult EFL classroom. *TESOL Quarterly* 9: 53-63.
- CHARLES, M. (1990). Responding to problems in written English using a student self-monitoring technique. *ELT Journal*. 44/4.
- CHAUDRON, C. (1995). *Second Language Classrooms*. Cambridge: CUP.
- CHENOWETH, N. (1987). The need to teach writing. *ELT Journal* 41/1: 25-29.
- CORDER, S. P. (1981). *Error analysis and Interlanguage*. Oxford: OUP.
- CRESSWELL, A. (2000). Self-monitoring in student writing: developing learner responsibility. *ELT Journal* 54/3: 235-244.
- DAVIES, E. (1983). Error evaluation: the importance of viewpoint. *ELT Journal*. 37/4: 304-311.
- DYER, B. (1996). L1 and L2 composition theories: in Hillocks 'environmental mode' and 'task-based language teaching'. *ELT Journal* 50/4: 312-317.
- ERICSSON, K. A., and Simon, H. A. (1984). *Protocol Analysis: Verbal Reports as Data*. Cambridge, Mass.: MIT Press.
- FERRIS, D., and ROBERTS, B. (2001). Error feedback in L2 writing classes. How explicit does it need to be? *Journal of Second Language Writing*. 10/3: 161-184.
- FRANKENBERG-GARCIA, A. (1999). Providing student writers with pre-text feedback. *ELT Journal* 53/2: 100-106.
- HUGHES, A. and LASCARATOU, C. (1982). Competing criteria for error gravity'. *ELT Journal* 36-3: 175-82.
- JAMES, C. (1977). Judgement of error gravity. *English Language Teaching Journal* 31: 116-24.
- JORDAN, R. R. (2000). *English for Academic Purposes*. Cambridge: CUP.
- KELLERMAN, E. (1977). Towards a characterisation of the strategies of transfer in second language learning. *Interlanguage Studies Bulletin* 2: 58-145.
- KLEINMANN, H. (1978). The strategy of avoidance in adult second language acquisition. In Ritchie (ed.) 1978 *Second Language acquisition research*. New York: Academic Press.
- KOWEL, S., and O'CONNELL, D. C. (1987). Writing as language behaviour: myths, models, methods. In A. Matsuhashi (ed.). *Writing in Real Time: Modelling production processes*. Norwood, NJ: Ablex.
- LEE, I. (1998). Writing in the Hong Kong secondary classroom: teachers' beliefs and practices. *Hong Kong Journal of Applied Linguistics* 3/1: 61-76.
- Lococo, V. (1976). A comparison of three methods for the collection of L2 data: free composition, translation and picture description. *Working Papers on Biligualism* 8: 59-86.
- MCDONOUGH, J., and MCDONOUGH, S. (1997). *Research Methods for English Language Teachers*. London: Arnold.
- NISBETT, R., and WILSON, D. (1977). Telling more than we can know: verbal reports on mental processes. *Psychological Review* 84: 231-259.
- NUNAN, D. (1992). *Research Methods in Language Learning*. Cambridge: CUP.
- SCHACHTER, J. (1974). An error in error analysis. *Language Learning* 27: 205-14.
- WHITE, R., and ARNDT (1991). *Process Writing*. London: Longman.
- ZAMEL, V. (1985). Responding to student writing. *TESOL Quarterly* 19/1.

Choosing a Dialect of North American English

Sherry Ash (Philadelphia)

English-speaking North America is divided into a number of dialect areas, with subdivisions within the larger regions. Discovering the processes that determine these regions and defining their extent has been the focus of research designed to create the *Atlas of North American English* (Labov, Ash, and Boberg, to appear) for the last several years. The dialect variants stem from sound changes which are robust in North America today. Some of these sound changes involve sets of elements, such as the Northern Cities Shift and the Southern Shift; others are more limited in scope but nonetheless have major phonological consequences, such as the unconditioned merger of /o/ and /oh/, as in *cot* and *caught*. Still others have little effect on the system as a whole but affect the phonetics of certain elements, such as the widespread fronting of /uw/, as in *food*, and the less prevalent fronting of /ow/, as in *go*.

The notion of General American is misleading, and it is not used by researchers in North America who study North American dialects. There is no dialect that constitutes General American; rather, there are many varieties that are accepted as sounding educated and appropriate in any setting. Speakers from New York City, from Philadelphia, from Chicago, from Charlotte, North Carolina, from Salt Lake City, and from Toronto (to name only a few cities representative of different dialect regions) have profound differences in their phonological systems. However, native North American listeners are generally deaf to most of these differences. There are a few features that are known to characterize some dialects: /r/-vocalization in New York City and Eastern New England and conditioned /ay/-monophthongization in the South, to name the two of the features that are most often the subject of public comment. But in general, Americans have little awareness of the specifics of dialect differences, and most such differences have little influence on the social evaluation of a speaker.

Thus, a second language learner of North American English who wishes to speak like a true native North American would, in principle, have to choose one dialect and slavishly learn every detail of it; there is no one "General American" dialect to look to. A second language learner who merely wants to sound educated and to be readily accepted as a skilled speaker of American English would have additional latitude in the selection of phonological and phonetic features to acquire.

The dialect regions that have been defined for the *Atlas* will be described, and their principal defining features will be presented. Some of the choices that are required of a second language learner of North American English will be highlighted.

The pragmatics of "bloody": an historical account

Stefania Biscetti (Siena)

This paper outlines the diachronic development of the intensifier *bloody*, whose syntactic, semantic and pragmatic properties mark it as an atypical member of its category.

Bloody belongs to a highly individual set of pragmatically similar items (such as *blooming*, *damn*, *fucking*) which do not follow the normal 'rules' regarding syntactic range.

Unlike a number of intensifiers (such as *very*, *extremely* and *absolutely*) which lost their independent lexical content of modality and reduced their syntagmatic variability, semantic bleaching did not yield syntactic rigidity for *bloody*. In fact, *bloody* has acquired greater syntactic flexibility through time, and is even present in tmesis (e.g., *abso-bloody-lutely*, also wrongly called "infixation").

The reason of such divergence is that while other intensifiers underwent grammaticalization and developed their intensifying function from an original modal one, *bloody* developed its intensifying function from a modal one, but it was born as an intensifier, as shown by the earliest record of *bloody* (adv.) in the OED ("Not without he will promise to be *bloody* drunk." (Etheredge, 1676)) and by its late attestation as a verbal adverbial (You *bloody* know you didn't (1953)). Its shift was from lexico-pragmatic intensifier to pragmatic focus marker.

It will also be shown that in the case of *bloody* pragmatic meaning favoured semantic bleaching and that *bloody*'s pragmatic strengthening did not coincide with stronger subjectification (in Traugott's (1989) sense).

H instead of L in Hungarian

Sylvia Blaho (ELTE Budapest)

Hungarian has a phonetically voiced and a 'plain' voiceless series of obstruents. The two sets behave in a perfectly symmetrical fashion in voicing assimilation: in an obstruent cluster, all members assimilate to the rightmost obstruent regardless of whether it is voiced or not. Furthermore, there is no positional (syllable-final or word-final) neutralisation of

voicing in the language. It has therefore been assumed (for instance by Szigetvári 1998a,b) that the voicing contrast in Hungarian is marked by the element **L**: voiced obstruents contain this element while voiceless ones do not.

The behaviour of the sounds /j/ and /h/ deviates from the pattern described above. /j/ is realised as a palatal approximant except when preceded by a consonant and followed by a pause, in which case it surfaces as a palatal fricative. When the consonant preceding the palatal fricative is an obstruent, /j/ undergoes progressive assimilation: it is voiced after voiced obstruents (*dobj* ‘throw Imp.’) and voiceless after voiceless ones (*kapj* ‘get Imp.’). When preceded by a sonorant, the palatal fricative is voiced (*férj* ‘husband’).

/h/ is realised as a velar fricative in codas, and it remains voiceless even if followed by a voiced obstruent, creating otherwise unattested clusters of obstruents not agreeing in voicing (*fa[xb]a* ‘into the pigeon hole’). Additionally, the glottal allophone of /h/ causes the devoicing of preceding obstruents in some dialects (*a[d]* ‘give’ – *a[th]at* ‘can give’) but not in others (*a[dh]at* ‘can give’).

I present a unified analysis of the apparently irregular cases of voicing assimilation described above. My solution crucially relies on the following assumptions:

1. Laryngeal elements are linked to the element **h** in obstruents, not directly to the skeletal slot (Szigetvári 1998b).
2. Voicing assimilation involves the spreading of **h** (and its dependants), not the spreading of laryngeal elements.
3. The voicing contrast in Hungarian is marked by the element **H**, not **L**. Thus, voiceless obstruents contain an extra **H** compared to their voiced counterparts.

I show that GP lacks the necessary theoretical apparatus to account for the data. I propose an analysis in a combined model of GP and OT, following the work of Polgárdi (1998), Rowicka (1999) and others.

My talk also addresses the question of the phonetic interpretation of elements. While lip service is paid to the idea of substance-free phonology in GP, most analyses assume a one-to-one mapping between phonetic and phonological objects. I argue that the interpretation of phonological primes should be based on their place within the system and their phonological behaviour rather than their phonetic characteristics.

References:

- POLGÁRDI, Krisztina 1998. Vowel Harmony. An account in terms of government and optimality. Ph.D. dissertation, Universiteit Leiden. Holland Academic Graphics, The Hague.
- ROWICKA, Grażyna 1999. *On Ghost Vowels*. Ph.D. dissertation, Universiteit Leiden. Holland Academic Graphics, The Hague.
- SZIGETVÁRI, Péter 1998a. ‘Voice assimilation in Hungarian: the hitches’. *The Even Yearbook. ELTE SEAS Working Papers in Linguistics* 4. 223-236.
- SZIGETVÁRI, Péter 1998b. ‘Why [h] is not voiced’. In Eugeniusz Cyran (ed.) *Structure and interpretation. Studies in Phonology. PASE Studies & Monographs* 4. Lublin: Wydawnictwo Folium. 287-301.

Polish being “ergative”? The riddle of “X NOT BE AT Y”- Constructions

Joanna Błaszczak (Potsdam)

I. In this talk I am going to make an unorthodox claim that Polish in some sense behaves like an ergative language. Moreover, I will argue that applying a kind of analysis proposed for ergative languages to Polish existential-locative constructions offers an elegant and simple solution to otherwise puzzling data.

II. The relevant piece of data is given in (1)-(2). In Polish there is one type of construction which bears a strong resemblance to the constructions found in split-ergative languages like Hindi or Georgian. In the latter languages a special Case marking, i.e., the ergative marking is triggered by a particular tense or aspect; cf. (1). Similarly in Polish, depending on the aspectual properties of the verb *być* ‘to be’ the “subject NP” [the term “subject” is used here in a purely descriptive pre-theoretical sense] is marked either for NOM or GEN; cf. (2).

III. The proposed analysis will proceed in a few steps. First, I will show that the GEN marking of the “subject NP” in (2a) cannot be simply subsumed under the general rule of Genitive of Negation in Polish (GoN) since (i) only direct objects of transitive verbs are subject to the rule of GoN in Polish (cf. e.g. Witkoś 1998), and (ii) unlike in (2), the aspect of the verb does not seem to have any influence on the Case marking of the direct object (irrespective of the aspectual properties of the verb, the object is marked for GEN in negated sentences); cf. (3). Neither can (2a) be explained by claiming that GEN in (2a) is GoN of the Russian sort. GoN in Russian shows a broader distribution, applying among other to subjects of “existential predicates”; cf. 4 (Babby 1980). However, as far as the influence of aspect on the Case marking is concerned, also in Russian there seems to be no direct connection between the aspect of the verb and the Case of its object (Pereltsvaig 1999 contra Timberlake 1975). On the contrary, Pereltsvaig claims that GoN can be used in Russian when the verb is used generically (‘habitual use’). However, this goes contra what we observe in (2).

Next, it will be shown that the facts in (2) cannot be explained by appealing to some special properties of existential constructions. As pointed out by Grzegorek (1984:107), in Polish other “notional verbs” can replace *być* ‘to be’ in existential constructions; cf. (5). However, unlike negated *być* no other “notional verb” requires its subject to be marked for GEN; cf. (6). (This contrasts with the situation found in Russian, as evidenced by (4)).

IV. To solve the puzzle posed by the data in (2) I will assume that (2a) displays an ergative structure known from (split)-ergative languages. Mahajan (1994, 2000) and Hoekstra (2000) among others take transitivity to be a derived property. The “ergative pattern”, normally restricted to perfective sentences, is claimed to be basically unaccusative.

Ergative Case marking results from the the non-incorporated preposition (of the possessor/locative phrase). (In Accusative languages this preposition is incorporated into BE resulting in HAVE and NOM marking of the possessor; cf. Kayne 1993).

I will show that something along these lines is also going on in the Polish example (3a): BE is a non-Case-assigning predicate taking (a small clause consisting of) a NP as an internal argument and a PP as an external one. P(reposition) does not incorporated into BE. In affirmative sentences a NP can be assigned Case only by T (hence the NOM marking) since there is no other Case assigner in the clause; in negative sentences, however, there is a closer Case assigner than T, namely NEG(egation) (hence the GEN marking).

For this analysis to go through it must be shown that (i) there is an aspectual difference between *być* and *bywać*; desirably in terms of *być* being perfective (to explain why *być* but not *bywać* triggers an ergative pattern); and (ii) there is a structural difference between *być* and *bywać*: *być* being an unaccusative predicate and *bywać* being unergative; the “subject” NP would be accordingly in the former case an internal argument, and in the latter case an external argument. Given that GoN-rule applies only to internal arguments, the lack of the GEN marking in (2b) could be attributed to this fact. I will present evidence for these claims respectively.

- (1) a. siitaa ne vah ghar khariidaa (thaa) Hindi
Sita-FEM-**ERG** that house-MASC buy-**PERF**-MASC be-PAST-MASC
'Sita had bought that house.'
- b. siitaa vah ghar khariidegii
Sita-FEM-NOM that house buy-FUT-FEM
'Sita will buy that house.'
- (2) a. Jana nie było na przyjęciu. Polish
John-**GEN** NEG BE-3.SG.NEUT.PAST at party
Lit.: 'There was no John at the party.' / 'John was not at the party.'
- b. Jan nie bywał na przyjęciach.
John-**NOM** NEG BE-3.SG.MASC.PAST.**HABIT** at parties
Lit.: 'John was not at parties.' / 'John didn't use to come to parties.'
- (3) a. Nie czytałam tej gazety.
NEG read-1.SG.FEM.PAST.IMPERF [this newspaper]-**GEN**
'I didn't read this newspaper.'
- b. Nie przeczytałam tej gazety
NEG read-through-1.SG.FEM.PAST.PERF [this newspaper]-**GEN**
'I didn't read (completely) this newspaper.'
- c. W młodości nie czytywałam gazet.
in youth NEG read-1.SG.FEM.PAST.HABIT newspapers-**GEN**
'In my youth I didn't use to read newspapers.'
- (4) Zdes' ne voditsja losej.
here NEG roam-3.SG.PRES elks-**GEN**
'No elks roam here.'
- (5) Wzgórze porastała trawa.
hill-ACC grow-3.SG.FEM.PAST grass-NOM.SG.FEM
'There was grass on the hill.'
- (6) a. Wzgórze nie porastała trawa/*trawy.
hill-ACC NEG grow-3.SG.FEM.PAST grass-**NOM**/***GEN**
'There was no grass on the hill.'
- a.' *Wzgórze nie porastało trawy.
hill-ACC NEG grow-3.SG.NEUTR.PAST grass-**GEN**

References:

- BABBY, L. (1980). *Existential Sentences and Negation in Russian*. Ann Arbor, MI: Karoma.
- GRZEGOREK, M. (1984). *Thematization in English and Polish. A Study in Word Order* [= Uniwersytet im. Adama Mickiewicza w Poznaniu. Seria Filologia Angielska NR 18]. Poznań.
- HOEKSTRA, T. (2000). The Nature of Verbs and Burzio's Generalization. In: Reuland, E. (ed.) (2000), 57-78.
- KAYNE, R. (1993). Towards a modular theory of auxiliary selection. *Studia Linguistica* 47: 3-31.

- MAHAJAN, A. (1994). The ergativity parameter: *have-be* alternation, word order and split ergativity. *Proceedings of NELS 24*: 317-331.
- MAHAJAN, A. (2000). Oblique Subjects and Burzio's Generalization. In: Reuland, E. (ed.) (2000), 79-102.
- PERELTSVAIG, A. (1999). *The Genitive of Negation and Aspect in Russian*. Ms., McGill University.
- TIMBERLAKE, A. (1975). Hierarchies in the genitive of negation. *SEELJ* 19: 123-138.
- WITKOŚ, J. (1998). *The Syntax of Clitics: Steps towards a Minimalist Account*. Poznań: Motivex.

The relation between inherent aspect and past tense in the acquisition of Polish learned as L2

Agnieszka Błaszczyk-Szabat (Wrocław)

The paper describes the results of an empirical study concerning the acquisition of tense-aspect morphology in Polish learnt as a second language at the background of the so called Aspect Hypothesis developed by Andersen (1984, 1991). Andersen advocates a strong relationship between lexical aspect and past tense. Accordingly, beginner learners of English and other languages as L1 or L2 typically associate telic verbs with past tense inflections, while atelic verbs obtain much lower percentages of correct use of past tense morphology. In view of the current popularity of this framework I would like to verify its relevance for a Slavic language such as Polish, where the distinction between lexical aspect and grammatical aspect is not so obvious as in Germanic languages. I will demonstrate that despite the existing controversy lexical (or in other words, inherent) aspect exists in Polish and that the Aspect Hypothesis can well be verified against Polish acquired as L2, which, to my knowledge, has not been done yet.

Traditionally verb phrases in Polish are discussed with respect to the perfective versus imperfective distinction (called viewpoint aspect by Smith 1997). Although linguists interested in Slavic languages have predominantly studied grammatical aspect, drawing on works of e.g. Vendler (1957), Dahl (1981), Smith (1997), and Grzegorzczkowa (1997), I claim that both grammatical aspect and lexical aspect can be discussed with reference to Polish. Assuming the above, I will attempt to account for the distribution of past tense inflections on the onset of acquisition of L2 Polish. Next I will compare the findings with the results I obtained in a cross-sectional study of intermediate learners of Polish as L2. Finally I will analyse the data in comparison to crosslinguistic results of studies in the framework of the Aspect Hypothesis. The results of the preliminary research I carried out on a group of foreigners acquiring Polish as L2 can be summarised as follows:

- (a) Early past tense marking appears on achievements and accomplishments (71% and 73% accuracy respectively).
- (b) States and activities receive a considerably lower rate of correct past tense marking (approximately 50%).
- (c) The studied past tense marking appears irrespective from the viewpoint aspect.

In my paper I show that the intermediate group does not fully conform to the findings listed above, though the crucial role of inherent aspect categories mapped into past tense does influence the performance of the learners. The acquisition of aspect, especially in learning foreign languages with complex aspectual systems will pose a problem also on higher levels of acquisition.

Selected references:

- ANDERSEN, R. (1984). The one to one principle of interlanguage construction. *Language Learning* 34: 77-95.
- ANDERSEN, R. W. (1991). Developmental sequences: the emergence of aspect marking in second language acquisition. *Crosscurrents in SLA and linguistic theories*. Heubner, T, and A. Ferguson, 305- 24. Amsterdam: J. Benjamins.
- COMRIE, B. (1976). *Aspect*. Cambridge: CUP.
- DAHL, O. (1981). On the definition of the telic-atelic (bounded- unbounded) distinction. *Syntax and Semantics* 14: 79-90.
- GRZEGORCZYKOWA, R. (1997). Nowe spojrzenie na kategorię aspektu w perspektywie semantyki kognitywnej. GRZEGORCZYKOWA, R. and ZARON, Z. (eds.) *Semantyczna struktura słownictwa i wypowiedzi*. Warszawa: Wydawnictwa Uniwersytetu Warszawskiego.
- SMITH, C. S. (1997). *The parameter of aspect*. Second edition. Dordrecht: Kluwer.
- VENDLER, Z. (1967). *Linguistic in philosophy*. Ithaca, New York: Cornell University Press.

Element interactions in intra- and interonset relations

Anna Bloch-Rozmej (Catholic University of Lublin)

The major focus of this presentation will be the distribution of the autosegmental licensing potential within onset domains and interonset licensing in terms of the conditions governing its contraction and effects. More specifically, we shall point to special relations holding between elements within and between onset expressions. Furthermore, the effects of element loss and element suppression will be considered. We shall advocate the hypothesis that interonset bridging relations that stem from the establishment of interelement bridging are a specific manifestation of interonset licensing and hence require

the fulfillment of special contraction conditions. Also, a possibility will be explored of unifying certain segmental dimensions, for instance voicing and stopness, and reconsidering the effects of headedness.

To illustrate the theoretical considerations mentioned above, we shall briefly outline the conclusions of several analyses couched within the framework of Government Phonology. We shall discuss a number of phenomena characteristic of the vocalic and consonantal systems of German, Polish and Irish. The processes, thanks to which one can gain valuable insight into interelement relations are umlaut, final devoicing, spirantisation or degemination in German, nasal vowels in Polish or vowel - consonant interactions in Connemara Irish. It will be demonstrated that certain processes are triggered once particular elements enter into bridging relations. Interelement domains may but do not have to exist under interonset licensing. The presentation will encompass the discussion of both of these cases.

On the relationship between linguistic pragmatics and axiology

Marta Bonińska (Poznań)

The aim of the present paper is to analyse a hypothetical relationship between linguistic pragmatics and axiology and prove the existence of common points of reference within these fields.

The first part of the paper presents major assumptions of the disciplines in question to prepare grounds for further discussion. For linguistic pragmatics (Levinson 1983), which studies language use in the context of various social interactions, The Speech Act Theory (Austin 1962) forms the focal point of research. Out of the three speech acts proposed by Austin, we will take a closer look at an illocutionary one. At the outset, we need to realize that communication is not merely a matter of uttering 'naked' propositions, but expressing them with a particular illocutionary force, be it explicit or implicit on its surface structure. Among many types and functions of illocutionary force, we may distinguish evaluative one, crucial to our discussion.

Axiology, a branch of philosophy, is related to the theory of values and has as its main objective the study and classification of values. Within the general theory of value, we may distinguish various types of values, e.g. aesthetic, moral, cultural and the like. As such, values may be perceived in linguistic or extralinguistic (i.e. as products and behaviours of moral subjects) reality. In the present study, we will focus on the former. We will relate to Dilthey's (1974) view of homo aestimans, a human being evaluating the world. Value may here be treated as a relational property of a cultural object that satisfies a subjective need of the subject of culture (Wąsik 2001).

The second part of the paper offers common point of reference for the discussion. It is here that Grice's (1957) analysis of meaning in terms of the communicative intention of the speaker comes into play. The author will also refer to Leech's (1983) rhetorical model of pragmatics: that is, a model which studies linguistic communication in terms of illocutionary goals and principles of 'good communicative behaviour'. Wieczorek (1999) claims that any communicative event is of an ethical nature since it takes place among moral subjects. Hence, like any other human action, it aims at the realisation of certain values. The common point of reference here may thus be the analysis of the speaker's intentions, beliefs, desires or needs expressed in evaluative utterances. The paper will discuss various exemplary utterances within the SAT framework, paying special attention to their evaluative character.

Selected references:

- ASCHENBRENNER, K. 1971. *The Concepts of Value: Foundations of Value Theory*. Dordrecht: D. Reidel Publishing Company.
- AUSTIN, J. L. 1962. *How to Do Things With Words*. New York: Oxford University Press
- GEIS, M.L. 1998. *Speech Acts and Conversational Interaction*. Cambridge: Cambridge University Press.
- GIVÓN, T. 1989. *Mind, Code and Context: Essays in Pragmatics*. Hillsdale, New York: L. Erlbaum Associates.
- LEECH, G. 1983. *Principles of Pragmatics*. London: Longman.
- LEVINSON, S. 1983. *Pragmatics*. Cambridge: Cambridge University Press.
- LEWIS, Hunter. 1991. *A Question of Values. Six Ways We Make Personal Choices That Shape Our Lives*. San Francisco: HarperCollins Publishers.
- MEY, J. 1993. *Pragmatics. An Introduction*. Oxford: Blackwell.
- PUZYNIŃA, J. 1992. *Język wartości [Language of Values]*. Warszawa: Państwowe Wydawnictwo Naukowe.
- SEARLE, J. 1969. *Speech Acts*. Cambridge: Cambridge University Press.
- VENDLER, Z. 1974. *Linguistics in Philosophy*. Itaca and London: Cornell University Press.
- WĄSIK, Z. 2001. On the biological concept of subjective significance: A link between the semiotics of nature and the semiotics of culture. In: *Sign Systems Studies* 29.1, 83 - 106.
- WIECZOREK, U. 1999. *Wartościowanie, perswazja, język [Valuation, Persuasion, Language]*. Kraków: Księgarnia Akademicka.
- VERSCHUEREN, J. 1999. *Understanding Pragmatics*. London, New York: Arnold.

Middle Scots as an emerging standard and why it did not make it

Joanna Bugaj (Poznań)

The aim of the present paper is to trace linguistic standardisation on the territory of Scotland. The initial stage of the process can be dated back to the first half of the sixteenth century, when Scots, the then prestigious national variety stemming from the Old Northumbrian of the Scottish Lowlands, was in its prime and flourished in a range of registers and literary uses. It was used in administration and legal activities (Acts of Parliament, burgh records, court proceedings) as well as in literature, in many different styles and genres. Scots was at that time a potential standard which could have completed all the necessary criteria, had the political and social circumstances been different. Therefore, in this paper the applicability of Haugen's criteria for a standard to the sixteenth-century Scots is going to be tested. The discussion of the unfulfilled criteria will concentrate on the reasons for Scots not becoming a "fully-fledged" standard and on the role of English in the displacement of this developing standard in Scotland.

References:

- ADAMSON, S. – V. LAW – S. WRIGHT (eds.). 1990. Papers from the 5th International Conference on English Historical Linguistics. Amsterdam: John Benjamins.
- AGUTTER, Alex. 1990. "Restandardisation in Middle Scots", in S. Adamson, V. Law and S. Wright (eds.), 1-11.
- AITKEN, Adam J. 1979. "Scottish speech: a historical view with special reference to the Standard English of Scotland", in Adam J. Aitken and Tom McArthur (eds.), 85-99.
- AITKEN, Adam J. – Tom McARTHUR (eds.). 1979. Languages of Scotland. Edinburgh: Chambers.
- BALD, Marjorie. 1928. "Contemporary references to the Scottish speech of the sixteenth century", *Scottish Historical Review* 25: 163-179.
- BUGAJ, Joanna. 2002. Aspects of the inflectional system in the south-west of Scotland: the Middle Scots period. [Unpublished Ph.D. dissertation, Adam Mickiewicz University, Poznań].
- GÖRLACH, Manfred. 2002. A textual history of Scots. Heidelberg: Universitätsverlag C. Winter.
- HAUGEN, Einar. 1966 [1972]. "Dialect, language, nation", in: J. Pride and J. Holmes (eds.)
- JONES, Charles (ed.). 1997. The Edinburgh history of Older Scots. Edinburgh: Edinburgh University Press.
- LEITH, Dick. 1983. A social history of English. London: Routledge and Kegan Paul.
- MEURMAN-SOLIN, Anneli. 1997. "Differentiation and standardisation in early Scots", in Charles Jones (ed.), 3-22.
- PRIDE, J. – J. HOLMES. 1972. Sociolinguistics: selected readings. Harmondsworth: Penguin.

Reflexive verbs as null object licensers in Polish. Similarities between the reflexive *się* and small *pro*

Ewa Bułat (Wrocław)

This paper investigates the problem of object drop, with particular attention put on reflexive verbs in Polish. Following Rizzi (1986), null objects are phonologically empty but syntactically active elements and receive an "arbitrary" interpretation. However, Rizzi does not mention reflexive verbs as those which can allow null objects or *pro*. This presentation is a step toward accounting for null objects in Polish appearing after verbs taking the reflexive *się* thus extending the null object theory and its licensing schemata. The goal of this talk is to prove that we can have true object deletion after some reflexive verbs in Polish. Moreover, I suggest that in some of these cases the reflexive *się* shares certain properties with *pro*, a view compatible with that of Rivero and Sheppard (2003). I will attempt to compare and reconcile my proposal with theirs. My discussion of the narrow class of reflexive verbs will be also helpful in establishing further, more detailed criteria for what we can consider to be a true null object phenomenon.

It is well known that reflexive verbs can be analyzed in various ways, sometimes on a par with true null object constructions, where *się* - just as *pro* - refers to *one*, *us* or *people* (generic reference) or/and implies something that qualifies as a typical object of the verb (*On się bije*). In other cases *się* exhibits properties similar to those of overtly realized referential expressions or anaphora and thus we cannot refer to such instances as true object deletion constructions. Still in other cases we deal simply with lexically reflexive verbs which do not drop the object (*opiekować się*), *się* being just an integral and inseparable part of the verb. Obviously, here we must extend the theory of object drop to dyadic predicates whose internal argument is not necessarily in the accusative case. Summing up, we can divide reflexive verbs as follows:

I reflexive verbs licensing true null objects, which are understood as being typical of a particular verb: *On się bije*; *Janek pakuje się*; *Stas bawi się*.

II lexical reflexive verbs not allowing object deletion: **Zosia opiekuje się*.

III reflexive verbs, whose reflexive has an antecedent in the same clause or sentence and thus functions as an overtly realized reflexive pronoun or anaphora: *Marysia myje się*.

I will provide evidence for the above division. The verbs from class one correspond to verbs participating in Levin's (1993) Unspecified Object Alternation, since they delete the objects being typical of them. Focusing on reflexive

verbs, I will postulate a similar alternation for Polish. My hypothesis concerning similarities between *pro* and *się* in some of the reflexive verbs included in this alternation may appear controversial, but the class of verbs considered here might help understand better the properties of null objects.

References:

- LEVIN, B. 1993. *English Verb Classes and Alternations: a Preliminary Investigation*, The University of Chicago Press.
 RIVERO, M. L. and MILOJEVIĆ SHEPPARD, M. 2003. "Indefinite Reflexive Clitics in Slavic: Polish and Slovenian", *Natural Language and Linguistic Theory* 21: 89-155, Kluwer Academic Publishers, Netherlands.
 RIZZI, L. 1986. "Null Objects in Italian and the Theory of *pro*", *Linguistic Inquiry* 17, 501-557.

Weak and unstressed pronouns in Polish

Bożena Cetnarowska (Katowice)

The present paper examines syntactic properties of personal pronouns in Polish, focusing on atonic pronouns (i.e. pronouns which occur in unstressed positions). Following the position taken in Witkoś (1998) and Franks and King (2000), homonymy is recognized between strong (stressed) forms and weak (atonic) forms of pronouns, e.g. the stressed *was* 'you.Pl.Acc' in (1a) and unstressed *was* in (1b):

- (1) a. Właśnie WAS widziałam w kinie.
 just you.Pl.Acc saw.1SgF in cinema
 'It was you.Pl that I saw in the cinema.'
- b. Widziałam was w kinie.
 saw.1SgF you.Pl.Acc in cinema
 'I saw you.Pl in the cinema.'

The question is considered whether atonic 1st and 2nd person pronouns in Polish exhibit syntactic deficiency, hence should be regarded as weak (or clitic) pronouns in the typology proposed in Cardinaletti and Starke (1999). It is argued that the pronouns in question allow for topicalization and coordination (as shown in 2). Consequently, it is plausible to regard them as a subclass of strong pronouns, i.e. "unstressed (strong) pronouns" (cf. Müller 2001 for German):

- (2) a. Was NIE da się zapomnieć.(unstressed 'was', topicalized)
 you.Pl.Gen not manage.fut.3Sg r.cl. forget
 'One CANNOT forget you (pl.).'
- b. WAS nie da się zapomnieć.(stressed 'was', Contrastive Focus)
 you.Pl.Gen not manage.fut.3Sg r.cl. forget
 'It's YOU (pl) that one cannot forget.'
- c. ?Widziałem was [unstressed] i moją narzeczoną w kinie.
 see.past.1SgM you.Pl.Acc and my fiancé in cinema
 'I saw you.Pl and my fiancé in the cinema.'

The example in (3) shows that there are difficulties in maintaining Cardinaletti and Starke's claim that strong pronouns in Polish have fixed [+human] reference.

- (3) [Oddaj mi tę broszkę. 'Give this brooch (Fem.) back to me.']
 JEJ ci na pewno nie pożyczę.
 her/it.Acc/Gen you.Pl.Dat for sure not lend.Fut.1Sg
 'Certainly I will not lend it to you.'

However, with respect to the pronoun *je* 'it.Acc' and 'them.Acc.F/N', the distinction between obligatory [+human] reference and the unrestricted [+/-human] reference is relevant for its syntactic distribution.

- (4) [Bliźniaczki zawsze mi pomagają. 'The twin sisters always help me.']
 Zaprosiłam je i twojego brata na urodziny.
 invited.1SgF them.Acc.F/N and your brother on birthday.
 'I invited them and your brother to (my) birthday party.'

- (5) [Okno w łazience nie domyka się. 'The bathroom window won't shut.']
 ??Pomalowałam je i drzwi na zielono.
 painted.1SgF it.Acc.N and door on green
 'I painted it and (the) door green.'

This could be regarded as evidence supporting the recognition of homonymous strong [+human] pronoun *je*, and the deficient (weak) [-human] pronoun *je*.

References:

- CARDINALETTI, Anna and Michal STARKE (1999) "The typology of structural deficiency: A case study of the three classes of pronouns". In: Henk van Riemsdijk (ed.) *Clitics in the Languages of Europe*. Mouton de Gruyter, Berlin/New York.
 FRANKS, Steven and Tracy Holloway KING (2000) *A Handbook of Slavic Clitics*. OUP, Oxford.
 WITKOŚ, Jacek (1998) *The Syntax of Clitics. Steps towards a Minimalist Account*. Motivex, Poznań.

Morpho-phonological 'controversy'. On "visibility" of morphological information in English word stress.

Tomasz Ciszewski (Gdańsk)

The idiosyncratic stress behaviour of morphologically complex items in English was usually linked in the literature (Fudge 1984, Lieberman & Prince 1977) with special accentual properties of particular morphemes, described by complicated derivational "repair" mechanisms (SPE, Halle & Vergnaud 1987), or certain 'unruly' suffixes were labelled 'extrametrical'. (Hayes 1995)

Ideally, simple morphological domains should carry over their accentual potentials onto morphologically complex domains, a situation that would guarantee a perfect stress preservation within independently stressable domains. Such a morpho-phonological alignment, however, offers no universally valid generalisations concerning the nature of a "phonological word" in English:

1. controversy	2. PHOTO-	3. PHONO-	4. ANTI-
a. 'contro,v[ɜ:]sy	a. * ,photo'graphy	a. * ,phono'logy	a. * ,anti'logy
b. cont'rov[ə]sy	b. 'photo,graph	b. ,phono'logical	b. an'tilogy
c. * con'troversial	c. pho'tographer	c. pho'nology	c. * an'tibody
d. ,contro'v[ɜ:]sial	d. ,photo'graphic	d. 'phono,typy	d. 'anti,body

5. -METER	6. -BODY	8. MIXED	9. -VALENT
a. 'kil[əʊ],m[i:]ter	a. 'someb[ə]dy	a. 'sentim[ə]nt	a. am'biv[ə]lent
b. ki'l[ɒ]m[ɪ]ter	b. 'some,b[ɒ]dy	b. ,sentim[e]ntal	b. ,ambi'v[ɛɪ]lent
c. ,milli'meter	7. -MAN	c. ,sentim[e]n'tality	
d. * mi'limeter	a. 'super,m[æ]n	d. ,sentim[ə]n'tality	
e. * 'thermo ,meter	b. 'postm[ə]n		
f. ther'mometer			

Evidently, morphological complexity is not responsible for phonologically different behaviour of morphologically identical domains. Past accounts (Kaye 1995) attributed the inconsistencies to analytic (5c,d) vs. (5e,f) non-analytic structure of a compound, admitting to a fair amount of lexical arbitrariness, as in (5a,b).

The apparent irregularities above receive a non-arbitrary treatment within the framework of metrical phonology, whose central idea is the organisation of metrical material (syllables or moras) into metrical feet, subject to the principles of metrical well-formedness and exhaustiveness. (e.g. Burzio 1994)

The metrical foot, viewed as a type of a governing domain, consists of the head-rhyme (stressed) and the complement-rhyme(s) (unstressed). In English, the head position is licensed by: (a) weight (heavy syllable head, e.g. **H**L) or (b) position (left edge of the "stress window", in the absence of a penultimate heavy syllable, e.g. **L**LL). Note the ill-formedness of the foot (**L**H**L**) (**veranda*), where a less complex rhyme (**L**ight) would dominate a more complex one (**H**heavy).

If the presence of a morphological boundary should be respected by metrical structure, there would be little justification for the forms in (1b), (2c), (3c), (4b), (5b), (5f), (8a), (9a) since each of the component morphemes is an independently attested word or foot. Similarly, the incorrectness of the forms in (2a), (3a), (4a), (5e) seems inexplicable. Additionally, vowel reductions in the head position of rightmost domain prevent the creation of ill-formed feet *(**L**H**L**), as in (1b) - *versy*, (5b) - *-meter*, (8b) - *-valent* and render morphological information irrelevant.

The accentual discrepancies between morphologically similar compounds (4b vs. 4d) or (5c vs. 5f) may, hypothetically, be due to a different lexical frequency of the forms.

Existing ‘free-variation’ stress patterns, like (1a,b), (5a,b) suggest that morphological information may be visible to phonology of stress if it independently respects metrical requirements, yet the forms preferred in RP English seem to be those in which morphology was ‘erased’.

The inconsistent metrical behaviour of the word ‘*controversy*’ can be then summarized as follows. In the form (1a) [kɒntɹəvɜːsi] morphological domains are naturally respected as they correspond to independently well-formed feet: ‘*contro-*’ (HL)_# and ‘*-v[ɜː]sy*’ (HL)_#, therefore there is no need for melodic re-adjustments. In (1b) [kən'trɒvəsi], however, morphological boundaries are ‘overridden’ in the parsing process, which applies to create a maximal foot within the confines of the tri-syllabic stress window. As a result, the structure: **con'trov[ɜː]sy* *H(LHL) appears, which does require a melodic re-adjustment, i.e. the vowel shortening:

[ɜː] > [ə] to guarantee the well-formed metrical structure *con'trov[ə]sy* H(LLL)

The scale of re-adjustments, both metrical and melodic (vowel reduction) in the form *con'troversy* seems to justify, still a hypothetical claim, that the metrical structure is built independently of morphological structure. If so, the phonology of word stress in English renders morphology invisible. In cases when morphological structure would require no metrical changes (*'contro,versy*), variant pronunciations exist. Bearing in mind that analytic morphology may be diachronically lost (e.g. *cup + board = [kʌbəd]*), in time only the morphologically “blind” forms will remain. With higher frequency words it is already the case. (*ther'mometer* vs. *'alti,meter*)

Morphology-Phonology interaction in relation to English word stress is, therefore, a game whose rules are imposed by phonological (metrical) licensing and metrical constituency, respecting morphological information only where it is, coincidentally, possible.

References:

- BURZIO, Luigi (1994) *Principles of English stress*. Cambridge: Cambridge University Press.
 FUDGE, Erik C. (1984) *English Word Stress*. London: Allen and Unwin.
 HAYES, Bruce (1995) *Metrical stress theory: principles and case studies*. Chicago: University of Chicago Press
 KAYE, Johnatan (1995) Derivations and interfaces. In: Durand, Jacques & Francis Katamba (eds.), *Frontiers of Phonology*. Longman: Harlow, 289-332.
 LIEBERMAN, Mark and Allan S. PRINCE (1977) On stress and linguistic rhythm. *Linguistic Inquiry* 8: 249-336.

Perceptive Animated Interfaces: The Next Generation of Interactive Learning Tools

Ron Cole
(Center for Spoken Language Research, University of Colorado, Boulder)

We envision a new generation of human computer interfaces that engage users in natural face-to-face conversational interaction with intelligent animated characters in a variety of learning domains, including learning to read and learning new languages. These animated characters, or *virtual tutors*, will interact with learners much like sensitive and effective teachers through speech, facial expressions and hand and body gestures. The virtual tutor will use machine perception technologies, including face tracking, gaze tracking, emotion detection and speech understanding to interpret the users’ intentions and cognitive state, and respond to the user through presentation of various media objects in the learning environment (e.g., videos, images, text), or by conversing with the learner using speech accompanied by appropriate facial expressions and gestures.

The research uses CU Communicator, an environment for researching and developing spoken dialogue systems enabling completely natural, unconstrained, mixed-initiative spoken dialogues in specific task domains. Spoken dialogue interaction in Communicator occurs via communication between users and various technology servers that communicate with each other—audio server, speech recognition, semantic parsing, language generation, speech synthesis and dialogue management. By adding computer vision and computer animation systems to the communicator architecture, we have transformed Communicator into a platform for research and development of perceptive animated interfaces.

Our research on perceptive animated interfaces occurs in the context of the Colorado Literacy Tutor, a large, multi-laboratory project that aims to improve student achievement in the state of Colorado by developing a comprehensive, computer-based literacy program. The program identifies students who have difficulty learning to read, and provides them with an individualized sequence of tutoring exercises in which a virtual tutor interacts with the student to teach and exercise foundational reading skills (e.g., phonological awareness, letter to sound decoding), reading out loud, and comprehension training.

My presentation will motivate the vision of perceptive animated interfaces in greater detail, describe the technical and practical challenges involved in developing, deploying and evaluating learning tools incorporating perceptive animated agents that behave like effective teachers, and provide demonstrations of the learning tools and their component technologies.

His Majesty, Her Majesty, and Burkina Faso: Strange multi-word lexical units from computational perspective

Magdalena Derwojedowa and Michał Rudolf (Warsaw)

Our aim is to tackle lexical units such as:

1. Zauważyli, że tekst „Cosi fan tutte” zapisano po włosku.
(Noticed_{3,pl,past} that libretto_{nom,sg} “Cosi fan tutte” _{gen,sg} write_{Impers} in Italian.)

2. Czekamy jeszcze na jego królewską mość.
(Wait_{1,pl,pres} still for his royal highness).

i.e., a certain kind of multi-word units having the following properties:

a. They are composed of any number of strings of letters separated by spaces, their contents and setup being fixed, e.g.:

3. Grać na cztery ręce z waszą hrabiowską mością to sama rozkosz.
(Play_{infinit} four hand_{acc,pl} with your comtal majesty_{instr,pl}, be_{3,sg,pl} real pleasure.)

4. Nakupili ciastek do diabła i trochę.
(Buy_{3,pl,mhum,past} a hell lot of and some cookie_{gen,pl}.)

b. They are “pre-syntactic”, i.e., “one-constituent” from the syntactic point of view; e.g.:

5. Po prostu//Zwyczajnie pianista fałszuje.
(Simply pianist_{nom,sg} play_{3,sg,pres} false.)

6. Orkiestra zgrała się do cna//doszczętnie w kasynie.
(Orchestra_{fem,nom,sg} lose_{3,sg,fem,past} all the money in casino_{loc,sg}.)

c. Consequently, they are – as a whole - unequivocally interpretable in morphological terms; e.g.:

PO PROSTU – particle,
GÓRNA WOLTA, BURKINA FASO, JEJ KRÓLEWSKA MOŚĆ – nouns (feminine)
DO DIABŁA I TROCHE, STO DWADZIEŚCIA SIEDEM –numerals
MIMO ŻE – conjunction

d. They are continuous; no other constituent can be inserted in-between.

We will call such structures BF-type lexical units, contrary to multi-word constructions given below:

7. *Niech* dyrygent się tak bardzo *nie dziwi*, że nikt nie przyszedł.
(The conductor *shouldn't be surprised* so much, that nobody came.)

BF-type units are not syntactic constructions; rather, they belong to lexicon. This means that each of the constituents of such a unit should be treated unilaterally, its morphosyntactic status being completely unimportant or, in other words, undecidable. This way we can avoid the problem of different internal and external agreements BF-type units are involved in.

The mechanism we use to generate BF-type lexical units can also help us account for some semi-morphological discontinuous structures, as well as for discontinuous syntactic constructions, e.g.:

8. Jaś *pnie się* w górę.
(Jaś *climb*_{3,sg,pres} *up*.)

9. Pierwsze skrzypce wciąż *się kłóć* z drugimi.
(First violin *quarrel*_{3,pl,pres} with the second.)

10. Może sopranu wreszcie *będą czytać* nuty.
(Maybe soprano_{nom,sg} finally *read*_{3,pl,fut} score_{acc}.)

The repertory of classes of BF-type units covers almost all parts of speech. Some of those classes seem so highly regular that for implementational reasons we can keep lists of constituent word-forms shorter by supplying some rules generating the whole “paradigm”.

In our analysis, we also touch the issue of „natural” vs. „grammatical” interpretation of some features (i.e., sex and gender):

11. Kompozytor długo rozmawiał ze zmęczonym głową kościoła.
(Composer talk_{3,sg,past} with tired_{mhum,instr,sg} head_(fem,instr,sg) (of the) church_{mhum,instr,sg})

as well as some more sophisticated syntactic mechanism — haplology, shared (common) constituent and so forth:

12. ?Zwiedziłam Rio [Grande i de Janeiro] oraz Santa [Barbara i Fél].
(Visit_{1,sg,fem,past}) Rio [Grande and de Janeiro] as well as Santa [Barbara and Fél].

13. Ich [królewska i hrabiowska] mości grały na cztery ręce.
(Their [royal and comtal] majesty_{pl} play_{3,nonmaschum,pl,past} four hand_{acc,pl})

We also provide some results of automatic syntactic analysis of BF-type units.

Advantages and disadvantages of authentic materials in CALL

Magdalena Derwojedowa and Magdalena Zawisławska (Warsaw)

We intend to discuss advantages and disadvantages of authentic materials in CALL as well as using interactive CD’s both in the classroom and as self-study. As an example we take interactive multimedia 3-level *LinC/Loki —Integration through language and culture*, a CALL programme that is a result of research within EC Socrates Action Lingua D. It was developed for 13 languages.

We are going to examine how, when and for what purposes authentic materials and interactive CD’s are best suited, why using them can be sometimes difficult (both pedagogically and technically) and how to use them in the most efficient way. We also present difficulties we encountered when we prepared these materials.

Each level of LOKI consist of 10 topics. The core of the topic is a video extract from TV-news. Comprehension exercises, vocabulary and grammar are developed on the basis of the structures present in this extract. For each topic there are also additional reading material and web-links. Some exercises are designed to be sent by an e-mail to a teacher. Dictionary for all vocabulary and compendium of Polish grammar are another components of each CD.

Authentic video materials give a chance to work with variety of voices, accents and intonations (and with different background noise), show language use in different situations and styles: spontaneous speech of the interviewed and almost-written high-level language of the announcers. Contrary to audio CD’s, visual context of a video extract is stimulating learner’s hearing and his eyesight. Unrestricted use of grammatical and lexical potential activates understanding based on a context and any perceptible information. The TV news are also a very good starting point for a discussion.

Nethertheless video authentic materials have also some disadvantages:

- it is very difficult to find a material for the beginners: too many mistakes in spontaneous speech and too difficult syntax and rare or obsolete vocabulary in any style.
- a number of the examples of a certain grammatical features is rather small, so it is very difficult to compose sufficient number of grammatical exercises based only on the extract.
- the unrestricted use of lexical and grammatical potential makes gradation of grammatical difficulties almost impossible.
- it is difficult to find a video fragment which at the same time presents information important for the specific culture and is not too hermetic for foreigners.
- a student and/or a teacher must be computer-literate, but still the program should be easy-to-run.
- a classroom must be properly — and expensively— equipped.

We think that both new technology and authenticity of used materials are valuable as additional language teaching and learning resource. It is especially useful for higher levels of study, when competence of a learner is higher and the need for the real-life language grows. Yet for beginners it should be used with a great care and for those who are not familiar enough with a computer this may not work at all.

The language situation in Ukraine

Anatolij Dorodnych (PAP, Słupsk and UAM, Poznań)

The language situation in Ukraine has its roots in the imperial policy of tsarist Russia continued by the Soviet government. That policy was to displace Ukrainian with Russian. So, gradually it became fashionable and prestigious to speak Russian while the Ukrainian language came to be looked upon as the language of peasants, and if Ukrainian intellectuals insisted on using Ukrainian, they were called 'nationalists'. The situation with the Ukrainian language was not helped by the fact that the majority of the population in eastern Ukraine were (and still are) ethnic Russians.

The political and economic dependence of Ukraine, the persecution and extermination of the Ukrainian elite, and forcible russification have resulted in a situation where several generations of ethnic Ukrainians have spoken Russian as their first or, sometimes, their only language.

The literary Ukrainian language now exists as the surviving Soviet-induced standard, and the emerging new standard informed by the national literature and West-Ukrainian speech. The latter is gaining in prestige due to the pressure from the Ukrainian national elite.

Beside the standard(s) there are two regional vernaculars – eastern and western. While the western variety has many features common with Polish, the eastern variety uses more lexical roots common with Russian. There are, of course, some differences both in morphology and syntax as well as prosody. On the fringe of the eastern variety of Ukrainian is the so-called '*surzhyk*', a creole-like language spoken in the provinces bordering on Russia.

The change of political scene, i.e. the disintegration of the Soviet Union, was the main cause of westernization in Ukraine, the main vehicles being economy, culture and the mass media.

Many Soviet citizens have always craved for items of Western material culture – probably due to the well-known 'forbidden fruit' effect. This craving plus the fall of the communist idols and the devaluation of the communist-nurtured morality have facilitated the invasion of Western (mainly American) mass culture supported by the technological and financial superiority of the transnational corporations.

The drive for learning English is great, but this is not where English words mainly come from. The greatest number of English borrowings is in the spheres of business and finance, and computer technology. The media also play an important role. The westernization of the Ukrainian society is effected directly by contacts with predominantly American culture. Mass culture drains talent from high culture, and this is where danger lies for Ukraine and other post-communist nations. As a result, a flood of borrowings from English is inundating the speech of users of Russian as well as Ukrainian.

Evidence from lexicographic sources suggests that since the beginning of '*perestroika*', the number of the most recently borrowed words is 764, and 321 (42%) of them are borrowings from English. These numbers produce a really awesome impression. No wonder it alarmed the Russian parliamentarians to such a degree that protective legislation was introduced.

Cultural contacts are contributing significantly to changes in discursive practices. Imported words undergo the process of adaptation and many of them have served as the basis for new jargon. There are noticeable changes in the language of the press. Both 'serious' and 'popular' newspapers display a wider stylistic range of borrowings from English along with free use of formerly taboo and slang words and expressions.

The data obtained in this research allow us to claim that although 'economic determinism' has been scoffed at, it was the economic, political and cultural changes that caused the words relating to old concepts and events to drop out of active use and new words, among them borrowed ones, to appear.

Principles of Natural Phonology: an introduction.

Wolfgang U. Dressler (Vienna) and Katarzyna Dziubalska-Kołaczyk (Poznań)

The paper will start with an epistemological outline of the role of functional explanation in Natural Phonology, with emphasis on the semiotic, cognitive and phonetic bases of phonology. Natural Phonology is a theory of preferences rather than of constraints. Support for preferences comes from both internal and external (substantial) evidence for which illustrations will be provided from phonostylistics, diachrony and acquisition. For such areas bridge theories are needed, e.g., a bridge theory from the model of Natural Phonology to acquisitional constructivism which enables one to account for first and second language acquisition data. In phonology, one realization of preferences is by means of functionally motivated phonological processes which must be distinguished from allomorphic and morphological rules. The latter derive diachronically from phonological processes due to interactions with morphology. Such interactions also explain many cases of superheavy syllables and word final consonant clusters. Processes operate on representations which are, in principle, fully pronounceable. This principle disallows segmental underspecification and empty inputs. Processes respond both to paradigmatic and syntagmatic structural requirements. As a result, inventories and lexical representations emerge which are, in turn, input to further – postlexical – processes. Phonotactic preferences dictate the syntagmatic relationships between and among segments on the lexical and postlexical level.

Regional variation and the rise of the national standard in early American English

Radosław Dylewski (Poznań)

There are many arguments positing the relative homogeneity of early American English which are preponderantly based upon the commentaries made by British travelers (journalists, explorers and, occasionally, by natives) who cited with either wonder or admiration the striking uniformity and purity of the colonial and federal language. This uniformity of speech of the settlers on the North American continent almost automatically implies a deficiency of dialectal variation. Read, who collected a number of such commentaries and published them in his 1933 article, makes reference to this phenomenon operating in the language of early American: "This absence of dialect, so puzzling to the commentators, is now accepted as normal to any colonial speech. In the jostling of speech characteristics imported from many regions, the peculiarities are very soon worn away and a state approaching homogeneity ensues" (1933: 325).

Nonetheless, the insistence upon the uniformity of American English taking place in the earliest years of the American republic undermines the above-mentioned homogeneity theory and accounts for the existing dialectal diversity. The eighteenth century witnesses an urge to standardize the newly born American language in pronunciation, spelling, and grammar, which is to give Americans a unity upon their own soil and encumber the fear of disintegration (Krapp 1925 [1960], 1). On the whole, such a situation stems from an increasing Anglophobia, the need to differentiate the Colonial form the Mainland language as well as the feeling of linguistic patriotism. Since the British standard is rejected because of both patriotic and practical reasons, the advocacy of a national and literary standard for American speech becomes a logical response to the novel conditions in the new country. This call for a national standard finds many supporters, to name but a few: Webster, Cooper or Franklin.

This paper aims at tracing the early incipience of a national standard by means of presenting the complicated linguistic situation of Early American English, the contradictory assertions indicating both national uniformity and regional diversity of colonial and federal American English, and, finally, the voices opting for and molding the rise of a national standard.

Selected references:

- ALGEO, John (ed.). 2001. *The Cambridge history of the English language. Volume VI: English in North America*. Cambridge: Cambridge University Press.
- MALONE, K. 1926. "A linguistic patriot", *American Speech*, 1. 26-31.
- MATHEWS, M. M. 1931 [1973]. *The beginnings of American English*. Chicago-Illinois: University of Chicago Press.
- MENCKEN, H. L. 1919 [1923]. *The American language*. Third Edition. New York: Alfred A. Knopf.
- KRAPP, G. P. 1925 [1960]. *The English language in America*. Two volumes. New York: Frederick Ungar Publishing Co.
- READ, A. W. 1933. "British recognition of American speech in the eighteenth century", *Dialect Notes* 6. 313-334.

Forms of Address in the Discourse of Tourist Promotion

Patricia Edwards Rokowski (Caceres)

Tourism has become one of the world's major industries, moving as it does, billions of Euros annually. Tourists, for their part, adventure into traveling further away from home, in addition to moving about more often than ever before. Both of these motivational factors, economic and social, require that the marketing of products and services in the sector make use of professional communication which is highly convincing in order to effectively compete on the market. The overall objective of this paper analyzes the special language used in tourist promotion in representative examples, and that specifically involving the manner in which the discourse of this genre addresses the receiver, i.e. tourists. The procedure for data collection is undertaken within the framework of contemporary tourism promotion models from various sources from all over the world in order to establish a large, on-going international corpus, which at present includes over 1200 samples. The language used for transmission of the messages, contained within the sampling of the promotional material examined, project both distinctive discourse features, as well as recurring syntactical patterns, used in order to attract tourists towards the destinations marketed. Our findings point towards the establishment of a symbiotic rapport between the sender, "we", and the receiver, "you", with singular characteristics particular to the messages in this text type. On the one hand, suppliers address prospective consumer - tourists as a collective target group (you plural), with the express purpose of trying to reach and attract as many potential customers as possible. On the other hand, however, the tourists themselves perceive the messages uniquely and individually (you singular) as the discourse sparks an interest, which fulfils their personalized needs and wants, a marketing concept referred to as ego targeting (Williamson 1983). As a result, we observe a particular dialogic structure involving "we", the supplier of tourist activity, addressing "you", the potential patron of the commercial offer (Boyer and Viallon 1994). Furthermore, specific grammatical preferences tend to emerge around the variations of address, namely imperatives, interrogatives and modal forms (Marsano 1994) (Elgin 1993). Nonetheless, and regardless of the channel of communication used, the illocutionary manifestation of the discourse

is marked by monologue (Vestergaard and Schroder 1993). That is, the sender emits the messages in a one-way transmission, which rarely allows the receiver the opportunity of verbal exchange (Archdale, 1992). Taking exception to the unidirectional format traditionally found in advertising and promotion is that which takes place in Internet. Most usually, the web sites of tourist destinations around the world allow for and invite visitors to contact an email address provided on the web page. Thus, in the case in point, a kind of belated dialogue that permits feedback from the receiver to the sender is created, challenging the otherwise unilateral transmission salient in most other promotional forms. To sum up, our study exemplifies modern advertising and promotional use of discourse in addressing the needs and motivations of prospective clients from a linguistic perspective within the context of the tourist industry.

War as source and target: a comprehensive approach to war metaphors

Małgorzata Fabiszak (Poznań)

The cognitive scene today seems to be dominated by two complementary approaches: Cognitive Metaphor Theory (Lakoff 1987, and Johnson 1987) and Blending Theory (Fauconnier 1997, Fauconier and Turner 2002). As suggested by Grady et al. (1999) and Coulson (2001) these two theories may be considered complementary in so far as CMT focuses on established, integrated in the long-term memory and directional mappings between usually two input spaces (source and target, tenor and vehicle, etc.), whereas BT concentrates on on-line meaning construction in the act of communication; the mappings can occur between a number of spaces (often as many as four), they may be multidirectional and operate in short term memory.

The aim of the present paper is to analyse the domain of the concept of 'war' as used in English language mass media discourse. The data source will be drawn from a British daily: Guardian and an American monthly: National Geographic. The analysis will be conducted within two different approaches: CMT and BT. The purpose of the study is two-fold. The first part will try to answer the question what elements are mapped from source to target, as well as what elements create the generic space and what is the emergent structure of the blend. It is expected that the mappings, the input spaces and the blends will differ depending on the fact if 'war' is the source or the target. The identification of these differences should allow us to hypothesise about the more general processes underlying the elaboration of war metaphors. The second part will consider the use of blending in the framing of social discourse (Schoen 1993, Gibbs 1999, Coulson 2001). It is expected to show to what degree authors of newspaper articles rely on conventional metaphors and when they explore novel uses of established metaphors as well as novel metaphors in the creation of meaning. This part of research will also focus on those structures which employ the domain of 'war' as one of the input spaces.

References:

- COULSON, S. 2001. Semantic leaps. Frame shifting and conceptual blending in meaning construction. CUP.
 GIBBS, R. W. 1999. "Taking metaphor out of our heads and putting it into the cultural world." In Gibbs, R. W. and G. J. Steen (eds.). 145-166.
 GIBBS, R. W. Jr. and G. J. STEEN (eds.) 1999. *Metaphor in Cognitive Linguistics*. Amsterdam: John Benjamins.
 GRADY, J., T. OAKLEY and S. COULSON. 1999. "Blending and metaphor." In Gibbs, R. W. Jr. and G.J. Steen. (eds.) 101-124.
 TALMY, L. 2000. *Toward a cognitive semantics*. Cambridge, Mass.: The MIT Press.
 FAUCONNIER, G. 1997. *Mappings in thought and language*. CUP.
 FAUCONNIER, G. and M. TURNER. 2002. *Conceptual blending and the mind's hidden complexities*. New York: Basic Books.
 ORTONY, A. (ed.) 1993. *Metaphor and thought*. Cambridge: CUP.
 SCHOEN, D. A. 1993. "Generative metaphor..." In Ortony, A. (ed.). 137-163.

Multiple Spell-out: Evidence from German

Gisbert Fanselow (Potsdam)

In recent work, Chomsky proposes a cyclic model of the syntax-phonology interface: phases are spelt out immediately after completion. In this paper, I would like to present some evidence from German that supports this view.

The line of argumentation is fairly simple. In verb second clauses, X(P)s other than the subject are attracted to first position because they bear a certain operator feature: wh, focus, topic. Normally, when the word or subconstituent bearing f is attracted to first position, the full maximal projection dominating f must be pied-piped, but this is not necessary in all cases. Sometimes, the only the word realizing a certain feature is moved. The word realizing a wh-feature is the wh-word itself, but the word realizing a pragmatic feature of XP can be taken to be that element in XP that bears the special intonation connected with the pragmatic function.

We can observe now that the pragmatic topicalization of a verb phrase can be realized syntactically in a number of different ways: the complete VP can be placed into first position, but often, the preposing of the stressed particle, or of part of the direct suffices to express the topichood of VP. These elements moved to the left are the words in VP that would receive structurally determined accent by the nuclear stress rule.

The selection of elements for movement to first position thus depends on a property that is phonologically determined, viz. the outcome of the Nuclear Stress Rule.

Schemata in translation: the role of lexical competence

Mohammed Farghal (Kuwait)

Schemata are cumulative cognitive structures which comprise our knowledge of the universe (Rumelhart and Ortony 1977; Rumelhart 1981; Carrel 1983). They manifest themselves in the form of content, formal, and strateg schemata (Casanave 1988). Our meaningful interaction with discourse, whether spoken or written, depends entirely upon our possession of corresponding schemata or, by way of analogy, our possession of cognitive harbors where meaning as encapsulated in ideas or, more technically, propositions may be appropriately processed. The ease or difficulty of the processing of information in a text is a correlate of informativity as an important standard of textuality (Beaugrande de and Dressler 1981). This means that the more predictable the schematic structure, the less informative and subsequently the easier the processing, while the less predictable, it is the more informative and subsequently the more difficult the processing.

Translation activity, essentially being a form of communication, is ipso facto subject to appropriate schematic interpretation. Correct text comprehension, which is based on a successful matching and integration between the schematic structure in the text and the schemata available in the translator's encyclopedic repertoire, is the only guarantor for producing a workable translation. To this is added the fact that lexical competence may play a key role in mediating between existing schemata and their appropriate activation, because lexis is not only a vehicle to express thought but also a vehicle to understand thought.

The present paper establishes empirical evidence for a schematic model of translation in which markedness plays a pivotal role in lexically-induced schemata. An ambiguous text was deliberately given two working titles that schematically called for different translations. The majority of the subjects, regardless of their lexical competence, opted for the unmarked schema in the body of the text in spite of the fact that their translations were incongruent with the marked schema in the title. This proves that schematic markedness is a more robust factor than lexical competence in translation activity.

References:

- BEAUGRANDE DE, R. and W. U. DRESSLER. (1981). *Introduction to Text Linguistics*. London: Longman.
- CARREL, P. (1983). Three Components of Background Knowledge in Reading Comprehension. *Language Learning* 183-207.
- CASANAVE, C. (1988). Comprehension Monitoring in ESL Reading: A Neglected Essential. *TESOL Quarterly* 22: 283-302.
- GUTT, Ernst-August. (1996). Implicit Information in Literary Translation: A Relevance-theoretic Perspective. *Target* (2): 239-256.
- RENKEMA, Jan. (1993). *Discourse Studies*. Amsterdam: John Benjamins.
- RUMELHART, D. (1980). Schemata: The Building Blocks of Cognition. In *Theoretical Issues in Reading Comprehension*, R. J. Bruce and W. Brewer (eds.), 33-58. NJ: Lawrence Erlbaum.
- RUMELHART, D. and A. ORTONY. (1977). The Representation of Knowledge in Memory. In *Schooling and the Acquisition Of Knowledge*, R. Anderson, et al. (eds.), 99-135. NJ: Lawrence Erlbaum.
- SHAKIR, A. and Mohammed FARGHAL. (1991). The Activation of Schemata in Relation to Background Knowledge and Markedness. *Text* 11: 201-221.
- SPERBER, Dan and D. WILSON. (1993). *Relevance: Communication and Cognition*. Oxford: Blackwell.
- DIJK, T. A. Van. (1978). *The Structures and Functions of Discourse: Interdisciplinary Introduction into Textlinguistics and Discourse Studies*. Puerto Rico Lectures [1,6.2].
- DIJK, T. A. Van. (1980). *Macrostructures: an Interdisciplinary Study Of Global Structures in Discourse, Interaction, and Cognition*. NJ: Erlbaum.
- YULE, G. (1985). *The Study of Language*. Cambridge: CUP.

Evidence for the metrical foot in Spanish

Maria-Bonita Flores and Merle Horne (Lund)

Spanish is commonly classified as a syllable-timed language in investigations of rhythm typology (Dauer 1983). That is to say, it is assumed that the rhythmic structure of the language is based on a regular repetition of syllable units which have a similar structure and thus a similar duration. However, it is also the case that Spanish has word stress, i.e. a given syllable in a given word is characterized by more prominence than the other syllables. Thus, one can hypothesize that stress, in addition to syllable-number can influence the rhythmic patterning of Spanish. In other words, it can be hypothesized that Spanish constitutes a language with a mixed rhythmic character, mostly syllable-timing but partly stress-timing. In metrical phonological terms, one could hypothesize, therefore, that the foot could play a certain role in characterizing the rhythmic structure of Spanish due to the fact that words are associated with word stress. Previous studies have, however, questioned the role that the foot can be assumed to play in accounting for Spanish rhythm (e.g. Cummins 2002). In this study using poetic discourse, we will argue that there would appear to be some support for the assumption of a fragmentary foot structure in Spanish. The main findings are the following: The basic syllable-timing character of Spanish

is supported in poetic structure constraints, e.g. a poem is constructed using a fixed number of syllables in each line. 'SYLLABLE COUNT' is thus the major determinant of how a lyric poem is structured. However, in the phonetic realisation of the syllables in speech, the phonology of Spanish, including metrical constraints, interacts with this higher level syllable-timing constraint. Syllabic 'extrametricality' and empty syllabic insertion (catalexis) can be assumed as well as segmental processes leading to syllable deletion (synalepha) in order to attain the correct syllable count in a line of poetry. What is interesting from a phonological view is that the level at which this syllable count takes place cannot be described in a straightforward manner. It is not a level that corresponds to an underlying (phonemic) representation nor to a phonetic representation. It is some intermediate level or mixture of levels that can only be assumed to characterize a language that has a mixed rhythmic structure, in this case, a language which is 'mostly' syllable-timed but 'slightly' stress-timed as well. Acoustic support for these assumptions will be presented.

References:

- CUMMINS, F. 2002. Speech rhythm and rhythmic taxonomy. *Proceedings Speech Prosody 2002*: 115-119.
 DAUER, R.M. 1983. Stress-timing and syllable-timing reanalyzed. *Journal of Phonetics*, 11: 51-62.

Introduction to the government phonology-natural phonology workshop

Edmund Gussmann (Gdańsk)

In my introductory talk I will try to place in the historical context what I regard as the pervasive issues in phonology. The objective is not to search for predecessors or forerunners but to point out that in one guise or another practically each of the so-called new developments has been present somewhere in past research. In most cases it is just a different combination of old ingredients that is responsible for a new concoction. I will claim that by general consensus there is enough data which is phonological and for which phonological interpretations should be provided; it is this data that should allow us to evaluate different theories and theoretical issues.

The issues I wish to single out are the following:

1. the relevance or irrelevance of contrast. This is a different way of assessing the role of syntagmatic and paradigmatic considerations in phonology; will the paradigmatic bias continue to dominate the discipline?
2. phonetics in phonology. How much of the phonetic substance should be accounted for by phonological regularities or how seriously should phonetic facts be taken? Are there grounds for claiming that the linguistically interpreted phonetic representation is different from the phonological representation?
3. the statement of phonological regularities. What is allowed or admitted in such statements? What is categorically disallowed? Is grammatical information valid or permissible in such statements? Are arbitrary diacritics to be admitted? How far – if at all – can we rely on empty categories?
4. morpho(po)nology. Is it just a dumping grounds for whatever cannot be fitted into phonological statements? Is morphophonology the same as phonology but in a crooked mirror? Is it legitimate to describe one without the other?

The morphology of oddities

Camiel Hamans (Brussels)

Traditionally morphology deals with complex words, "words which are not simple signs, but which are made up of more elementary ones", as Aronoff (1976:1) puts it. It is the aim of a generative theory of morphology to describe and analyse 'the rules for making up new words' (ibid:19) and to predict which words are possible (ibid:18 & 35). Although Aronoff accepts words such as 'slurp' and 'quack' to belong to English (ibid:8), the coining of these onomatopoeic or partially phonetically symbolised words does not belong to the study of word formation, since the meaning of these 'composite items' can only 'be partially, but not completely, derived from meanings of their parts'.

According to Aronoff (ibid: 20-21) 'portmanteau' words such as 'smog' or 'chunnel', although being derived from other forms - 'smoke + fog' and 'channel+tunnel' - should not be described in a theory of word formation either. These products of a blending process are 'oddities' just as acronyms and 'morpheme strings' such as 'transmote', a combination of the two non-independent morphemes 'trans' and 'mote'.

This view of Aronoff is the traditionally accepted opinion about morphology. Also structuralists as Uhlenbeck and Schultink did not discuss what they called intentionally creative processes of word coining.

However recently some linguists got interested in these and other oddities and described as being productive (Hüning, Hinskens, Kemmer, Meesters, Ronneberg-Siebold, Szypra, Hamans). In this paper I shall discuss why the traditional morphological approach failed and how all of a sudden such different scholars came up with alternatives.

On General American: learners' views

Katarzyna Janicka (Poznań)

The paper aims at reporting the study on the pronunciation standard known as General American (GenAm) among Polish learners of English. Taking learners' views into consideration should help the author answer the query whether we should follow the GenAm pronunciation standard in teaching pronunciation to L2 learners.

Pronunciation is of importance for students as one of the practical skills of second language learning (Waniek-Klimczak 1999: 374). Students give various aims of learning pronunciation, one of them being the desire to sound native-like. Teaching and learning pronunciation, we rely on a particular pronunciation standard. It is undisputed that students must have a pronunciation model to work towards. However, the choice of a pronunciation standard seems to be quite difficult. Apart from different aims that we want to achieve through pronunciation, we need to remember that English has become a world lingua franca. People use it as a medium of communication and they are not native speakers of that language. Moreover, standards that are used in EFL teaching are both praised and criticized. Most commonly, teachers rely on Received Pronunciation (RP) or General American. At some point in time, Estuary English (EE) was supported as a new standard for foreigners. The most recent proposal is that of Lingua Franca Core (LFC) (Jenkins 2001). RP was recognized as the most suitable for foreigners to learn, as: "it is most thoroughly described (...)" (Hughes and Trudgill 1979), "widely understood" (Jones 1950: 4), and most socially acceptable (Wakelin 1972: 153). GenAm scores low when compared to RP along these lines. Its weaknesses are highlighted: definition, codification problems for EFL purposes, and prestige. The GenAm "problems" led the author to investigate 3 groups of students to answer the following research questions.

Firstly, what is the perceptual image of GenAm on a segmental level and is there a correlation in the perception among the 3 groups studied. There are problems in defining American phonetic values so it may be possible to arrive at students' codification of GenAm.

Secondly, which pronunciation standard is easier: RP or GenAm and is there a correlation among the 3 groups, and especially between those studying RP and GenAm. The question is motivated by the studies of Jasone Cenoz and M. Luisa Garcia Lecumberri (1999) who found that the British accents including RP, present less difficulty than GenAm for Spanish and Basque students learning English. Similar findings were given by Waniek-Klimczak (1999) for Polish learners.

Thirdly, what are the most salient features of GenAm? Zeungler (1988) found American English /r/ to be the most salient feature of an American accent for native speakers of Mexican English. Is it the same for Polish students and for the 3 groups studied?

Finally, do we find the salient features of GenAm in the LFC? The LFC does incorporate the features of GenAm. The LFC main goal is to simplify the learning task so if one assumes that saliency in perception entails ease of production, these salient features should be present in the LFC.

Morphophonological Lenition in Old Irish

Krzysztof Jaskuła (Catholic University of Lublin)

As a result of consonant mutations occurring in Old Irish, different variants of lexical items surfaced, depending on the grammatical context. The most conspicuous mutation was lenition, which affected a greater number of segments than the other process called nasalization. A close inspection of lenition indicates that its nature was not solely phonological since the contexts triggering consonant alternations had disappeared long before the time when Old Irish was spoken. Thus, in this phonological system lenition had only grammatical functions to perform and its original causes were obscured by morphophonological processes taking place between the time of phonological lenition and the period of Old Irish. The purely phonological aspect of lenition can be detected only after studying prehistoric sound changes and morphological developments which led to the creation of the system of Old Irish.

An analysis of ancient data reveals that the distinction into leniting and leniting contexts in Old Irish is purely formal and functional. This claim can be supported by the fact that when lenition was phonological, there was no possibility of weakening a segment without a phonological context. Similarly, every consonant was affected by this mutation if the trigger was present. This was no longer the case in Old Irish. Moreover, both these environments could ultimately produce identical results, depending on subsequent morphophonological developments.

The paper also addresses the question of how much phonology remained in the Old Irish system given the lexicalization of mutations on the one hand and the relatively stable shape of both unlenited and lenited versions of consonants on the other.

A real common core

Bryan Jenner (Vienna)

The original idea of the Common Core (Jenner 1989) was based on the belief that the only conceivable model of pronunciation for the learner was provided by some sort of native speaker, but that we should only be able to achieve that if we changed our priorities and refrained from spending all our time on details of vowels.

This idea was taken up and modified (e.g. by Jenkins 1996, 2000) on the basis that most learners did not want or need to interact with native speakers, and the important thing was that they should be able to communicate with and understand each other: Jenkins therefore proposed a reduced common core.

In practice, however, both of these notions are based on the idea that the learner can either imitate native-speaker norms or deviate from them, in certain approved ways. It seems to me that neither Jenkins nor I went far enough in the direction of finding a true phonology of International English, in that like most British phoneticians we have been pre-occupied with details of realisation, rather than with systems.

What is now needed is an attempt to determine a 'real' phonological common core underlying L2 (and possibly also L1) realizations, based on data from fluent EIL performers rather than learners. Such a model would be at a very abstract or 'reference' level, and would in some respects resemble a model for grammar. Actual pronunciation variants would then be seen simply as alternative exponents of this.

Such an ultimate phonology of English might contain, for example, a very small number of vowels (perhaps 6), with no central vowels at all; and few, if any, diphthongs. It would be rhotic in principle; and length contrasts would be largely redundant.

Contrastive Analysis and Error Analysis in combination with Analysis of the Semantic Level

Ljubica Kardaleska (Skopje)

There are a number of factors that interact and influence the linguistic performance of a second or a foreign language learner. They include: language transfer, intralingual interference, sociolinguistic situation, modality, age, approximative system, hierarchy of difficulties.

Although a number of variables affect learner's performance, one of the principal factors is a specific type of mental organization a learner possesses (reflected in the specific learning style of a particular learner), which causes him to use a set of processing strategies to produce utterances in a language.

Contrastive analysis and Error Analysis have been regarded as main pillars in the domain of second or foreign language acquisition.

Contrastive Analysis of two languages in question: L1 and L2, pointing at the specific features of each language system (in its major areas: phonology, morphology, lexicology, syntax, text analysis) helps in the process of anticipation of possible difficulties with the L2 learners. A part of the difficulties can be attributed to the mother tongue (first language) interference.

With the knowledge about the kinds and degree of differences between languages on a number of linguistic levels from phonetics to stylistics, CL has contributed a lot to the general methodology and theory of language teaching. Applied Contrastive Linguistics has concerned itself with error-prediction.

Error analysis by observation and analysis of the most frequent patterns in use of L2 helps in creating a systematic and orderly list of problems that require special consideration having into account not only the data from the contrastive analysis but also all the above listed factors in the language learning process.

Nevertheless, my view is that the results from Contrastive Analysis and Error Analysis would be incomplete without awareness of the deep level of semantic categories. These categories reflect the way in which speakers conceptualise the world around them. In fact, these categories are essential for the linguistic means used to express them.

Different languages and their grammars may be regarded as autonomous, but when it comes to **Semantics** it seems that it is the core of the languages and a common or universal basis that they share, regardless of the differences in their grammars. Therefore I believe that it is very important for a translator or a second (and foreign) language teacher to be aware of the interaction of the level of semantic categories and the level of formal exponents.

Doing semantics is largely a matter of conceptual analysis, exploring the nature of meaning in a careful and thoughtful way, using a wide range of examples. Examples show that the relationship between mental processes (thoughts), abstract semantic entities (propositions), linguistic entities (sentences) and actions (utterances) is problematic and complicated.

To illustrate my belief in the significance of Semantics, I have chosen one area of grammar which I find a ground of numerous difficulties for the foreign / second language learners and that is the category of Definiteness, linguistically expressed by Articles.

Polish trapped sonorants and strict CV

Artur Kijak (Sosnowiec)

This paper aims to examine the problem of representation of the so-called trapped sonorants in Polish, in a recent development of the Government Phonology paradigm (Kaye et al. 1990), strict CV model (Lowenstamm 1996, Scheer 1999).

Since Polish tolerates complex consonantal combinations, especially in initial position, it has always been a good testing ground for different theoretical frameworks (Kuryłowicz 1952, Rubach & Booij 1990a, 1990b, Gussmann & Kaye 1993, Rowicka 1999, Gussmann & Cyran 1998, Cyran & Gussmann 1999). Complex initial sequences have been problematic for any theory. They either violate any version of the Sonority Sequencing Principle (SSP) or exceed the permissible limit on the number of consonants in the word-initial clusters. Additionally, this language is rare in that it abounds in instances of the trapped sonorants, e.g. *drgać*, 'vibrate', *drwał*, 'wood-cutter', *krtań*, 'larynx', *brnąć* 'plod' etc. Thus, similarly to many attempts aiming to explain Polish wild sequences, there have been many attempts to resolve the problem of Polish trapped sonorants, especially in terms of extrasyllabicity (Rubach), but also by different means (Pawelec 2001). The GP invention of empty Nuclei contributed to the understanding of the behaviour of Polish initial clusters and gave first attempts to explain their peculiarity (Gussmann & Kaye 1993, Gussmann & Cyran 1998, Cyran & Gussmann 1999). Coherent as it is, the standard Government Phonology (SGP) analysis, however, seems to overlook the puzzle of trapped sonorants altogether. Thus, although SGP resolves most of the problems connected with the syllabification of the initial sequences, the CV model, supported by the Lowenstamm's (1999) idea of the initial empty CV unit, explains the same facts in a much more satisfactory manner. The main advantage of the CV model over SGP is that the former is much more constrained which must be automatically regarded as an advantage (SGP requires quite a few mechanisms to account for Polish initial facts, namely: Magic Licensing, Proper Government, Interonset Government, Constituent Government, Interconstituent Government, and Government Licensing, while CV needs only two: Government and Licensing). Moreover, the latter model neatly explains the clusters which have been problematic for SGP. More importantly, CV recognizes the peculiarity of the trapped sonorants. Thus, following a recent interest in the attempts to explain the syllabic consonants (Harris 1994, Szigetvari 2000, Blaho 2002) I could add to this area of recent interest Polish trapped sonorants. Given that otherwise elegant and coherent CV analysis of Polish initial sequences is challenged when faced with trapped sonorants, I will attempt at resolving the problematic character of such clusters by representing them as left-branching structures, similarly to syllabic consonants (Szigetvari 2000). This solution seems promising as it explains such sequences without introducing additional machinery, hence without unnecessary burdening the theory. I will then discuss some of the consequences of representing trapped sonorants as left-branching structures.

References:

- BLAHO, S. 2002. The representation of syllabic consonants in strict CV frameworks. Paper presented at 9th Vienna International Phonology Meeting, 1-3 November, 2002.
- CYRAN, E. & E. GUSSMANN 1999. Consonantal clusters and governing relations: Polish initial consonant sequences. In HULST, H. VAN DER & N. RITTER (eds.). *The syllable: views and facts*. Mouton de Gruyter, Berlin.
- GUSSMANN, E. & E. CYRAN 1998. Polish consonantal sequences: a phonological testing ground. In Cyran (ed.). *Structure and interpretation. Studies in phonology*. Wydawnictwo Foliu, Lublin.
- HARRIS, J. 1994. *English Sound Structure*. Blackwell, Oxford.
- KAYE, J., J. LOWENSTAMM & J. R. VERGNAUD 1990. Constituent structure and government in phonology. *Phonology* 7, 193-231.
- KIJAK, A. in press. Strict CV or VC Phonology? Polish trapped sonorants. *Linguistica Silesiana*.
- LOWENSTAMM, J. 1996. CV as the only syllable type. In Durand, J. & B. Laks (eds.). *Why Phonology is one. Current trends in Phonology. Models and Methods*. Salford, Manchester: ESRI.
- LOWENSTAMM, J. 1999. The beginning of the word. In Rennison & Kühnhammer (eds.). *Phonologica 1996*. Holland Academic Graphics, The Hague.
- PAWELEC, P. 2001. The Trapped Sonorants in Polish. Paper presented at 3rd Warszawa annual meeting of GLiP, 7-8 April 2001.
- ROCHOŃ, M. 2000. Prosodic constituents in the representation of consonantal sequences in Polish. Paper presented at 22 annual meeting of DCfS, Marbourg.
- RUBACH, J. & G. B. BOOIJ 1990a. Syllable structure assignment in Polish. *Phonology* 7, 121-58.
- RUBACH, J. & G. B. BOOIJ 1990b. Edge of constituent effects in Polish. *Natural Language and Linguistic Theory* 8, 427-63.
- SCHEER, T. 1999. A theory of consonantal interaction. *Folia Linguistica* 32, 201-37.
- SÉGÉRAL, P. & T. SCHEER 1999a. The Coda Mirror. Ms. University of Nice. Downloadable at <http://www.unice.fr/dsl/tobias.htm>
- SZIGETVÁRI, P. 2000. VC Phonology: a theory of consonant lenition and phonotactics. Thèse de doctorat Université de Budapest.

From psych adjectives to psych verbs.

Dorota Klimek and Bożena Rozwadowska (Wrocław)

This paper is a contribution to the on-going debate concerning the argument structure of psychological predicates (i.e. Experiencer predicates). Both psych-adjectives and psych-verbs have been subjected to close scrutiny recently. Inspired by Bennis (2002), we are going to modify and extend further his “complex/simplex ergativity” approach to psych-predicates. In particular, we will concentrate on Polish Object Experiencer verbs illustrated in (1):

- a. Janek zdumiał Marysię dziwnym zachowaniem.
'John amazed Mary with strange behaviour.'
- b. Dziwne zachowanie Janka zdumiało Marysię.
'John's strange behaviour amazed Mary.'
- c. Marysia była/*została zdumiona dziwnym zachowaniem Janka.
'Mary was/*got amazed with John's strange behaviour.'
- d. *Marysia była/została zdumiona dziwnym zachowaniem przez Janka.
'*Mary was/got amazed with strange behaviour by John.'

Starting from the analysis of various types of adjectives, Bennis distinguishes unergative adjectives (*Jan is aardig* 'John is nice'), simplex ergative adjectives (*Dat is duidelijk* 'That is clear'), and complex ergative adjectives (*Dat is aardig (van Henk)* 'That is nice of Henk'), assigning to them respective representations relying on the presence/absence of light shell-structures (light *aP* over *AP*). Then he extends the approach to Dutch psych-verbs and suggests that psychological verbs are ergative (as opposed to various current unergative views on OE verbs, including Pesetsky 1995, Grimshaw 1990, Arad 1988, Reinhart 2001 a.o.), though not unaccusative (contra Belletti&Rizzi 1988). The Dutch equivalent of (1b) is viewed by him as complex ergative, with two internal arguments: the Experiencer generated in [Spec,V], and the Theme in complement position. At the same time (1a) would be a regular transitive construction with an external argument generated/merged in [Spec, v]. With Bennis we will assume and provide support for the “complex ergativity” approach for Polish psych adjectives and verbs. However (contra Bennis), we would like to claim that (1a) is also a derived structure, a result of what we call Possessor-Raising from the complement of V to [Spec, v]. Such view of OE predicates of the type illustrated in (1) seems to account for the contrast w.r.t. passivization between OE verbs (see 1d) and normal transitive predicates taking also an Instrument, such as those in (2):

- a. Janek otworzył drzwi kluczem.
'John opened the door with a key.'
- b. Drzwi zostały otwarte kluczem przez Janka.
'The door got opened with a key by John.'

We suggest that (1c) is an adjectival passive, that no verbal passivization is possible with OE verbs (which is consistent with the ergativity claim). Moreover, in our view OE verbs are dyadic, which calls into question the assumption familiar from current literature that psych verbs from the OE class allow three thematic roles subject to the so called T/SM (Target/Subject Matter) restriction, illustrated for Polish in (3):

- a. *Artykuł (z) denerwował Marka na rząd.
'*The article annoyed Mark at the government.'
- b. *Film (za) fascynował Basię muzyką.
'*The film fascinated Barbara with music.'
- c. *Wykład (za) interesował studentów językoznawstwem.
'*The lecture interested the students with linguistics.'

We will also argue that the T/SM restriction is no longer necessary if we assume the ergativity approach to psych verbs.

Selected references:

- ARAD, M. 1998. *VP structure and the syntax-lexicon interface*. Doctoral Dissertation, University College London.
- BELLETTI, A. and L. RIZZI. 1988. Psych-verbs and θ -theory. *NLLT* 6:291-352.
- BENNIS, H. 2002. Unergative adjectives and psych-verbs. To appear in A. Alexiadou, E. Anagnostopoulou & M. Everaert (eds.) *Unaccusativity*. Oxford University Press.
- GRIMSHAW, J. 1990. *Argument Structure*. MIT Press, Cambridge, MA.
- PESETSKY, D. 1995. *Zero Syntax: Experiencers and Cascades*. MIT Press, Cambridge, MA.
- REINHART, T. 2001. Experiencing derivations. OTS Working Papers.

Myths, ideologies, and revolutions in linguistics

E.F.K. Koerner (Cologne)

At least since the publication of Thomas S. Kuhn's *The Structure of Scientific Revolutions* of 1962, it has been commonplace to speak of revolutions that have taken place in linguistics at various stages of its development, beginning with the establishment of the so-called 'comparative method' during the second half of the 19th century. Previous periods are usually characterized as 'pre-paradigm' periods when the study of language was not yet a 'science', or so the story goes. It is obvious that most linguists today look back on past events in their discipline in a presentist mode and tend to interpret that past in the light of their own *Erkenntnisinteresse*. While this attitude may be understandable for the linguistic practitioner, it does not represent linguistic history in a serious way. While the concept of 'revolution' itself has not been given an unequivocal interpretation, the tendency has been to hold an important turn in the field as having taken place when a fairly broad consensus has been reached among members of the craft that from a certain point in time onwards - often identified with a particular publication - both the general outlook of the discipline and the focus of research has undergone significant change. There may be big revolutions and small revolutions, partial as well as complete ones, and some applying to a subfield (e.g., phonology, dialectology, syntax, etc.) only. What is usually ignored in the discussion is that these changes do not simply constitute a retooling of the craft, so to speak, but involve a possibly subtle, but nevertheless consequential set of presuppositions that tend to be taken for granted (and are not seen as in need of justification) such as, e.g., the supposed existence of a 'universal grammar' with which each child is born and which only needs some exposure to a given language in order to unfold. That these presuppositions may be the result of an ideology is usually not recognized; instead, revolutions are simply accepted as a kind of Gestalt switch or the product of a *coupure épistémologique* precipitated by a new discovery or a supposedly completely new way of doing linguistics. (Those members of the field who do not recognize this change will simply be left behind.) Another point that is the subject of the present paper is the apparent need on the part of the authors of a revolution (and some of their close associates) to create foundation myths that tend to become widely, if not universally accepted by the scientific community. These usually involve the claim that the previous framework was either not scientific or not asking the right questions and hence has become obsolete. An important argument advanced by proponents of revolutions is the claim that there is no connection with the previous scientific world view or the positive work of its adherents; at the same time they are ready to identify 'forerunners' to the new cause that are remote from the debate, chronologically, epistemologically, or otherwise. One example out of many is the claim of a total independence of Chomsky's linguistic theories from those of his structuralist predecessors. Others will be presented in the paper, too.

To teach the phonology of international English or not to teach

Smiljana Komar (Ljubljana)

The paper presents some pedagogical considerations regarding the plausibility of teaching standard English pronunciation as opposed to the alternative Lingua Franca Core to future teachers of English. In addition, it daringly suggests the contribution of Slovene speakers to the Lingua Franca Core.

The main pedagogical assumption is that when it comes to teaching of English pronunciation, one has to bear in mind who the learners are and adapt the curriculum to their needs. The spectrum of phonological, phonetic and prosodic features that a teacher may want to teach largely depends on the learners' age and their purpose of learning English. An elementary school English teacher in Slovenia, whose pupils start learning English at the age of 9, should be allowed to teach standard English thus giving the learners the possibility to master the accepted English pronunciation. An ESP teacher, on the contrary, may want to make pronunciation allowances for the fact that the learners are either too old to master pronunciation successfully or will use English only for a very specific purpose and in a restricted interaction. For the latter, Lingua Franca Phonological Core may be useful and appropriate.

There is, however, one important linguistic consideration related to the Lingua Franca Core as proposed by J. Jenkins in *The Phonology of English as an International Language* (2000). At this stage of research into the pronunciation of international English, Jenkins' proposal of the Lingua Franca Phonological Core should be regarded as an early attempt to describe the pronunciation features of the non-native speakers' talk and to pinpoint those phonological, phonetic and prosodic features which inhibit mutual intelligibility. It should by no means be regarded as the ultimate objective for the teaching of pronunciation.

If the purpose of the Lingua Franca Phonological Core is supposed to ease the learning of English pronunciation, let us see what it can offer to a native speaker of Slovene. A brief look at the most typical pronunciation errors of Slovene speakers shows that most of the suggestions what to teach on the segmental level can be applied to Slovene learners. Teachers may overlook the pronunciation of the dental fricatives and the dark /l/ allophone. They should, however, insist on the aspiration of voiceless plosives in syllable-initial accented prevocalic positions, as well as on maintaining the vowel quality and quantity.

The description of the phonological core of English as an international language is pre-mature at this stage. It will only be possible when a large corpus of recorded data is acquired and when the phonological research in various languages

is complete. Nonetheless, we would like to add another important phonological feature to the existing phonological core which is typical of Slovene speakers and which may produce a number of homophones thus causing possible misunderstandings. The feature we have in mind is the replacement of final voiced obstruents by their voiceless counterparts which combined with the neutralization of /e/ and /æ/ vowels can turn the following 4 distinct English words: bat, bad, bet, bed into one homophone /bet/.

Pragmatic Aspects of the Acquisition of Hungarian

Ilona Koutny and Maria David (Poznań)

Language acquisition is a complex process encompassing different linguistic skills, including pragmatic ones. The better a speaker's grammatical, lexical and communicative competence, the more embarrassing lacks in pragmatic appropriateness are. Nowadays language teaching involves the development of both grammatical and communicative skills, and pragmatic knowledge is transmitted through the language material.

Learning Hungarian as a foreign language requires extensive grammar teaching due to its rich morphology and syntax. In spite of the emphasis that must be paid to grammatical elements in the beginning, for the Polish students studying Hungarian, emphasis is also laid on the development of communicative competence. Their attention is drawn to the peculiarities of language usage and customs in role-plays and working with selected texts.

The goal is to create routines (internalized norms) of language usage in the target language just as one has in the mother tongue. Exercises simulating different real life situations (such as initiating, maintaining and concluding interactions, asking and giving information, expressing an opinion and accepting and declining requests and invitations) are carried out in different settings (e.g. in the family, in the workplace, in the street, in a shop) with different social contexts depending upon the age, sex, social status, and relation between the interlocutors (between friends, strangers, young worker and the boss, etc.).

There is not enough time during lessons to explore every relevant situation (communicative teaching has to face this problem for linguistic skills as well!) Therefore there is a danger that the students will automatically apply the norms of their native culture in an unforeseen situation type, especially true if the two cultures are generally close as is the case with Hungarian and Polish.

At a higher level of language teaching, the routines of the native culture have to be consciously repressed and replaced by those ones of the target language. The students of Hungarian can observe daily Hungarian language use during a semester spent in Budapest. But even after a semester-stay in the target country, it is necessary to systemize their knowledge and make them aware of the differences – this is the role of the subject pragmalinguistics.

The traditionally used T/V distinction for informal/formal interactions represented by *ty + VSg2 / Pan(i) + VSg3* in Polish, and *te + VSg2 / (ön/maga) + VSg3* in Hungarian is completed by a third asymmetrically used form: *V + tetszik* 'you please to V'. This form is used by the subordinate in an unequal relationship. Examples would include a child speaking to an unrelated adult, an employee with his or her boss when the social distance is large or it may also be a polite way for a man to address a woman. In the first case the T-form is returned and in the others a V-form. All these distinctions have equivalents in the forms of address and in greetings. These are more distinct than in Polish, so they have to be made conscious.

This paper will outline the main differences in the language use in Hungarian-Polish context (levels of politeness, greetings, forms of address, giving thanks, etc.), and propose some exercises, which could be useful in the teaching of other languages as well.

Fight standard with standard – spelling systems old and new in Layamon's Brut

Marcin Krygier (Poznań)

The aim of this presentation is to present the immediate results of the imposition of the Norman spelling system upon Late Old English / Early Middle English, as visible in Layamon's Brut. This text, dated to the second half of the thirteenth century, is a curious mixture of contemporary and archaized linguistic material. In particular, the spelling system of the text displays a progressive replacement of Anglo-Saxon patters by those introduced by scribes from the continent. In particular, the questions of recessive, Anglo-Saxon spellings as well as of paths of preservation and replacement will be addressed.

**National Identities and European Institutions:
On the National and European Identity Orientations
among Polish members of the 'European Convention'**

Michał Krzyżanowski (Vienna)

The European Convention (or, in its full name, "The Convention on the Future of the European Union") has been installed in February 2002, following the decisions taken during the Council of the European Union held in Laeken, Belgium in late 2001. The key task of the Convention is to re-organise and re-structure institutions of the European Union in order to make them more effective, legitimate, democratic and transparent, as well as better prepared for the coming social and political challenges.

My paper presents a discourse-analytic contribution to scholarly debate on various aspects of discursive and dynamic construction of European Identities (Ifversen 2002, Krzyżanowski, *forthcoming*; Strath 2000 and 2002; Wodak and Weiss, *forthcoming*; Weiss 2002). In particular, I shall remain devoted to critical-analytic and discourse-historical explorations (Wodak and Meyer 2001) to various identity displays within diverse realms of EU-institutions (Muntigl, Weiss and Wodak 2000; Wodak, *forthcoming*).

I shall present an analysis of my interviews with Polish members of the European Convention. In my presentation, a particular focus will be given to how thematic structures and rhetorical strategies are fostered by 'future orientations', following Reinhart Koselleck's (1989 and 2001) division of social reality into 'scope of experience' (PAST) and 'horizon of expectations' (FUTURE). I assume that strategies and topics employed by the interviewees, serve, on the one hand, strengthening their national identifications, and on the other hand, contributing and adjusting to overall 'discourse about the future of Europe' within the realm of the European Union.

References:

- IFVERSEN, Jan (2002) "Europe and European Culture: A Conceptual Analysis". *European Societies* 4(1): 1-26.
- KOSELLECK, Reinhart (1979) *Vergangene Zukunft*. Frankfurt a.M.: Suhrkamp.
- KOSELLECK, Reinhart (2001) *Semantyka Historyczna*. Poznan: Wydawnictwo Poznańskie.
- KRZYŻANOWSKI, Michał (*forthcoming*) "My European feelings are not only based on the fact that I live in Europe": On the new mechanisms in European and national identification patterns emerging under the influence of EU Enlargement. To appear in: *Journal of Language and Politics* 1/2004.
- MUNTIGL, Peter, Gilbert WEISS and Ruth WODAK (2000) *European Union Discourses on Un-Employment*. Amsterdam/Philadelphia: John Benjamins
- STRÅTH, Bo (2000) "Introduction: Europe as a discourse". In: Bo Stråth (ed.) *Europe and the Other and Europe as the Other*. Brussels: PIE-Peter Lang, 13-44.
- STRÅTH, Bo (2002) "A European identity: To the historical limits of the concept". *European Journal of Social Theory* 5(4): 387-401
- WEISS, Gilbert (2002) Searching for Europe: The problem of legitimisation and representation in recent political speeches on Europe. *Journal of Language and Politics* 1(1): 59-83.
- WODAK, Ruth and Michael MEYER (2001) *Methods of Critical Discourse Analysis*. London: Sage.
- WODAK, Ruth (*forthcoming*) National and transnational Identities: European and Other Identities Oriented to in Interviews with EU Officials. To appear in: Thomas Risse (ed.) *European Identities*.
- WODAK, Ruth and Gilbert WEISS (*forthcoming*) Visions, Ideologies and Utopias in the Discursive Construction of European Identities: Organising, Representing and Legitimising Europe. To appear in: Puetz M. and Teun A. van Dijk (eds.) *Discourse and Ideology*.

**Students on accent teaching: results of a questionnaire
conducted in the School of English, AMU Poznań, Poland**

Małgorzata Kul (Poznań)

This presentation delivers and discusses the results of a questionnaire conducted among students of the School of English, AMU Poznań, Poland in October 2002. About 200 students participated and their views on accent teaching are quite uniform.

Offered a choice between the American or British pronunciation models, prospective students themselves opt for which of these two varieties they wish to master. Subsequently, in accordance with their wishes, they follow the appropriate practical phonetics course for two years and are exposed to the speech of native speakers.

Since the choice is made prior to taking up coursework and is the conscious decision of each individual student, it is worth examining the motivational factors that lead them in one or the other direction.

Therefore, in completing the questionnaire, students were asked to justify each of five responses.

The first question asked which accent they had chosen: British or American. The second question sought to elicit the rationale behind their choice. The third explored the students' stance on accent teaching in general. The fourth question aimed at educing responses concerning varieties other than General American or Received Pronunciation such as Irish,

Scottish and Canadian English. The final question pertained to the students' views on teaching accent as prospective teachers, as many of the graduates of the School of English will be embarking on careers in teaching.

The results express the students' opinions and provide some insight into the question of what future teachers of English will be teaching their future students and why.

What is legal discourse? – a pragmatic account

Wojciech Kwarciński (Poznań)

In this presentation I am concerned with delimiting a distinctive form of language associated with law. Although the variety in question can be defined in several ways, I opt in favor of the term *legal discourse* and argue that it successfully captures the various relationships between language use and the realm of law. According to the proposed pragmatically-oriented characterization, discourse consists of contextualized utterances (text) that serve a certain primary communicative purpose. This purpose corresponds to the author's perlocutionary intention to change the legal situation – an intention manifested in the text and reflected in the actual illocutionary force of its component utterances. One merit of employing the notion of a manifested perlocutionary intention as a *tertium divisionis* is that it sharply sets legal discourse apart from all other types of discourse. An additional advantage of the solution advocated here lies in the fact that the resultant account of legal discourse is compatible with the related concept of a legal act adopted in jurisprudence and based on similar principles. Moreover, viewing legal discourse as text (collection of utterances) occurring in a certain context enables one to distinguish within it different genres and, thereby, account for its significant internal diversification. This is because in each genre, apart from the primary communicative purpose common for all texts belonging to legal discourse, it is possible also to attest a genre-specific secondary communicative purpose relating to the way in which the legal situation is to be affected.

The foregoing definition of legal discourse as a specific type of language use relies heavily on the functions of utterances within a communicative situation undivorceable from its social context. The form and structure of utterances making up legal texts fit most comfortably into the realm of linguistic inquiry, while such components as context and function involve also extra-linguistic factors. This corroborates the claim that legal discourse cannot be analyzed within the framework of one discipline only but both its components (i.e. text and context) must be viewed in conjunction in an interdisciplinary enterprise. Consequently, a study of discourse in the sense presented above can be associated with applied linguistics and particularly with the area of it called *pragmatics* which, in turn, to yield valid results, must attend also to the basic concepts originating from legal theory.

French Tone Rules and Structures

David Le Gac (Rouen)

This paper proposes a phonological model of focus and topic intonation in French declarative and interrogative sentences.

We will assume that the focus is defined in terms of the discourse notion of *presupposition*: the focus is the nonpresupposed part of the sentence, preceded by the morpheme “*c'est*” (‘*c'est*-cleft’ constructions 0). Thus, the sequence “*c'est Valérie*” is the focus of the sentence (1b), answer to a question such as (1a). The other elements are the presupposed parts of the sentence and will be defined as the *topics* of the sentence.

(1)	a.	Vendredi	à l'école	QUI	l'a grondé	Jean-Marie	?
				<i>who</i>			
	b.	Vendredi	à l'école	c'est Valérie	qui l'a grondé	Jean-Marie	
		<i>Friday</i>	<i>at school</i>	<i>it is Valérie</i>	<i>who scowled him</i>	<i>Jean-Marie</i>	

Following 0's notation of intonation, sentence (1b) presents the following intonative tones (Figure 1): the last syllable of the focus is characterized by a LOW tone preceded by a HIGH tone (see also 000), an LH pattern is found on the pre-focal topics and the post-focal topics are characterized by steadily declining low tones (L↓...L↓) 00.

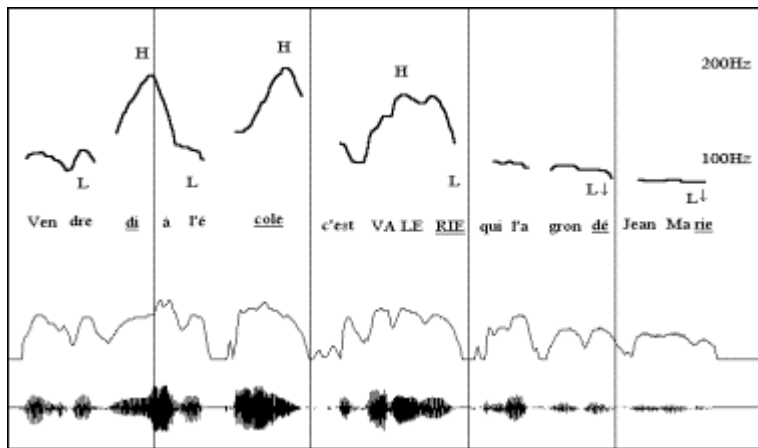


Figure 1

In French, a sentence like (1b) can express a Yes-No question as well: the syntactic structure remains unchanged, and the modality is only conveyed by the intonation. In this case, we observe the INVERTED tone sequences of declarative utterances (Figure 2): the sequence “*c’est Valérie*” is now characterized by a final HIGH tone preceded by a LOW one, the pre-focal topics are marked by LOW tones, and declining HIGH tones appear on the post-focal topics (H↓...H↓).

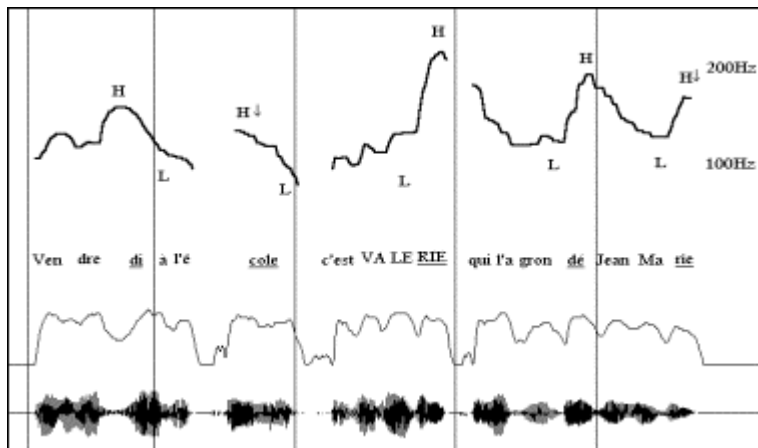


Figure 2

In order to account for the intonation of both declarative and interrogative sentences, we will argue for a hierarchical intonative structure with three intonative units (cf. figure 3): the *intonative word* (IW), the *intonative phrase* (IP) and the *intonative sentence* (IS). We will also claim that the IP containing the focus is the HEAD of the intonative structure (IP*).

Following O’s general framework, we assume that the intonative units are associated with tones. However, the tones associated with IWs and IPs are not specified in this level of representation. Only the tone associated with the IS is specified according to the modality of the sentence: a low tone in declarative sentences and a high tone in Yes-No questions (figure 4). As the head of the sentence, the focus attracts the IS-tone which links to the final syllable of the focus. Furthermore, we claim that the focus governs the realization of ALL the tones associated with the IPs according to two oriented rules (figure 3): the first rule applies from *right to left* and implies TONE INVERSION, the second rule applies from *left to right* and implies a process of TONE COPY and LOWERING.

Thus, the IS LOW tone linked to the focus in declarative sentences generates the HIGH tones of the pre-focal and focal IPs. Conversely, the IS HIGH tone in Yes-No questions generates LOW tones on the pre-focal and focal IPs. Following the second rule, the IS low or high tone is iteratively copied and lowered from the left adjacent focus to the post-focal topics.

Finally, to account for the surface tonal string as a whole, we will show that tone inversion rule not only applies between the focus and the topics but also within IPs and generates secondary high or low tones.

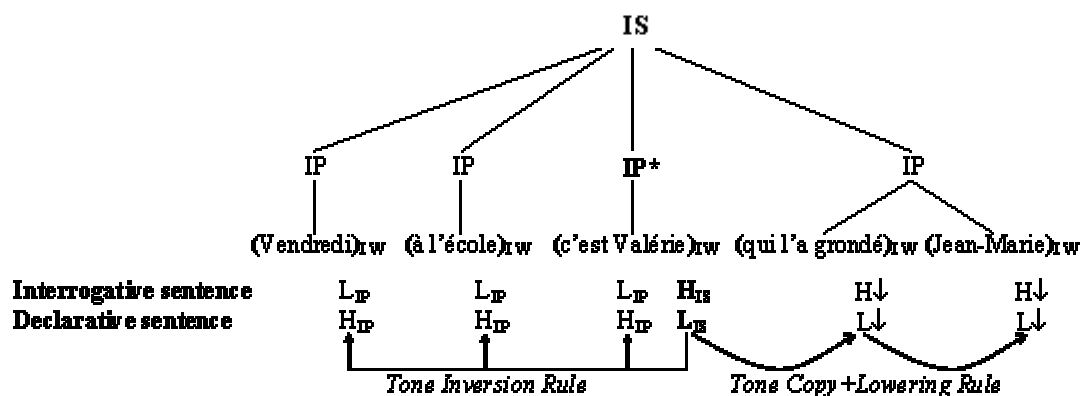


Figure 3



Figure 4

References:

{1} DI CRISTO A. (1999), "Le cadre accentuel du français contemporain : essai de modélisation : deuxième partie" in *Langues* vol.2 n° 4 pp.258-267.
 {2} LAMBRECHT K. (1994), *Information structure and sentence form : Topique, focus and the mental representations of discourse referents*, Cambridge Studies in Linguistics 71, Cambridge University Press.
 {3} MARTIN P. (1981), "Pour une théorie de l'intonation" in Rossi et al. *L'intonation, de l'acoustique à la sémantique*, Paris, Klincksieck.
 {4} PIERREHUMBERT J. & M. BECKMAN (1988), *Japanese Tone Structure*, Cambridge, Mass: MIT Press.
 {5} ROSSI M. (1999), *L'intonation, le système du français : description et modélisation*, Paris, Ophrys.

Teaching English Phonetics from IFA Teachers' Perspective

Iwona Łęska-Drajerczak, Danuta Wolfram-Romanowska and Hanna Wysocka (Poznań)

In view of the wide and animated scholarly discussion on whether or not to teach the Lingua Franca Core standard, three experienced phonetics teachers from the School of English at Adam Mickiewicz University in Poznań express their opinions on why they regard this standard to be in no way easier to teach by teachers or to learn by learners, and why, in general, they think it is unimplementable. Their discussion and arguments are based on, and limited to the expectations and needs of the students of the School of English (questionnaire), the School's teaching goals (syllabi) and techniques and examination requirements.

Partial wh-movement in Polish

Maja Lubańska (Wrocław)

Natural languages employ various strategies to form questions. A number of languages form *wh*-questions, like those in (1), in which one or more *wh*-phrases located in an embedded clause have scope in a higher clause. The scope is indicated by the presence in the higher clause of a distinct *wh*-word, which typically takes the form of 'what' in a language, and appears to have no other semantic function. Hence the term partial *wh*-movement, since the meaningful *wh*-phrase moves at surface structure only to an intermediate [-*wh*] position on its way to the [Spec, CP] of the matrix clause.

- (1) a. Was_i glaubst du [_{CP} wann_i sie t_i gekommen ist]?
 [+wh] think you when she come is
 'When do you think that she came?' (Müller 1997)
- b. Jak_i myślisz kogo_i Janek kocha t_i?
 [+wh] think whom Janek loves
 'Who do you think that John loves?'

The conflicting evidence gained by looking at *wh*-scope marking constructions in different languages contributes to the ongoing discussion (see for instance Lutz, Müller, and von Stechow 2000), which does not seem to be on the way to work out a unified approach for all languages. The main objective of my presentation is to enter this discussion with the aim of advocating the focus movement analysis of *wh*-scope marking questions in Polish. In the Minimalist Program (Chomsky 1995), movement is driven by the need to check features. A crucial question concerning the fronting of *wh*-phrases is what forces their movement. According to the results of recent research (Sabel 1998, 2000), these are [+*wh*] and [+focus] features that are involved in *wh*-movement in all languages. This idea provides the basis for the analysis which straightforwardly accounts for the fact that some languages allow for partial *wh*-movement, whereas others do not. The parametric property responsible for this difference is the value of two features which trigger the movement – the [+*wh*]- and [+focus]-feature. The differences between languages with respect to *wh*-parameter can be analysed as resulting from the difference in the strength of the features of the functional heads that trigger *wh*-movement. Since only a strong [+focus]-feature may trigger the movement to a [-*wh*]-position, partial *wh*-movement, as Sabel (1998) observes, may serve as a diagnostic: if a language allows for partial *wh*-movement, then overt *wh*-movement is triggered by [+focus]-feature. In the case when a language does not allow for partial *wh*-movement, *wh*-movement is triggered by [+*wh*]-feature. The analysis in terms of feature values correctly excludes partial *wh*-movement in English, in which *wh*-movement results from the need to check a strong [+*wh*], not [+focus]-feature.

In accordance with Sabel's (1998, 2000) hypothesis, I will argue that in Polish the movement in the construction under discussion is triggered exclusively by the strong focus feature. The advocated analysis may clear up the *wh*-movement facts like the recognition of partial *wh*-movement and the lack of successive cyclic *wh*-movement in the syntax of Polish. A feasible explanation may be given if we assume that the traditional *wh*-movement is not attested in partial *wh*-movement construction in Polish.

References:

- CHOMSKY, Noam. 1995. *The Minimalist Program*. Cambridge, Mass.: MIT Press.
- LUTZ, Uli, Gereon MÜLLER, and Arnim VON STECHOW. 2000. *Wh-Scope Marking*. Amsterdam: John Benjamins Publishing Company.
- MÜLLER, Gereon. 1997. 'Partial *Wh*-movement and Optimality Theory'. *The Linguistic Review* 14: 249-306.
- SABEL, Joachim. 1998. *Principles and Parameters of Wh-Movement*. Habilitationsschrift, University of Frankfurt/Main.
- SABEL, Joachim. 2000. 'Partial *Wh*-Movement and the Typology of *Wh*-Questions'. In: Uli Lutz, Gereon Müller, and Arnim von Stechow (eds.). *Wh-Scope Marking*. 409-446. Amsterdam: John Benjamins Publishing Company.
- STEPANOV, Arthur. 2000. 'Wh-Scope Marking in Slavic'. *Studia Linguistica* 54: 1-40. Oxford: Blackwell Publishers.
- WILLIM, Ewa. 1989. *On Word Order: A Government-Binding Study of English and Polish*. Kraków: Zeszyty Naukowe Uniwersytetu Jagiellońskiego. Prace Językoznawcze. Zeszyt 100.

The strategy of presenting criticisms in book reviews

Ruta Marcinkevicienė (Kaunas)

The presentation comprises pragmatics, discourse analysis and corpus linguistics and investigates the strategy of presenting criticisms in book reviews. The object of analysis is the corpus of Linguist list book reviews from the last two years and the tool used for its processing is WordSmith Tools.

The genre of a book review requires to include evaluation beside an objective reflection of contents. The evaluation presupposes both positive and negative features of the book reviewed. In reality, though, book reviews differ from the evaluative point of view and form several types:

- a) book reviews with no evaluation whatsoever,
- b) book reviews with one lateral evaluation (predominantly positive or negative),
- c) book reviews with multilateral, i.e. both positive and negative evaluation. The latter type was the object of the analysis.

The preliminary unautomated analysis of Linguist list book reviews revealed the strategy of presentation of criticisms that could be called pairing strategy when positive and negative features of a book are presented in clusters, positive features proceeding negative ones. The surface or textual presentation of this pragmatic strategy manifests itself in the use of the linking adjuncts, indicating contrasts and alternatives, e.g. however, nevertheless, thought, etc. These linking adjuncts served as node words in compilation of concordances that served as the bases to research the specific ways that the pairing strategy is carried out.

A maximum-efficiency model for the teaching of L2 grammar in a foreign-language, non-intensive context

Waldemar Marton (Poznań College of Modern Languages)

For over a decade now, since the publication of Long's (1991) seminal article, the problem of learning and teaching L2 grammar has been widely researched and discussed under the guise of *focus on form*. Yet, in spite of a plethora of publications, conferences and discussions devoted to this topic, all the teaching suggestions and pedagogical recommendations presented so far have been fragmentary in nature and have not resulted in the development of a comprehensive, holistic model of teaching L2 grammar. This paper is an attempt at the development of such a pedagogical model.

This model is meant only for a certain typical language-teaching context, characterized by three important features: first, the object of instruction is a foreign, rather than second, language; second, learners are adolescents or adults; third, language teaching is of a non-intensive nature, usually involving from two to four 50-minute class periods per week, extended over a long period of time (usually from four to six years). Precisely this organizational format obtains in most secondary schools in Europe and in many high schools in the US.

The model presented here is based on relevant, classroom-oriented SLA research and it incorporates a selection of research-motivated procedures suggested by the particular researchers. It is based on three theoretical assumptions and it consists of six **organizing principles** (or general teaching strategies) and five **executive principles**, which make up an orderly sequence of recommended pedagogical procedures. The three underlying assumptions state that (1) second language learning is not like first language acquisition, (2) second language learning in our particular context is best seen as the acquisition of a complex skill and, accordingly, can be analyzed in terms of John Anderson's skill acquisition theory, (3) the best approach in this particular context involves a **focus on formS** (in terms of Long's distinction) first and a **focus on form** later.

The organizing principles claim that (1) L2 grammar is to be taught deliberately and systematically, (2) the teaching of grammatical structures must always involve their forms, meanings and functions, (3) the primary goal of grammar teaching is related to the use of the targeted structures in planned (in contradistinction to unplanned or spontaneous) discourse, (4) teaching L2 grammatical structures is not supposed to respect developmental sequences and orders as revealed so far by SLA research, (5) learners' L1 should be systematically taken advantage of in the process of L2 grammar teaching, (6) the grammar teaching process should consist of a logically arranged sequence of classroom procedures and activities.

The executive principles specify the particular stages in the grammar-teaching sequence and can be described as follows: (1) the first stage should emphasize the noticing of the target structure and the establishing of the form-meaning relationship, (2) the second stage should involve the proceduralization of relevant declarative knowledge through various types of production practice, (3) the third stage should involve the automatization of proceduralized knowledge through comprehension and production practice, (4) providing learners with corrective feedback is an essential feature of all the stages in the teaching sequence, (5) systematic revision of the learnt items is an indispensable feature of the model.

It is believed that this model can be of substantial assistance for language teachers and can serve as a basis for their own experimentation with grammar-teaching procedures.

A 'natural' reconsideration of the Old English vowel system

Łukasz Mokrzycki (Poznań)

In this contribution an attempt has been made to shed some light, within the framework of Natural Phonology, on the problem connected with the 'Classical' Old English (from now referred to as Old English) vowel system. The undoubtedly true, but somewhat 'ubiquitously' sole distinction of the whole vocalic inventory along the long/short symmetry does not appear to have been the only possibility. Here, the focus of attention will be directed to the claim that apart from this obvious quantitative difference, the rather omitted, if not utterly ignored, tense/lax differentiation also seems to have been characteristic of the long/short pairs in the Old English vowel system. For this reason, the model elaborated by Patricia J. Donegan (1985) treating the development of vocalic inventories of various natural languages has been selected as possessing an appreciably powerful explanatory force in accounting for the assumed claim. First, however, some 'classical' views on the Old English vowel system will be presented. Then, some data collected from three Early Middle English dialectal areas will be introduced. As generally agreed, the Early Middle English vowel inventories are understood as the next phase in the continuum of the evolvement of the Old English vocalic system(s). What shall reveal of specific importance here will be the fact that it is actually the Early Middle English dialectal vocalic variations that give evidence for the plausibility of the tense/lax distinction already in Old English. Further, it will be noted that Donegan's framework decidedly fits the observed patterns and emphasises the legitimacy of the suggested claim. Finally, it is intended that this study should, first, ascertain the fact that the Old English vowel system appears to have been characterised by the tense/lax distinction, and second, it should accentuate the significance of Natural Phonology as being a model that accurately explains sound change.

On the role of C-command in grammar

Michael Moss (Gdańsk)

In the 1980s, syntax was divided up into various sub-theories, including separate theories for Case, Theta-Roles and Binding. Government was the common theme that ran through all of these sub-theories as a limiting domain. The Minimalist Program has shown government to be unnecessary to the theory. In Moss (2002), I show that, in fact, c-command is a better and more justifiable domain for the above mentioned syntactic relations. In this paper I would like to take my work a step further, by examining the limits to which the new mechanism "Agree" (Chomsky 2000, 2001) can be taken. I would like to show that "Agree" can be used, successfully to account for a wide range of syntactic processes that were previously seen as separate sub-theories.

This would further reduce the theoretical machinery needed for the production of human speech, along the lines proposed in Moss 2002.

The acquisition of clitics by English and French adult learners of Serbo-Croatian (SC)

Nadežda Novaković (Cambridge)

The successful acquisition of clitics in cases where L1, as opposed to L2, has no clitics, but only strong pronouns has usually been taken as evidence of L2ers' access to UG. The results of an experimental study on the acquisition of SC clitics by French and English native speakers shows not only the possibility of grammar restructuring with advanced learners, but also a similar developmental path at the intermediate levels of acquisition, which cannot therefore be ascribed exclusively to L1 influence (in case of French speakers), but points to a more universal pattern in the acquisition process, and possibly to some universal properties of clitics.

I treat all three languages as having the same basic clausal structure, with French and SC clitics being base-generated in different positions. The former are agreement markers originating in positions above VP, while the latter are introduced inside VP in argument positions. These language specific differences result in different strength of adjacency to the verb and different surface positions. The problem for a native English speaker is to realize the difference between full DP pronouns and clitics, together with its syntactic, morphological, phonological and semantic consequences, while for a French speaker the difficulty should lie primarily in language specific differences between what is essentially the same type of element in the two languages. I also assume there are no separate clitic projections, like Sprotsche's Clitic Voices (1996), but maintain that clitic data may be accommodated within the more traditional AgrOPs (AgrDO and AgrIO). The task of L2 learners is then not to instantiate functional categories not present in the L1, but to realize that clitics and strong pronouns have different feature specification and function (in the case of English learners) and that feature specification of French and SC clitics is also subject to language specific differences (in the case of French learners).

While the low-level learners show transfer from their respective L1s, intermediate stages show a more uniform development. Clitics for both groups of learners are either verb-adjoined in structures where sentential adverbs should intervene between the two, or they are consistently placed within IP boundaries, instead of having been placed above AgrS, despite ample positive and negative evidence to the contrary. The similarity of form in the interlanguage grammars of the two groups of learners suggests that they are constrained by UG principles (in keeping with the Full Access hypothesis of SLA). These results may also point to the fact that clitics are universally tied to the verb, whether they surface up adjacent to the finite verbal form, or whether they raise to the highest extended projection of the verb, independently of whether the verb itself raises to that position.

I will claim that the learners can master the universal syntactic properties of clitics, but that the possible source of permanent errors in clitic placement, even with proficient learners, may lie in the specific feature specification of SC clitics, as well as idiosyncratic prosodic requirements on clitic placement.

Textual strategies in diachronic epistolary prose

Urszula Okulska (Warsaw)

The paper focuses on textual strategies in English epistolary prose since Middle English until the end of the Early Modern English period. It explores the diachronic change within the genre from the point of view the Functional Sentence Perspective (Danes 1970, 1974) and macro-/micro-structural text levels. Special attention will be paid to interrelations between types of thematic progression, texts intentionality and the authors' cognitive processes reflected in the genre composition. Furthermore, the historical records of early correspondence will be discussed from the perspective of their intertextuality (Kristeva 1968, Foucault 1972, de Beaugrande - Dressler 1981/1990, Plett 1991) and interdiscursivity (Fairclough 1992), or the so-called horizontal vs. paradigmatic/vertical intertextuality (Kristeva 1968, Bakhtin [1979])

1986). An answer will be sought to the question of the degree of representation and reinterpretation of other texts in epistolary prose of the period. Moreover, the problem of the interplay of early epistolary prose with other forms of discourse, especially with narration and argumentation, will be tackled from the point of view of their influence on the diachronic variation within the generic macrostructure and their overall contribution to the formation of the genre from the historical perspective. Finally, different forms and functions of textual dynamism will be presented together with its linguistic, stylistic, and rhetorical realisations.

The research is based on a large corpus of 23 letter collections by 194 authors.

References:

- BACHTIN, M. [1979] 1986. *Estetyka Twórczosci Slownej*. Warszawa: PIW.
 DE BEAUGRANDE, R. - W. Dressler. 1981. *Introduction to Text Linguistics*. London: Longman.
 DANES, F. 1970. "One instance of Prague School methodology: Functional analysis of utterance and text", in: P. Garvin (ed.), 132-146.
 DANES, F. 1974. "Functional Sentence Perspective and the organization of the text", in: F. Danes (ed.), 106-128.
 DANES, F. (ed.) 1974. *Papers on Functional Sentence Perspective*. Praha: Akademia.
 FAIRCLOUGH, N. 1992. *Discourse and Social Change*. Cambridge: Polity Press.
 FOUCAULT, M. 1972. *The Archeology of Knowledge*. London: Tavistock.
 GARVIN, P. (ed.) 1970. *Method and Theory in Linguistics*. The Hague: Mouton.
 KRISTEVA, J. 1968. "Problèmes de la structuration du texte", *Linguistique et Littérature* 12 : 55-64.
 PLETT, H. (ed.) 1991. *Intertextuality*. Berlin: Walter de Gruyter.

Non-monolithic explanatory principles in phonology

Miren Lourdes Oñederra (University of the Basque Country)

General topic

This paper touches upon highly theoretical issues such as whether or not universal preferences can or cannot be ignored depending on particular data of specific languages. Contradictory sets of principles will be said to be necessary if explanation is our ultimate goal in phonology. Motivation for both simple and complex syllable structure, scarce and highly developed phoneme inventories, perceptually salient and weakening substitutions, articulatorily easy and difficult configurations will be mentioned, the clue being that in phonology only the single process can in each case be liable to (phonetic) explanation.

Specific study

The need for explanation in Natural Phonology and the essential role of phonetic motivation within that framework will be taken as the basis for the ontological separateness between phonology and morphology in the analysis of sound substitutions. This paper shows the great advantage of such a theory for the study of Basque expressive palatalization, which proves to be problematic from the point of view of other theories, unless no explanation is aimed at. Basque expressive palatalization will be shown to be a morpho(no)logical rule and compared to other rules of Basque and other languages. An ongoing study of the subject of Basque palatalization from the point of view of OT will be taken into account as a reference and for the sake of contrast. Empirical data will be drawn from our latest fieldwork (1/UPV/EHU 00033.130-HA-8025/2000) led under the auspices of the Univ. of the Basque Country in the French Basque provinces.

References:

- DONEGAN, Patricia. 2001. Constraints and processes in phonological perception. *Constraints and Preferences*. Berlin/New York: Mouton de Gruyter, 43-68.
 DONEGAN, Patricia Jane and David STAMPE. 1979. *The Study of Natural Phonology*. Current Approaches to Phonological Theory. Daniel A. Dinnsen, ed. Bloomington: IUP. 126-173.
 HALL, T. A. 2002. Against extrasyllabic consonants in German and English. *Phonology* 19, 33-75.

Conversation or interrogation? The case of interactional (a)symmetry in the institutional context of Polish call centers

Joanna Pawelczyk (Poznań)

The phenomenon of globalization i.e. " a set of far reaching , transnational, economic, social and cultural changes" (Cameron 2000a: 323) has a significant impact on the patterns of language choice and use. The institution that seems to be particularly influenced by the new, global demands regarding the communication skills of its employees is the call center. It truly embodies the new, global emphasis on the significance of the conscious application of a desirable model of communication. The relatively new institution of the call center constitutes an interesting example of a so called institutional context. The term 'institutionality' would imply that the language interactions going on there, should be

analyzed against a set of institutional discourse features that underline the asymmetry of interaction between participants. Yet, as Cameron (2000a) suggests, the linguistic performance of the call center operators, in accordance with the demands of the new work order, should abandon the rigid guidelines of the institutional talk and rather ought to be linked to the ways of speaking that are symbolically coded as feminine: projecting affection, friendliness, intimacy, etc. The reason for this would be building friendly, symmetrical interaction with customers, thus gaining their trust and loyalty. In this paper I explore how the call center operators try to, yet sometimes fail, to create interactional symmetry in their professional exchanges with customers. In doing so they strive to 'consciously' apply the features of the prescribed style that underlines such intimacy and affection which thus resembles an ordinary conversation. Yet the prescribed (preferred) style occasionally foregrounds the institutional features of discourse applied not only by the call center operators, but what is very specific to the Polish call centers, also by the customers. The voice of the institution although occasional, lucidly highlights an interactional asymmetry between the operators and customers which contemporary global communication ideology rejects.

References:

- CAMERON, Deborah. 2000a. "Styling the worker: Gender and the commodification of language in the globalized service economy", *Journal of Sociolinguistics* 4/3: 323-347.
- CAMERON, Deborah. 2000b. "Good to talk? The cultural politics of 'communication'", *The European English Messenger* IX/1: 38-42.
- CAMERON, Deborah. 2000c. *Good to talk? Living and working in a communication culture*. London: Sage Publications.
- DREW, Paul and John HERITAGE (eds). 1992. *Talk at Work: Interaction in Institutional Settings*. Cambridge University Press: Cambridge, UK.
- GUMPERZ, John. 1982. *Discourse Strategies*. Cambridge University Press: Cambridge UK.
- HUTCHBY, Ian. 1999. "Frame Attunement and Footing in the organization of Talk Radio openings", *Journal of Sociolinguistics* 3/1: 41-63.
- LEVINSON, Stephen. 1983. *Pragmatics*. Cambridge: Cambridge University Press.
- THORNBORROW, Joanna. 2001. "Questions, control and the organization of talk in calls to a radio phone-in". *Discourse Studies*, vol 3(1), pp. 119-143.

Acquisition of morphological paradigms in Slovene compared to corresponding processes in German and English

Teodor Petrič (Maribor)

This paper in the framework of Natural Linguistics (cf. Dressler et al. 1987, Dressler 1997) presents results of a longitudinal investigation of the language acquisition process in a Slovene child (up to the age of 2;8). The main goals are to provide evidence for the grammar building process on the basis of natural preferences and self-organization processes, and to show similarities between the selected languages of comparison regarding the use of morphological elements. Some parallels between first and second language acquisition of morphological paradigms will be pointed out as well. The language materials used as evidence consist of language data from studies of other linguists (cf. Kauschke 2000, Makovec-Černe & Dressler 1997, Meibauer & Rothweiler 1999, Piske 2001, Wode 1993, Zangl 1998 etc.) and of language data gathered in own empirical investigations of first language acquisition (diary study and video clips).

References:

- DRESSLER, Wolfgang U., MAYERHALER, Willi, PANAGL, Oswald & WURZEL, Wolfgang U. (eds.) (1987): *Leitmotifs in Natural Morphology*. Amsterdam: Benjamins.
- DRESSLER, Wolfgang U. (ed.) (1997): *Studies in Pre- and Protomorphology*. Wien: Verlag der Österreichischen Akademie der Wissenschaften.
- KAUSCHKE, Christina (2000): *Der Erwerb des frühkindlichen Lexikons*. Tübingen: Narr.
- MAKOVEC-ČERNE & DRESSLER (1997): On the acquisition of Slovene verb inflection by Sara. In: Dressler, W. U. (ed.) (1997), 115-126.
- MEIBAUER, Jörg & ROTHWEILER, Monika (eds.) (1999): *Das Lexikon im Spracherwerb*. Tübingen & Basel: Francke.
- PISKE, Thorsten (2001): *Artikulatorische Muster im frühen Laut- und Lexikonerwerb*. Tübingen: Narr.
- WODE, Henning (1993): *Psycholinguistik: Eine Einführung in die Lehr- und Lernbarkeit von Sprachen*. Ismaning: Hueber.
- ZANGL, Renate (1998): *Dynamische Muster in der sprachlichen Ontogenese. Bilingualismus, Erst- und Fremdspracherwerb*. Tübingen: Narr.

On Case Transmission in Control and Raising Constructions

Adam Przepiórkowski (Polish Academy of Sciences)

In accordance with standard GB (Government and Binding) and standard HPSG (Head-driven Phrase Structure Grammar) assumptions, Polish raising constructions exhibit 'case transmission', as in (1)-(2) below, where the adjective introduced by the lower verb agrees with the case of the subject of the higher verb.

- (1) Maria-NOM zaczęła być miła-NOM.
 Maria started be nice
 'Maria started to be nice.'
- (2) Pięć-ACC dziewcząt-GEN zaczęło być miłych-GEN / miłe-ACC.
 Five girls started be nice nice
 'Five girls started to be nice.'

According to the standard assumptions of either theory, control constructions should not allow for a similar case transmission. This prediction is only partially fulfilled in Polish: case transmission is not observed in object control constructions (cf. (3)), where the adjective occurs in the instrumental case, as it always does when the subject is PRO (cf. (4)), but it is still observed in subject control constructions, contrary to expectations (cf. (5)-(6)).

- (3) Janek kazał Tomkowi-DAT być miłym-INS / *miłemu-DAT.
 Janek ordered Tomek be nice nice
 'Janek ordered Tomek to be nice.'
- (4) [PRO Być miłym-INS] to [PRO być głupim-INS].
 be nice PRED be stupid
 'To be nice is to be stupid.'
- (5) Janek-NOM chce być miły-NOM.
 Janek wants be nice
 'Janek wants to be nice.'
- (6) Pięć-ACC dziewcząt-GEN chce być miłe-ACC / miłych-GEN.
 five girls wants be nice nice
 'Five girls want to be nice.'

Such examples are discussed by Franks 1995, but no worked out solution is proposed, and the tentative solutions suffer from a number of drawbacks, as Franks himself notes.

The aim of this paper is to propose an HPSG account of such data, which modifies the standard HPSG assumptions concerning the control/raising dichotomy. In particular, building on Hudson's 1998 observations about Icelandic and Ancient Greek, we propose to decouple two properties which are assumed to jointly differentiate between raising and control:

1. the raised element, unlike the controlling element, is assigned no semantic role by the raising verb (this is an HPSG analogue of GB's Theta-criterion);
2. the raised argument is structure-shared with its base position (an HPSG analogue of GB's movement or chain formation), while the controller is only co-indexed with the controlled element.

We argue that only the property 1. truly distinguishes between raising and control and that, in Polish, subject control, but not object control, does involve structure sharing. We show how this explains the facts (1)-(6) above and we further justify this analysis citing (after Hudson) similar Icelandic and Ancient Greek data. We formalise the account by proposing a single simple non-configurational language-specific Control Principle.

Finally, we suggest how to modify this principle in order to account for the fact that, in case of 'long distance' subject control and raising, also the 'non transmitting', i.e., instrumental (as in (3)-(4)) option is possible, as in the following examples:

- (7) a. Jan-NOM wydaje się szczęśliwy-NOM / ?*szczęśliwym-INS.
 Jan seems happy happy
 'John seems happy.'
- b. Jan chce wydawać się szczęśliwy / ?szczęśliwym.
 wants seem
- c. Jan chce spróbować wydawać się ?szczęśliwy / szczęśliwym.
 try
- d. Jan bał się nawet chcieć spróbować wydawać się ??szczęśliwy / szczęśliwym.
 feared even want try
 'John was afraid to even want to try to seem happy.'

References:

- Steven FRANKS. (1995). "Parameters of Slavic Morphosyntax." Oxford University Press.
- Richard HUDSON. (1998). "Functional Control with and without Structure-Sharing." In: Anna Siewierska and Jae Jung Song (eds.), "Case, Typology and Grammar", pp.151-169. John Benjamins.

Psychological reality of teaching Lingua Franca Core

Michał Remiszewski (Vienna)

The rapidly changing status of English, functioning worldwide primarily as a lingua franca, has motivated a number of researchers to propose a new model of the language for learners of English as an international language (henceforth EIL). In the area of phonology, Jennifer Jenkins proposed the so-called Lingua Franca Core (henceforth LFC) – a set of elements of English phonology necessary to ensure mutual intelligibility in the EIL context. Features present in the native model of English, which remain outside the LFC, are not recommended as elements of instruction because they are regarded as unteachable and useless from the point of view of communicative needs of the learner of EIL. In this way the role of the native speaker and their pronunciation norms is eradicated from the model.

Paradoxically, although proponents of LFC to a large extent justify their standpoint on psychological grounds, it is the psychological aspect of the model which is one of its major weaknesses. It will be argued that the argumentation in favor of LFC is deficient at at least three levels of its psychological reality.

At the first level, the issue of the "market demand" for the model will be discussed. Although the advocates of the LFC speak of the urgent need for changing the existing model of English as a foreign language, little if any relevant supporting data follow these claims. As a result, while LFC proposes far-reaching concrete measures to be employed in concrete educational contexts, there is hardly any reference made to "market data" which would show whether learners of EIL really need the new "product."

As for the second level of the psychological reality of LFC, affective mechanisms present during the actual learning process will be reviewed. It will be argued that in an attempt to provide a psychological justification for the model, advocates of the LFC have selected an extremely narrow type of the learner, leaving aside the vast diversity of motivations varying according to the learner's age and cultural background.

At the third level the discussion will concern possible socio-psychological side effects, should the new model find a wide implementation. One of the main problems in this department comes from the fact that by focusing on efficiency of communication as the only function of EIL, supporters of LFC dismiss socio-psychological aspects inherent in most types of language use, also in the EIL context. This point is closely connected with the feasibility of introducing LFC as a means to deliver learners of EIL from the feeling of anxiety. According to the supporters of LFC, the model promises to alleviate the stress and the sense of inferiority generated in the learner of EIL by the feeling of failure in meeting native-like standards of English pronunciation. It is claimed that while LFC may help fight this sort of anxiety, it will cause the problem of stress to pop up elsewhere, and to more detriment to the learners. Consequently, in the long run, the measure is likely to prove counterproductive.

How suprasegmental structure gets assigned and to what

Nikolaus Ritt (Vienna)

Like all serious theories of phonological structure, both Natural and Government Phonology address the question how regularities in the suprasegmental arrangement of phonological constituents are to be described and explained. What both approaches have in common is that they attempt to model mental rather than physiological and/or physical phenomena. Interestingly, however, none of the two schools dares to commit itself on the empirical interpretability of the models they produce. Possibly wisely, they avoid the question how their models might be materially implemented in human mind/brains. Since nobody denies that they must be, however, it seems legitimate to assume that there will indeed be constituents which implement phonological information and which are physiologically real and identifiable in principle.

This paper will assume that (a) the human mind/brain stores and processes phonological information in terms of associative networks (a view which goes back at least to Hermann Pauls *Prinzipien der Sprachgeschichte*) and that (b) some of the patterns in such networks qualify as replicators in the sense of a generalised theory of evolution. It will be shown that mental constituents 'for' suprasegmental categories such as cluster types, syllabic shapes and rhythmic configurations can be derived quite naturally from the self-evident assumption that associations among replicating constituents of any type will be selected for and become evolutionarily stable, if the replicators replicate better within such associations than on their own.

References:

- PAUL, Hermann, 1925: *Prinzipien der Sprachgeschichte*. Halle/Saale: Niemeyer.
- RITT, Nikolaus, 2004: *Selfish sounds*. Cambridge: University Press.

Striving for the optimal compromise: evolution of morphological and phonological patterns in German brand names

Elke Ronneberger-Sibold (Eichstätt)

My paper attempts to explain certain statistical evolutions in the diachronic development of the preferred phonological and morphological structure of German brand names (1894 - 1994) within the framework of Natural Linguistics. The primary focus will be on the conflict or antithesis between different parameters such as distinctiveness, morphological complexity, descriptiveness and different kinds of phonological complexity. The diachronic development is interpreted as a quest for the best possible compromise between these parameters under the functional premises of brand names. Moreover, the possible influence of a general typological drift of contemporary German will be investigated.

The Function of Polish Partitive Genitive in Aspectual Composition

Bożena Rozwadowska (Wrocław) and Ewa Willim (Cracow)

The question of what determines the aspectual value of a sentence has received considerable attention in current research in aspectology. It is generally recognized (Verkuyl 1999, Filip 1999, Kiparsky 1998, Krifka 1989, among others) that while the bounded/unbounded (terminative/durative, quantized/cumulative) distinction is determined compositionally, languages differ with respect to the means of encoding it. For example, in English the primary expression of aspect is verb-centered and syntactic, whereas in Finnish it is noun-centered and morphological. Slavic languages are taken to mark aspect morphologically on the verb (Filip 1999). Case distinctions, in particular Acc vs. Part/Gen, are also relevant cross-linguistically in this respect. In this paper we will explore the role of the Polish so-called Partitive Genitive (PG) in aspectual composition. With respect to its semantics and syntactic distribution the Polish PG resembles the well-studied Finnish Partitive Case (PC). We will demonstrate that there are some interesting differences between the Polish PG and Finnish PC relevant to aspect. In contrast to Finnish, where PC licenses unboundedness at the VP-level and accusative induces completed (bounded) VP-predicate, in Polish PG is compatible only with a restricted class of perfective verbs, while accusative can appear both with perfective and imperfective verbs:

- a. Marysia napiekła ciastek_{gen}. ('Mary baked a lot of cookies.')
- b. Zosia ugotowała barszczu_{gen}. ('Sophie cooked some borsch.')
- c. *Zosia napisała listu_{gen}. ('Sophie wrote letter_{gen}.')
- a. Marysia upiekła ciastka_{acc}. ('Mary baked cookies.')
- b. Marysia piekła ciastka_{acc}/*ciastek_{gen} ('Mary was baking cookies.')

If perfectivity implies boundedness, as is commonly assumed, the restriction on the distribution of PG in Polish would mean that Polish PG is inherently bounded. We will try to link this property to the inherently indeterminately quantified character of PG-marked NPs and suggest that the Polish PG is intrinsically associated with quantification (see also Franks 1995). This would explain why certain predicates with weak quantificational force (such as verbs with the accumulative prefix *na-* or its converse, the prefix *u-*) not only allow but require their complements to be in PG. Compare (1a) with (3) below:

*Marysia napiekła ciastka_{acc}.

We will also demonstrate that perfective PG structures (as in 1a) differ from perfective accusative structures (as in 2a) with respect to standard telicity tests, which poses new questions bearing on the relationships between (in)definiteness, quantization (telicity) and quantification.

Selected References:

- FILIP, H. 1999. *Aspect, Eventuality Types and Nominal Reference*. New York: Garland Publishing.
- FRANKS, S. 1995. *Parameters of Slavic Morphosyntax*. Oxford: Oxford University Press.
- KIPARSKY, P. 1998. 'Partitive Case and Aspect.' in: M. Butt & W. Geuder (eds.) *The Projection of Arguments*, 265-307. Stanford: CSLI Publications.
- KRIFKA, M. 1989. 'Nominal Reference, Temporal Constitution and Quantification in Event Semantics.' in: R. Bartsch, J. van Benthem, and P. van Emde Boas (eds.) *Semantics and Contextual Expression*, Groningen-Amsterdam Studies in Semantics, Vol. 11, 75-115. Dordrecht: Foris Publications
- PADUCHEVA, E. 1998. 'On Non-Compatibility of Partitive and Imperfective in Russian.' *Theoretical Linguistics* 24: 73-82.
- VERKUYL, H. 1999. *Aspectual Issues. Studies on Time and Quantity*. CSLI Lecture Notes Number 98. Stanford: CSLI Publications.

The role of perfective aspect in the interpretation of NPs

Ewa Rudnicka-Mosiądz (Wrocław)

In natural languages noun phrases (NPs) may refer to kinds as well as to particular objects or individuals. Carlson (1977) was the first to argue for the universal (generic) interpretation of NPs in the former case and the existential (non-generic) one in the latter. The growth of interest in these issues has been at least partially due to many cases of ambiguity between the two readings. Therefore, linguists have always struggled to discover and formulate criteria that would allow to distinguish between the two uses of the same NP. It has been noticed from the very beginning that the reading of NPs is as much dependent on the features of their morphosyntax, like case or definiteness, for instance, as on the morphosyntactic properties of their verbal predicates such as tense, progressivity, and aspect (cf. Carlson 1977, Dahl 1995, Krifka 1995, Delfitto 1998).

In this paper we are going to demonstrate that there are systematic correlations between temporal and aspectual properties of predicates and the universal vs. existential interpretations of their subject NPs. Krifka et al (1995: 12) note that the progressive form of the English VP gives rise to the existential interpretation of the subject NP (cf. (1), their (27c)).

- (1) Italians are drinking wine.
(x;y[x are Italians; y is wine & x drink y])

We will claim that in Polish it is the perfective aspect that forces the existential reading of subject NP (cf. (2) and (3)).

- (2) Włosi wypiją wino .
Italians drink-FUT-PERF wine
'Italians will drink wine.'
(x;y[x are Italians; y is wine & x will drink y])

- (3) Włosi wypili wino.
Italians drink-PAST-PERF wine
'Italians have drunk wine.'
(x;y[x are Italians; y is wine & x have drunk y])

We are going to defend the hypothesis of minimal marking tendency first postulated by Dahl (1995: 415), and then also argued for by Delfitto (1998: 1), who asserts that "...natural languages exhibit a sort of minimal marking tendency in generic contexts, that is, temporal and aspectual markers tend to be reduced to a minimum when predicates are interpreted generically." Progressive is clearly the marked member of the progressive /non-progressive pair in English, while it is generally assumed (cf. Binnick 1991: 52) that it is perfective which is the marked member of the aspectual pair in Slavic. Our data support the minimal marking tendency, since in both English and Polish marked forms of VPs restrict the interpretation of their subject NPs to the existential (that is non-generic) one. On the other hand, the minimal marking tendency explains otherwise highly unexpected pairing of progressive and perfective forms. Semantically progressive shows the affinity with imperfective, while perfective with non-progressive.

Our observation brings in additional piece of evidence in favor of the belief that the interpretation of NPs depends as much on their own properties as on the ones of their VPs. It also supports the idea of the cross-linguistic minimal marking tendency in generic contexts encouraging further studies of the interpretation of NPs at the syntax-semantics interface.

References:

- BINNICK, R.I. 1991. *Time and the Verb. A Guide to Tense and Aspect*. Oxford: Oxford University Press.
 CARLSON, G. 1977. "A Unified Analysis of the English Bare Plural." *Linguistics & Philosophy*.
 DAHL, O. 1995. "The Marking of the Episodic/Generic Distinction in Tense-Aspect Systems." In G. Carlson and J. Pelletier. eds. *The Generic Book*. Chicago.
 DELFITTO, D. 1998. *Aspect, Genericity and Bare Plurals*. Utrecht Institute of Linguistics OTS.
 KRIFKA, M. et al. 1995. "Genericity: an introduction." In G. Carlson and J. Pelletier. eds. *The Generic Book*. Chicago.

On LFC acceptability and the future of the English language

Sylvia Scheuer (Poznań)

The paper aims to challenge certain assumptions underlying Jennifer Jenkins's *Lingua Franca Core*, particularly with regard to the complex notion of the model's acceptability within the global community of its potential speakers.

To begin with, the author intends to cast some doubt on the viability of the hypothesised relationship between speaker intelligibility, listener irritability, and the degree of foreign accent, all of which are invoked in the process of specifying the phonological features of the LFC. Contrary to what is implied in PEIL, the degree of interlanguage intelligibility is not a reliable predictor of the strength of perceived foreign accent, which is corroborated by various empirical studies reported in SLA literature. Irritability – in addition to being highly subjective – is bound to vary enormously with the linguistic background of the listener, which makes the establishment of a common core of acceptable IL substitutions an extremely controversial task. While the listener's irritation is not necessarily a function of the speaker's intelligibility, it is – in the author's opinion – largely dependent on the degree of foreign accent, which Jenkins's own empirical data seems to indicate.

Consequent upon the above statement is the next issue that the paper intends to discuss, namely the (potential) role of L1 speakers in determining the fate of 'international Englishes'. Since the strength of foreign accent is, by definition, proportional to the degree of deviation from the target form, one cannot but conclude that LFC acceptability – a prerequisite to the model's currency – is impossible to determine without recourse to 'the native speaker norm', however fuzzy this concept might be. In view of the above – combined with the heavy bias towards the phonetic preferences of English L1 speakers, evident in PEIL despite strong claims to the contrary – one may infer that the natives have much more say in the matter of global English than is explicitly accorded to them by the advocates of LFC approaches. It is then in the native speaker norm that the key to safeguarding international intelligibility lies, unless of course this norm itself shifts and dilutes under the weight of democratized L2 'standards' – a process which seems to be in progress, and which is tackled in the final part of the paper.

Finally, then, the author intends to report on the results of her two empirical studies investigating the assessment of English L2 speech by various types of both native and non-native listeners. This is aimed at providing some further (i.e., in addition to previous studies conducted by other researchers) counter-evidence to the speculation, expressed in PEIL, that L2 speakers of English tend to be more lenient in their reactions to IL pronunciation than are L1 speakers. Bearing in mind the large number of L2 learners, the enormous variation in their IL phonic behaviour, and the repeated appeals to native speakers to make receptive and productive changes, one may expect a constant rise in the level of tolerance towards 'foreign accent' on the part of L1 listeners. Being too judgmental in this respect may simply be a luxury native speakers can no longer afford, and this fact may have far-reaching implications for the future of the entity for the time being still called 'English'.

Temporal Phenomena in Natural Phonology – Bridging the Gap between Discrete Phonology and Dynamic Phonetics

Geoffrey Schwartz (Poznań)

Decades of research in experimental phonetics and speech perception have shown that speech is a dynamic process. Speech production is based on continuous movements of the articulators over time. At the same time listeners rely heavily on the dynamic nature of acoustic transitions in perceiving linguistic contrasts. In fact, the lack of both linearity and acoustic-phonetic invariance in the speech signal has cast doubt on the practice in phonology of mapping discrete units (phonemes made up of static features) onto the dynamic speech signal. While listeners clearly perceive the sounds of speech categorically, and speakers certainly place speech sounds into different categories of discrete segments, phonological descriptions rarely consider the dynamic nature of speech.

Though phonological theories occasionally employ "temporal" descriptions (to distinguish long from short vowels, affricates from stops, etc.), their features are usually static. Thus, most accounts of phonology seem unable to incorporate dynamic phenomena inherent in the sequences of segments they describe. Indeed, the degree and duration of many features can vary, sometimes regardless of phonetic context. This variation can be the key to explaining curious synchronic and diachronic phenomena.

The framework of Natural Phonology (NP), developed by David Stampe and Patricia Donegan, offers the possibility of incorporating speech dynamics into a phonological theory based on discrete units. Thanks to both context-free and context-dependent processes and implicational conditions, the framework can show how dynamic phenomena of speech work on a segmental level. In other words, in NP one can make statements about the degree and duration of various phonetic features. Thus, formalized versions of conditions like "all things being equal, X is longer than Y" are often employed. This study will investigate a number of phonetic phenomena in an attempt to build on the inventory of

processes and implicational conditions of Natural Phonology. Both context-free and context-dependent phenomena will be examined instrumentally, with an eye toward providing an enriched perspective on synchronic and diachronic processes.

Phonetic studies will include some or all of the following:

1. Another look at final devoicing

In NP, obstruent devoicing is a universal process, one that is more likely in word-final position. In some languages, the process neutralizes a contrast, while in other languages it occurs, but the voicing contrast is maintained. Phonetic studies have shown that voicing contrasts and neutralizations are essentially temporal in nature, so NP is equipped to explain final devoicing in all its incarnations.

2. Contrasting hushing affricates in Polish; Secondary palatalization in Russian

The distinction between palato-alveolar and alveolo-palatal affricates in Polish has long baffled non-natives trying to learn the language (and natives trying to spell the language). At the same time students of Russian have to learn sets of consonants paired for palatalization. We shall see that the perception and production of both contrasts depends largely on temporal differences in friction noise. Incorporating these phenomena into NP can have interesting synchronic and diachronic implications.

3. Palatalization of velars

This common diachronic change has received much attention, but only recently have people considered the possibility that its roots lie in the perception of temporal phenomena such as noise bursts, VOT, and formant transitions. These features can display context-free as well as context-dependent effects. NP has the flexibility to include both.

4. Miscellaneous

Numerous other problems in phonology, including spirantization, intervocalic voicing, distinctive tones, the phonological status of glides, and intonation, can be understood in terms of speech dynamics. NP offers a framework that allows us to model this dynamism while retaining discrete units of analysis.

Selected References:

- CLEARY, Mirada & Pisoni, David, 1998. Speech perception and spoken word recognition: Research and Theory. *Research on Spoken Language Processing* 22: 3-46.
- DONEGAN, Patricia, J. 2002. Phonological processes and phonetic rules.
- DONEGAN, Patricia, J., 1979. *On the Natural Phonology of Vowels*. Ph.D. Dissertation, Ohio State University. *Ohio State University Working Papers in Linguistics* 23. Republished 1985, New York: Garland Publishing Company.
- LASS, Norman J., ed. 1996. *Principles of Experimental Phonetics*. St. Louis: Moseby-Year.
- SCHWARTZ, Geoffrey, Forthcoming. Palatalization in Common Slavic: an experimental approach. *Folia Linguistica Historica*.
- SCHWARTZ, Geoffrey, Forthcoming. Temporal Phenomena in Polish Hushing Affricates. *Poznań Studies in Contemporary Linguistics*.
- SCHWARTZ, Geoffrey, 2001. Speech Perception, Language Change, and the Slavic Palatalizations. *Folia Linguistica HistoricaXXI, 1-2*, 277-300.
- STAMPE, David, 1973. A Dissertation on Natural Phonology. Ph.D dissertation, University of Chicago. Republished with annotations, 1979, New York: Garland Publishing Company.

Good, evil, their balance and what they tell us about language

Philippe Ségéral (University Paris 7) and Tobias Scheer (University of Nice)

It seems to us that one point of convergence between Natural Phonology and the kind of Government Phonology that we are doing is a very broad one: the existence of two basic forces that counterbalance each other. That is, existing patterns in language are viewed as an equilibrium state that has arisen through the interplay of these forces, and diachronic change is the consequence of a change in prominence among them. In Natural Phonology, this description corresponds to the interplay of higher principles such as the law of the least effort vs. the need to produce contrast/ to be expressive. These principles then are implemented into linguistics and produce cross-linguistic Preferences that are scalar and violable such as "CV is the best/ most natural syllable, anything that departs from it will be less frequent/ more marked, diachronic evolution and acquisition strive toward CV." The area of Government Phonology that bears a similar conflict resolving system is consonantal lenition/ fortition. We have proposed in the Coda Mirror (Ségéral & Scheer 2001) that a consonant potentially experiences two distinct and antagonistic forces, i.e. Government (the evil one) and Licensing (the good one): Government inhibits the melodic expression of its target, while Licensing backs it up. This system defines four and only four logical combinations, i.e. 1) [+gov, +lic], 2) [+gov, -lic], 3) [-gov, +lic], 4) [-gov, -lic]. 1) = intervocalic consonant, 2) = impossible, 3) = the Strong Position = word-initially and after a Coda, 4) = in Coda position. The effects of the resulting

positional plight or ease are various and gradual: cross-linguistic observation allows to assign gradual strength/ weakness the four positions mentioned: consonants are the strongest in 3) (the Coda Mirror) and the weakest in 4) (the Coda), 1) (the intervocalic position) being intermediate, but more often on the weak side of 4). Note that this scale is not absolute but relative: we do not claim that there can never be any lenition in 3) (the Coda Mirror), nor that there can never be any fortition in 4) (the Coda). These are events that may occur, but we do not expect them to be frequent. What we do firmly rule out is that any higher ranked position on the strength scale does undergo some lenition, while lower ranked positions do not. Or, that any lower ranked position experiences strengthening, but the higher ranked ones do not.

Now let us look at the potential differences between the Natural Phonology approach and our own scenario. 1. we do make hard predictions and define the conditions under which our system is falsified, cf. above. For example, we hold that a language where consonants spirantize in Codas and in the Strong position, but not intervocalically, is not human. We do not see how any logically possible pattern can ever be ruled out by the kind of higher principles of Natural Phonology that have been mentioned. That is, the balance may go way towards the expected natural centre of gravitation (strict CV languages), but a hypothetical language where words must begin with at least 5 consonants will not be declared impossible. Rather, it will be viewed as improbable. 2. this leads us to another difference: there does not seem to be any such thing as the notion of "possible language" in Natural Phonology. Linguistic structures are not possible/ well-formed or impossible/ ill-formed, but just more or less probable: this is the very essence of what a Preference is. This property is shared by OT ("I assure you, this constraint exists in the brain of every human being, but unfortunately you can never see it in any language because it is so low ranked"). In other words, nothing is ever discrete, linguistic structures are only gradual. By contrast, we have shown how the two antagonistic forces Government and Licensing build a network which is 1) predictive, 2) discrete and 3) splits the logically possible area into "human" and "non-human". 3. we believe that the non-discreteness, the non-predictiveness and the absence of conditions of falsification in Natural Phonology stem from its non-linguistic foundations. Dziubalska-Kolaczyk (2001:73) writes: "in Natural Linguistics linguistic preferences are explanatory since they are derived from non-linguistic levels", and p.74 "Preferences of Natural Linguistics are explicitly based on extralinguistic fundamentals." And indeed, the higher principles invoked which govern the linguistic implementation of Preferences make no reference to linguistics at all: being natural means being "cognitively simple, easily accessible (especially to children), elementary and therefore universally preferred, i.e. derivable from human nature, or unmarked/ less marked" (Dressler 1999:135). We hold that any scientific theory must be predictive and falsifiable. Moreover, we believe that the human brain is not equipped for handling graduality: all objects that are manipulated by our cognitive system are discrete. One aspect of the Chomskian research programme is to explain how "infinite states can arise from finite means". 4. the foregoing paragraph actually provides good illustration why Natural Phonology falls outside of the generative paradigm: in the philosophical debate between empiricists and mentalists, it stands on the empiricist side. That is, "nothing in language is specifically linguistic". Rather, linguistic behaviour is but one facet of more general human behaviour, i.e. the strive toward naturality. Therefore, Natural Phonology has to deny the existence of any specifically linguistic endowment that is transmitted by the human genetic code: infants do not build on any linguistic knowledge in order to acquire natural language. Rather, the capacities that they use in order to acquire language are of more general, non-linguistic kind (induction, categorization etc.). They are the same as those that are used for the acquisition of bipedal movement or the ability to drive a car. Thereby, Natural Phonology takes the behaviouristic stance, in both acquisition and adult practice of natural language. 5. but Natural Phonology does not only fall outside of the generative paradigm. It appears that it is also incompatible with the Saussurian insight that has grounded modern linguistics. Saussure holds that there is a level of analysis (Langue) that obeys exclusively its own rule and remains entirely unaffected by any external influence that may arise through social pressure etc. (Parole). Not only does such a level that is purely linguistic and obeys only the linguistic rule exist, but the study of language, says Saussure, cannot possibly succeed if this level, i.e. the Langue, is not studied independently and before all other things. The Chomskian equivalent, of course, is competence/ I-language vs. performance/ E-language. Now the higher principles that control the content of Preferences in Natural Phonology clearly fall into the Parole, if anything: they are non-linguistic. It thus appears that Natural Phonology denies the existence of the Saussurian opposition Langue vs. Parole since nothing in language is Langue, and hence no such thing is genetically encoded, which means that infants do not use any such information in order to acquire natural language.

We realize that we may have misconstrued some of the aspects of Natural Phonology as stated above, and we would be happy to learn through discussion in Poznan in which way we are mistaken or imprecise.

References:

- DRESSLER, Wolfgang U. 1999. What is Natural in Natural Morphology (NM)? Prague Linguistic Circle Papers 3, 135-144.
 DZIUBALSKA-KOLACZYK, Katarzyna 2001. Phonotactic constraints and preferences. Constraints and Preferences, edited by Katarzyna Dziubalska-Kolaczyk, 69-100. Berlin, New York: Mouton de Gruyter.
 SÉGÉRAL, Philippe & Tobias SCHEER 2001. La Coda-Miroir. Bulletin de la Société de Linguistique de Paris 96, 107-152. Older English version available at <http://www.unice.fr/dsl/tobias.htm>.

Accents in broader perspective

Barbara Seidlhofer (Vienna)

As is clear from the ten "workshop themes" posted on the PLM 2003 Focus on Accents web page as well as from the majority of the abstracts available to date, this event is centrally concerned with the issues raised by Jennifer Jenkins' publications on the phonology of English as an international language and, more specifically, her proposal for what she has called *Lingua Franca Core*.

While I have not been involved in Jenkins' work on pronunciation, I share with her the conviction that the unprecedented global spread of English as a *lingua franca* calls for a reconsideration of some time-honoured assumptions about language description and language pedagogy. I will therefore attempt to provide a broader context for the discussion and argue for a more holistic approach to the description of English as an international language and to pedagogical implications that arise from it. Pronunciation is certainly an extremely important aspect, but it needs to be considered in conjunction with other levels of language as well as with a host of socio-political and socio-psychological factors, whose combined role in international communication the research community has only recently begun to investigate.

Since Jennifer Jenkins unfortunately cannot be present at the Panel/Workshop, I have adjusted the focus of my own contribution in order to be able to include some of the issues she would ideally have talked about herself. In addressing these I will also try and clear up some widespread and persistent misconceptions relating to work in this area.

Role of duration and quality in nonnative perception and production of English front vowels

Šárka Šimáčková (Olomouc)

Vowel quantity rather than quality is identified as a core feature of EIL, essential for its intelligibility and acceptability. This concerns both duration signalling contrast and contextually variable duration linked to obstruent voicing (and also to prominence of nuclear stress). In perception experiments, duration is found to be a more effective cue in nonnative discrimination of English vowel contrasts than vowel quality. Acquiring appropriate timing properties of vowels thus appears to be more important and possibly also easier for an EFL/EIL learner than acquiring spectral properties.

Duration of English front vowels in relation to their quality is the subject of the present study. The goal is to evaluate the relative importance of duration in identification and production of English [i:, ɪ, e, æ] by nonnative speakers. The study was conducted with 36 EFL learners, prospective language professionals, in the context of a Czech higher education institution. In a free choice identification task, learners identified target vowels in *bead/beat*, *bid/bit*, *bet/bed*, *bat/bad* pairs. The stimuli were used once in the natural form (as spoken by two GA speakers) and once with edited duration (duration of [ɪ] and [e] in *bid/bit* and *bet/bet* was increased to that of [i:] and [æ] in *bead/beat* and *bad/bat*; duration of [i:] and [æ] was shortened in the opposite direction.)

Learners identified [i:] and [ɪ] reliably in both voicing contexts and in both the natural and edited conditions. An insignificant tendency to mislabel shortened [i:] in *beat* was noted. When [i:] and [ɪ] were produced by the learners, they sufficiently differed from each other both in quantity and in quality (i.e. in midpoint value of F1 and F2). This is attributed to positive transfer of L1 categories since an equivalent pair of vowels exists in Czech.

Learners relied on duration in identifying [æ] and did not compensate for the contextual effect of obstruent voicing. [æ] was accurately identified in the natural tokens of *bad* where it had increased duration due to the following voiced /d/. In natural *bat* and in edited *bad*, the identification rate dropped to chance. Vowel [e] was identified with equal accuracy in both natural *bed* and *bet*. However, editing had a differential effect. Increasing duration of [e] resulted in more [e]->[æ] misidentifications when [e] of *bed* was levelled with [æ] of *bad*. Though the learners relied on duration in the perception task, they produced only a small durational difference between [e] and [æ]. Duration ratio [æ]:[e] is 1.2 for *bad:bed* and 1.3 for *bat:bet*. In terms of quality, there is a statistical difference in F2 but the difference is small and learners' [æ] completely overlaps with [e] of native speakers. In other words, in nonnative speech vowels [æ] and [e] merge.

Learners' productions did not show any effect of the voicing context on the duration of any of the four vowels.

A follow up experiment focuses on the problematic [e]-[æ] contrasts. It asks whether classroom pronunciation training in an EFL setting can improve identification and discrimination of the vowels and affect quality and quantity properties of the vowels in learners' production.

Why not LFC

Włodzimierz Sobkowiak (Poznań)

A new pronunciation standard has recently been proposed as a viable goal for foreign learners of English to reach, that of *Lingua Franca Core* (Jenkins 2000b). LFC would be the pronunciation of English as an International Language (EIL) or English as a Lingua Franca (ELF). The project for a 'realistic' pronunciation syllabus for International English has gained wide support in many EFL circles. Yet, it is marred by a number of faults and weaknesses. In this paper arguments are provided against LFC-like standards/syllabuses. The arguments come from a wide range of considerations: (1) philosophical: axiology does not follow from ontology, (2) logical: fallacies of inference (3) ideological: political correctness (anti-linguistic-imperialism and the like) does not serve objective scientific judgment, (4) (socio)linguistic: speech is used for much more than sheer communication, (5) pedagogical: loosening didactic standards must not, post-hoc, be excused and encouraged, (6) psychological: native-like pronunciation is recognized by learners as an asset in itself. They have been developed in reaction to the writings and pronouncements of the main proponents of LFC pronunciation: Jennifer Jenkins, Barbara Seidlhofer, and others.

The null-hypotheses of "syllable structure"

Péter Szigetvári (Budapest)

Government phonology is perhaps the best-known, though not the first, theory of phonological representation to apply empty categories. The notion has evoked copious criticism, primarily because of its unnaturalness. I criticize government phonology not because it has empty categories but because it does not have enough of them.

I will show that if we allow empty skeletal positions in our theory -- a move that both the autosegmental model of phonological organization and the unary-feature model of melodic representation (a logical conclusion of underspecification theory) make feasible -- , the coda becomes superfluous, and syllable structure reduces to strictly alternating C and V positions (cf. Lowenstamm 1996 and many following studies). In effect, this means that syllable structure as such vanishes. A very similar conclusion can be drawn by building up a model of syllable structure proceeding from the simplest, CV-only inventories to more complex systems. I will thus argue that there exist two null- hypotheses of syllable structure: either skeletons faithfully represent superficial sound strings, or skeletal positions may be empty, in which case CVCV skeletons are the null-hypothesis. Standard government phonology (as discussed in Kaye & al. 1990 or Harris 1994) incorporates an unnecessary deviation by allowing onsets, nuclei and rhymes to branch; in other words, it fails to draw the logical conclusion of introducing empty categories into the phonological representation.

References:

- HARRIS, John. 1994. English sound structure. Oxford: Blackwell.
- KAYE, Jonathan, Jean LOWENSTAMM and Jean-Roger VERGNAUD. 1990. Constituent structure and government in phonology. *Phonology* 7: 193--232.
- LOWENSTAMM, Jean. 1996. CV as the only syllable type. In Jacques Durand and Bernard Laks (eds.), *Current trends in phonology: Models and methods*. European Studies Research Institute, University of Salford Publications. 419--442.

The Lingua Franca Core and the Polish learner

Jolanta Szypra-Kozłowska (UMCS Lublin)

The paper examines and evaluates one of the most hotly debated and controversial recent proposals in the area of English pronunciation pedagogy - Jennifer Jenkins's (2000) *Lingua Franca Core* (LFC) – a selection of phonetic features which, according to her, should constitute didactic priorities in the teaching of English as an international language. The analysis is carried out from the perspective of the Polish learner (and teacher). More specifically, we inquire into the issue to what extent this model is pedagogically feasible in the Polish context and whether it fulfills its promise to provide a more realistic syllabus for pronunciation teaching.

We argue that the LFC comprises many features which, on the one hand, diminish the teaching/learning load for Poles, but on the other hand, constitute no simplification of this task at all. Of all the elements of the LFC the omission of the dental fricatives, rhotic pronunciation, general disregard for vowel quality, rhythm, intonation and weak forms are the major elements that can contribute to the easier acquisition of English phonetics, whereas insistence on preserving vowel length (contextually determined in particular), aspiration, the velar nasal, the long schwa, the glottal fricative and native articulatory setting can be seen as the main difficulties and most objectionable aspects of this model from the perspective of the Polish learner of English. Some features of the LFC are questioned on grounds of phonetic universals and the frequency of certain segments in languages of the world.

Optimal design, imperfections, and dislocation

Przemysław Tajsner (Poznań)

One of the current issues in the Minimalist Programme has been the question of the optimal design of language faculty for meeting the requirements of the external systems. A displacement property may be thought of in this context as one of the imperfections, or conversely, part of the optimal design. The paper, which discusses an instance of movement known as Object Shift (OS), favours the latter position. Object Shift is considered here to be a computational option operative in the formation of a structure legible for an external system. Unlike in Chomsky (1999), I propose that OS is parametrically driven by the presence of EPP in v^* , and not by the parametric assignment of the feature [INT] to a shifted object in Spec.of v^*P . Some other issues raised in the paper are the question of the autonomy of formal grammar in view of the discussion of legibility conditions, the interpretation of “external motivation” for narrow syntax, and the status of optional rules.

Ease of acquisition and ease of comprehension: Finding the equilibrium

Peter Trudgill (Fribourg)

In a paper presented at AMU in 1998, I said that my own response to the question of 'why teach RP?' was 'why not?. We have, after all, to teach something'. I also said that 'I am a non- RP speaker, but I believe that it is convenient that students learning English English still have a non-regional model available to them'. I have not changed my mind on these points. The present workshop, however, gives me an opportunity to give a more nuanced account of this view. I base this account on analyses of the English pronunciation of students at the University of Fribourg. Fribourg is a bilingual university where a majority of students are native speakers of Swiss German or French, but where there is also a large minority of Italian speakers. This has the consequence that students of English quite spontaneously use this language to talk to each other, as well as to members of staff of the English department, and even weaker students achieve a high degree of fluency. I present an account of those phonological and phonetic features of English which cause difficulties for students of the different language backgrounds, and then make a number of teaching proposals based on analyses of comprehension difficulties caused by aspects of students' pronunciation for native English speakers i.e. me.

The resultative phrases as markers of aspect in English and Polish

Marta Tryzna (Częstochowa)

In the present paper I examine the aspectual role of the resultative phrase understood here as an XP that denotes the state achieved by the referent of the NP it is predicated of as a result of the action denoted by the verb in the resultative construction.

I first attempt to test the validity of the Direct Object Restriction (DOR) (Levin and Rappaport-Hovav, 1995), an important constraint on the distribution of resultative phrases:

Resultative phrases may be predicated of immediately post-verbal NPs, but not of subjects or oblique complements.

The resultative constructions in English conforming to the DOR include transitive verbs, passive verbs, unaccusative verbs and selected unergative verbs which take a “fake reflexive” object, co-referential with the subject (Simpson 1983):

(2)

Ann licked her finger clean - transitive

The pond froze solid - unaccusative

Maria was shaken awake by the earthquake - passive

Dora shouted herself hoarse - unergative with a fake reflexive object

Another important constraint on the resultative phrases regards the unergative verbs, and states that they cannot take resultative phrases in the absence of a fake reflexive object (*Dora shouted hoarse).

Polish verbs in the resultative construction manifest a greater variety as compared to their English counterparts:

(3)

a. Max roztrzaskał szybę w drobny mak. - transitive
'Max smashed the window pane to pieces'

b. Szyba roztrzaskała się w drobny mak. – 'się' unaccusative

- 'The window pane was smashed to pieces'.
- c. Pies zmarzył na śmierć. – unaccusative proper
'The dog froze to death'.
- d. Jan biegł do utraty tchu. – unergative w/o a fake reflexive object
'John ran till he lost his breath'.

The analysis leads to an observation that the fake reflexive object constraint, formulated for English unergatives does not seem to apply in the case of Polish unergatives. There is no doubt that in (3d) the resultative phrase is predicated of the only NP available, that is of the NP in the subject position. Apart from violating the 'fake reflexive object' constraint, Polish unergatives seem to violate the DOR (1), since unergative verbs take one argument only, that is the external argument.

Even though a verb like *biec* is classified as an agentive unergative, its use with a resultative phrase *do utraty tchu* allows it to become a change-of-state unergative. In addition, since on this use *biec* does not require a perfective prefix (**dobiec / *przebiec do utraty tchu*) (cf. Wierzbicka 1967, Kipka 1990), the resultative phrase functions here as a marker of aspect providing an endpoint after which the activity described by the verb is no longer taking place. Thus, the imperfective *biec* becomes a telic verb (cf Tenny 1987, Wechsler 2001).

Based on the evidence from Polish I postulate the extension of the DOR (1) and I question the validity of the fake reflexive object constraint. Furthermore, I wish to demonstrate that examples of the type *biec do utraty tchu* represent a unique case of inherently imperfective verbs in a perfective resultative construction.

References:

- CARRIER, J. and J.H. RANDALL (1992) "The Argument Structure and Syntactic Structure of Resultatives", *Linguistic Inquiry* 23, 173-234.
- CETNAROWSKA, B.2000a. The unergative/unaccusative split and the derivation of resultative adjectives in Polish" In: Tracy H. King and Irina Sekerina (eds.) *Formal Approaches to Slavic Linguistics 8. The Philadelphia Meeting 1999*, 78-96. Michigan Slavic Publications, Ann Arbor.
- CETNAROWSKA, B. 2000b. The unergative/unaccusative distinction in Polish. In Piotr Bański and Adam Przepiórkowski (eds.) *Proceedings of GLiP-1*, 35-46. IPIPAN, Warszawa.
- DOWTY, D. 1979. *Word meaning and Montague Grammar*. Reidel, Dordrecht.
- KIPKA, P.F. (1990). *Slavic Aspect and Its Implications*. MIT Press.
- KRIFKA, M. ((1998) "The Origins of Telicity. Events and Grammar". ed. By S. Rothstein, 197-236. Dordrecht: Kluwer.
- LEVIN, B. & M. Rappaport-Hovav. 1995. *Unaccusativity : at the syntax – lexical semantics interface*. MIT Press.
- LEVIN, B. 1993. *English Verb Classes and Alternations: a Preliminary Investigation*. University of Chicago Press.
- PERLMUTTER, D. 1978. Impersonal Passives and the Unaccusative Hypothesis. In: Jaeger et al. (eds.) *Proceedings of the fourth annual meeting of the Berkeley Linguistics Society*, pp. 157-89. University of California, Berkeley.
- SIMPSON, J. 1983. Resultatives. In L. Levin, Rappaport, and Zaenen (eds.) *Papers in Lexical-Functional Grammar*. Bloomington, Ind.: Indiana University Linguistics Club: 143-57
- TENNY, C. 1987. *Grammaticalizing aspect and affectedness*. Doctoral dissertation, Massachusetts Institute of Technology, Cambridge.
- VAN VALIN, R. D. Jr. 1990. Semantic Parameters of Split Intransitivity. *Language* 66: 221-60
- WECHSLER, S. (2001) "An Analysis of English Resultatives Under the Event Argument Homomorphism model of Telicity." University of Texas at Austin.
- WIERZBICKA, A. (1967) "On the Semantics of Verbal Aspect in Polish.", in: *To Honor Roman Jakobson*. Volume 3, Mouton. The Hague: Paris. pp.2231 – 49.

EFL speech: specifying the target

Ewa Waniek-Klimczak, Karol Klimczak (Łódź)

As the discussion as to the choice and contents of the reference variety for the teaching of English speech develops, we have asked students of English Department and Economy Department in the University of Łódź about their preferences and aims in learning English speech. The main objective is to compare the level of variety awareness, natural language input and the aims in the case of the two investigated groups in an attempt to specify the target in EFL speech in each case. The university student data are supplemented by the answers from a group of young professionals. The discussion is based on the questionnaire results in the context of the current debate on the pronunciation teaching target; we will also refer to earlier questionnaire studies conducted among students of English (Sobkowiak, 2002; Waniek-Klimczak, 2002) and among employers in the Łódź area (Klimczak, in press). The main aim is to discuss the target model variety for advanced users of English in Poland from the perspective of their language experience and either present or future needs. Apart from the questionnaire results, some issues concerning the methods of data collection for the study of pronunciation target in the case of non-English specialists are also briefly discussed.

References:

- KLIMCZAK, Karol. (in press). 'Języki obce w przedsiębiorstwie: oczekiwania wobec pracowników oraz nauczycieli języków obcych.'

- SOBKOWIAK, Włodzimierz (2002). 'English speech in Polish eyes: what university students think about English pronunciation teaching and learning'. In Waniek-Klimczak, E. and J.P. Melia (Eds.) *Accents and Speech in Teaching English Phonetics and Phonology: EFL perspective*. Frankfurt: Peter Lang, pp. 177-196
- WANIEK-KLIMCZAK, Ewa (2002). 'Context for teaching English phonetics and phonology'. In Waniek-Klimczak, E. and J.P. Melia (Eds.) *Accents and Speech in Teaching English Phonetics and Phonology: EFL perspective*. Frankfurt: Peter Lang, pp. 139-152.

Linguistic Pragmatics from a "Hard-Science" Perspective

Elżbieta Wąsik (Poznań)

The focus of our polemic will concentrate around investigative consequences, which may have resulted from the strict application of the distinction made between physical and logical domains and in a human-centered study of the pragmatics of linguistic communication. This distinction was endorsed in the book of Victor H. Yngve *From Grammar to Science* (Amsterdam 1986: Benjamins) claiming that the only accessible objects of scientific study, understood in terms of physics, chemistry and biology, are linguistic properties of human individuals communicating with other individuals in temporary and long-lasting linkages. Accepting a "hard-science" tenet, we agree that: "There is no such thing in nature as an utterance that carries with it a linguistic segmentation or structure of any sort, whether in terms of phonemes, syllables, words, sentences, or any other of the constructs usually invoked to describe them" (p. 9). However, we cannot say the same about the statement: "Instead we have in nature only the physical sound waves themselves and the people producing, sensing, and interpreting them" (ibid.). In fact, true is only the first part of it pertaining to observable channels and referring behavior of communicators. "Interpreting" activity has to be relegated, along with "knowledge", "concepts", or even communicative "tasks hierarchies", to the logical domain based on inferences and conditional reasoning in the same way as "competence" is seen as "not a part of the real world" (p. 341, cf. 97). Thus, philosophical foundations of linguistic pragmatics are unavoidable as a complementary part of human communication including the self-awareness of communicators not only from the intellectual and emotional but also from chemical-electrical and motoric-kinetic points of view. It would be necessary to consider the distinctions between observable and concluded reality related to extraorganismic and intraorganismic properties of communicating individuals, if the opposition between physical and psychical in terms of biology were untenable. The refutation of distinctions derived from "soft-sciences", for the lack of theoretical constructs providing a base of solipsistic experiences of both scientists and ordinary human beings, would impede the possibility of communication about the discoveries made in the real world being remote in time and space. The only thing we could state about the real world of linguistic properties of people is that there are observable links between communicating individuals constituting parts of a dynamic linguistic community with open boundaries. These interindividual links constitute inter alia energy flows exchanged through particle and wave duality in the physical domain of verbal expressions. While remaining in the logical domain of a source agent, the material shape of verbal expressions is received or not by a target agent. As such the logical domain exists separately in the knowledge of communicating individuals as a mental connection between the two domains, the domain of expression and the domain of reference. Thus, individuals communicating about the same domain of reference are supposed to be endowed with the same knowledge of how to interpret the domain of expression of a given language in a relatively similar way.

How Polish students rate native British accents

Jarosław Weckwerth (Poznań)

This short paper will present the preliminary results of an experiment conducted at the School of English, Adam Mickiewicz University. The aim of the experiment was to examine the students' attitudes towards RP vs. other British English accents, and to test their ability to recognise them. Thirteen one-minute recordings were played to 113 first- and second-year students from groups in which British English is taught as the model variety. Three of the recordings were judged to exemplify RP, six were recordings of young speakers from Cambridge with local features present to varying degrees, and four strongly accented recordings came from young speakers from Liverpool, Newcastle, Dublin and Belfast. The students were asked to use a scale from 1 to 5 to rate each voice for "suitability as a model for teaching English pronunciation". In addition to that, they were asked to state what accent the respective speakers used. The most conservative RP voice was rated highest as a model. The ratings for the Cambridge voices were inversely proportional to the amount of local features present in the pronunciation of the speakers. The Northern and Irish voices scored low. The RP voices were also recognised as such for the most part. The recognition of the Cambridge voices was less successful. The remaining accents were hardly ever recognised "correctly". It seems that there is a strong correlation between the types of materials used in phonetics courses and the students' perceptions.

The Cambridge, Liverpool, Newcastle, Dublin and Belfast recordings came from the Intonational Variation in English database. The author would like to thank Esther Grabe for her kind permission to use them.

Goals in teaching English pronunciation

J.C. Wells (University College London)

Jennifer Jenkins's book *The Phonology of English as an International Language* has stimulated a welcome discussion of our goals in teaching English pronunciation. But her proposed Lingua Franca Core (LFC) is, to say the least, controversial.

The easy way out would be to regard pronunciation teaching as unimportant. We could treat EIL as a written code, and allow learners to stick with their L1 pronunciation habits. Furthermore, we might allow English to be pronounced as it is spelled. There are plenty of EIL users who indeed treat it more or less in this way. And yet – in grammar, would we be happy for learners to ignore everything that is difficult (the definite article, number, aspect, phrasal verbs)? In vocabulary, should we allow confusion of come and go, bring and take, or ignore the problem of such false friends as actual and eventual? If not, then our pronunciation model, too, must be based on that of native speakers.

The Jenkins LFC permits deviations from existing standard practice – e.g. the substitution of [t] or [s] for [θ], or inappropriate word stress – that evoke the worst negative stereotypes. (Like spelling mistakes, they are seen as uneducated.) But on the other hand it insists on many pronunciation features that constitute a real difficulty for one group or another of L2 learners. These include the consonant oppositions /b–v, r–l, p–f, s–ʃ, s–z, tʃ–dʒ, j–dʒ/ and the vowel opposition /i:–ɪ/. Confusion of /e–æ, æ–ʌ, ʌ–ɒ/ is implicitly condoned, but substitutions for /ɜ:/ are not allowed. (Why should Poles be favoured over Africans in this way?) Consonant clusters are still required, although if they cannot be achieved epenthesis is preferred over omission.

In intonation, Jenkins's insistence on the importance of nucleus placement (tonicity) is welcome. Nevertheless, there are many speakers of EIL who ignore it entirely.

As pronunciation teachers we must concentrate on those matters which most impede comprehension and intelligibility. We must inculcate fluency and confidence. We should exploit the findings of contrastive analysis. And we should not neglect the need to interact with native speakers.

Input Cues and L2 Acquisition

Marit R. Westergaard (Tromsø)

This study investigates how Norwegian 7- to 12-year-olds acquire word order in English in a classroom setting with minimal input over an extended period of time. The focus of the investigation is the extent of language transfer from the L1, the order of acquisition of the different constructions, and the frequency of the input cues necessary to trigger a reorganization of the children's internalized grammar.

English is an SVO language, while Norwegian is a typical example of Germanic verb second (V2), with the verb always in second position in all main clauses (standardly assumed to be the result of verb movement to C, see Vikner 1995). Relevant syntactic constructions are topicalized structures, questions, and sentences with adverbials, as illustrated in (1)-(3). It will be shown in this paper that there is considerable transfer of V2 order in these children's English. Thus, in the process of acquiring English word order, Norwegians will have to "unlearn" the verb movement rule that they have acquired for their L1.

- a. I går *spilte* Peter piano hele dagen.
yesterday played P piano all day
- b. Yesterday Peter played the piano all day.
- a. Hva *spilte* Peter i går?
what played P yesterday
- b. What did Peter play yesterday?
- a. Peter *spiller* alltid piano.
P plays always piano
- b. Peter always plays the piano.

Given this transfer, it becomes an important question what input cues are necessary in order for these learners to realize that the L2 is **not** like their L1. Lightfoot's (1999) cue-based approach to first language acquisition argues that the designated cue for a particular construction must have a certain frequency in the input for that construction to be acquired. The cue for V2, he claims, is a topicalized structure, and the historical loss of V2 in English is explained as the result of a lower frequency of the cue in the input to English-speaking children.

In an extension of this approach to second language acquisition, I will argue that a development from a V2 grammar to an SVO grammar requires two input cues – topicalized structures (for learners to realize that there is no verb movement to C in English) and sentences with *do*-support (to realize that only auxiliaries move to I). Unfortunately for the learners in this study, the former construction is relatively infrequent in English, while the latter is often avoided in early

teaching material because of its complexity. Thus, word order will be a relatively late acquisition for these L2 learners of English, and the order of acquisition (sentences like (1) are acquired earlier than those in (2) and (3)) seems to be partly dependent on the frequency of the input cue in the teaching material.

References:

- LIGHTFOOT, D. (1999), *The Development of Language: Acquisition, Change and Evolution*, Blackwell.
 VIKNER, S. (1995), *Verb Movement and Expletive Subjects in the Germanic Languages*, Oxford UP.

Raising Expletives

Jacek Witkoś (Poznań)

[This paper is a report on a joint project with Norbert Hornstein, UMD: Yet Another Approach to Existential Constructions, to appear in *Festschrift for Anders Holmberg*.]

Existential constructions (ECs) display several contradictory properties, repeatedly exploited in numerous generative approaches (e.g. Chomsky 1986, 1995, 1999; Lasnik 1995, 1999 and Bošković 1997).

For example, the relation between *there* and *someone/a beer* in (1a,b) shows the same locality properties as a chain of movement between *someone/a beer* and the trace in (2a,b).

(1)

*There seems that someone is in the room.

*There is the man drinking a beer

(2)

*Someone seems that t is here.

*A beer is the man drinking t

The associate acts 'as if' it were in the position of the expletive as regards agreement.

(3)

There is/*are a man in the room

There *is/are dogs in the park

There is a one to one correlation between expletives and associates. And there is the well-known definiteness effect. These well known facts all point to the same conclusion; that the associate and expletive form an (A-)chain at some point in the derivation; a standard implementation assumes that a LF structure like (4b) underlies

(4a).

(4)

There is someone in the room

[There+someone [is [someone [in the room]]]]

Yet, other data indicate that the associate is interpreted at LF in its overt position. For instance Den Dikken (1995) shows that in (5a), *many people* scopes under negation, in (5b) under the modal, in (5c) under *seems*, and (5e) does not license ACD ellipsis that is licensed in (5d):

(5)

There aren't many people in the room.

There may be someone in the room.

There seems to be someone in the room.

John expect someone that I do to be in the room.

*John expects there to be someone that I do to be in the room

Consider another interesting fact. Specifiers of associates are less adept at binding than are specifiers in "regular" DPs, e.g. the binding indicated in (6a,c,e) is not possible in (6b,d,f). Why not?

(6)

Yesterday, someone's₁ mother was saying that he₁ was handsome.

*Yesterday, there was someone's₁ mother saying that he₁ was handsome.

When I walked in, nobody's₁ father was talking to him₁

When I walked in, there was nobody's₁ father talking to him₁

Nobody's/Somebody's₁ father was kissing his₁ mother.

*There was nobody's/somebody's₁ father kissing his₁ mother.

More facts pointing in the same direction concern defective agreement patterns in Ecs. They are not identical to what we find in their non-EC counterparts, *e.g.* we can find less than full agreement in (7a,b) but not in (7c,d):

(7)

(?)There seems to be men in the garden.

There is a dog and a cat on the roof.

*Men seems to be in the garden.

*A dog and a cat is on the roof.

Why should this be so?

We would like to resolve these problems by rejecting the assumption that associates move at LF:

(8)

Expletives cannot check theta roles.

Associates never move.

Given this, a question arises: how to derive the chain properties of Ecs if associates do not move. Our proposal: we have a derivation like (9a) for ECs.

(9)

There is someone in the room.

[There is [[there someone] in the room]].

If *there* first forms a unit with the associate and then distances itself from the associate by movement, we can retain both the assumption that the expletive and associate are in a chain relation. The defective agreement pattern in (7a,b) makes sense if the predicate directly agrees with features of *there* rather than those of *men* or *a dog and a cat*. More concretely, let's say that *there* need not agree in number with its complement. If so, when *there* agrees with finite T⁰, it is a default form for number that is manifest.

References:

- BOŠKOVIĆ, Željko. 1997. *The Syntax of Nonfinite Complementation*. Cambridge: MIT Press.
 CHOMSKY, Noam. 1986. *Barriers*. Cambridge: MIT Press.
 CHOMSKY, Noam. 1995. *The Minimalist Program*. Cambridge: MIT Press.
 CHOMSKY, Noam. 1999. Derivation by Phase. *MIT Occasional Papers in Linguistics* 18.
 DEN DIKKEN, Marcel. 1995. Binding, Expletives and Levels. *Linguistic Inquiry* 26: 347-54.
 LASNIK, Howard. 1995. Case and Expletives Revisited. *Linguistic Inquiry* 26: 615-633.
 LASNIK, Howard. 1999. Chains of Arguments. In *Working Minimalism*, eds Samuel David Epstein and Norbert Hornstein, 189-215. Cambridge: MIT Press.

An overview of pronunciation teaching materials

Magdalena Wrembel (Poznań)

Materials for the teaching of pronunciation have changed significantly over the past 50 years with a major shift from an emphasis on accurate production of discrete segments to a focus on broader aspects of communication. However, it remains a largely unexplored question whether and how material designers have responded to most recent challenges for foreign language pedagogy, redefined goals and changing perspectives on pronunciation teaching.

This presentation is an attempt at an overview of English pronunciation teaching materials including selected textbooks as well as commercially available computer software and Internet web sites from the perspective of a model accent taught through these materials. The paper points to characteristic patterns of change concerning the availability of different model accents as well as establishing specific pronunciation teaching priorities in syllabus design.

The article discusses also different attempts at defining features indispensable in the pronunciation syllabus as advocated by leading pronunciation educators including *e.g.* Stockwell and Bowen (1965), Prator (1971), Stevick (1978), Brown (1988), Bogle (1996), Jenner (1999), and Jenkins (2000). Furthermore, it explores how such proposals of minimally sufficient phonological systems relate to or differ from the Lingua Franca Core model and if they are reflected at all in the pedagogical materials available on the market.

References:

- BOGLE, D. 1996 *Practical Phonology*, Edinburgh: Moray House Publications.
 BROWN, A. 1988 Functional load and the teaching of pronunciation. *TESOL Quarterly* 22: 593-606.
 JENKINS, J. 2000. *The Phonology of English as an International Language*. Oxford: Oxford University Press.
 JENNER, B. 1989 Teaching Pronunciation: The Common Core, *Speak Out, Phonology SIG Newsletter* No 4, 2-4.
 STOCKWELL, R. P. & BOWEN, J. 1965 *The Sounds of English and Spanish*. Chicago: The University of Chicago.
 STEVICK, E. 1978 Toward a practical philosophy of pronunciation: Another view. *TESOL Quarterly*. 12 (2), 145-150.