

not substantively different from that of English irregular past tense verbs. This finding is claimed to be in conflict with the predictions of connectionist models (Plunkett & Marchman, 1991, 1993) which are said to depend solely on the dominance of regular over irregular forms in determining over-regulation errors. However, these conclusions may be premature, given that Marcus averaged over-regulation rates across irregular nominal forms that varied in token frequency and across samples representing a broad range of children's ages. A connectionist view would predict an interplay between type frequency and other item level factors, e.g. token frequency, as well as differences in the developmental trajectories of the acquisition of nouns and verbs. This response briefly reviews longitudinal parental report data ( $N = 26$ ) which indicate that children are significantly more likely to produce noun than verb over-regularisations across a prescribed age period (1;5 to 2;6). At the same time, these data also show that children are familiar with proportionately more irregular nouns than irregular verbs. These findings are consistent with the predictions of Plunkett & Marchman in that the larger regular class affects the frequency of noun errors but also that the familiarity with individual irregular nouns tends to reduce the likelihood of over-regularisations. In contrast to the conclusion of Marcus, the connectionist approach to English inflectional morphology is claimed to provide a plausible explanation of the phenomenon of over-regularisation in both the English plural and past tense systems.

**98-467 Stevens, Tassos and Karmiloff-Smith, Annette** (MRC Cognitive Development Unit & U. College, London). Word learning in a special population: do individuals with Williams syndrome obey lexical constraints? *Journal of Child Language* (Cambridge), **24**, 3 (1997), 737-65.

Williams syndrome (WS), a rare neurodevelopmental disorder, is of special interest to developmental psychologists because of its uneven linguistico-cognitive profile of abilities and deficits. One proficiency manifest in WS adolescents and adults is an unusually large vocabulary, despite serious deficits in other domains. Rather than focusing on vocabulary size, this paper explores the processes underlying vocabulary acquisition, i.e. how new words are learned. A WS group was compared to groups of normal MA-matched controls in the range 3-9 years in four different experiments testing for constraints on word learning. It is shown that, in construing the meaning of new words, normal children at all ages display fast mapping and abide by the constraints tested: mutual exclusivity, whole object and taxonomic. By contrast, while the WS group showed fast mapping and the mutual exclusivity constraint, they did not abide by the whole object or taxonomic constraints. This suggests that measuring only the size of WS vocabulary can distort conclusions about the normalcy of WS language. The study shows that, despite equivalent behaviour (i.e. vocabulary test age), the processes underlying vocabulary acquisition in WS follow a somewhat differ-

ent path from that of normal children, and that the atypically developing brain is not necessarily a window on normal development.

**98-468 Tardif, Twila** (U. of Michigan), **Shatz, Marilyn and Naigles, Letitia**. Caregiver speech and children's use of nouns versus verbs: a comparison of English, Italian, and Mandarin. *Journal of Child Language* (Cambridge), **24**, 3 (1997), 536-65.

This paper examines naturalistic samples of adult-to-child speech to determine if variations in the input are consistent with reported variations in the proportions of nouns and verbs in children's early vocabularies. It contrasts two PRO-DROP languages, Italian and Mandarin, with English. Naturalistic speech samples from six 2;0 English-, six 1;11 Italian-, and ten 1;10 Mandarin-speaking children and their caregivers were examined. Adult-to-child speech was coded for the type frequency, token frequency, utterance position, and morphological variation of nouns and verbs, as well as the types and placements of syntactic subjects and the pragmatic focus of adult questions. Children's spontaneous productions of nouns and verbs and their responses to adult questions were also examined. The results suggest a pattern consistent with the children's spontaneous production data. Namely, the speech of English-speaking caregivers emphasised nouns over verbs, whereas that of Mandarin-speaking caregivers emphasised verbs over nouns. The data from the Italian-speaking caregivers were more equivocal, though still noun-oriented, across these various input measures.

## Sociolinguistics

**98-469 Arthur, J.** (Edge Hill U. Coll., Ormskirk, UK). 'There must be something undiscovered which prevents us from doing our work well': Botswana primary teachers' views on educational language policy. *Language and Education* (Clevedon), **11**, 4 (1997), 225-41.

A small-scale survey of Botswana primary teachers' views on educational language policy showed overwhelming support for English as the medium of instruction. The survey forms part of a wider research project by the author, in which classroom observation revealed classroom communication difficulties created by the use of English—effectively a foreign language for the majority of Botswana teachers and pupils. This paper discusses the apparent paradox of teachers' support for English medium, taking account both of the symbolic role of English as the language of educational achievement and its practical role in the national examination system. Parallels are drawn with the reasserted prestige of ex-colonial languages in other African countries over the last decade. Despite the clear overall support for English, the opinions of the teachers sur-

veyed were by no means monolithic. There are variations in the findings which appear related to the language background of respondents. Speakers of minority languages, while acknowledging the prestige of English, apparently experience a conflicting need for access through the education system to Setswana, the politically dominant national language. There is also some evidence that younger teachers may be less in favour of English as the sole medium and more open-minded towards alternatives such as a language-by-subject option.

**98-470 Cenoz, Jasone** (U. of the Basque Country, Spain) **and Perales, Josu**. Minority language learning in the administration: data from the Basque Country. *Journal of Multilingual and Multicultural Development* (Clevedon), **18**, 4 (1997), 261–70.

This paper aims to provide some data on the acquisition of Basque in the Basque Autonomous Community (Spain). Recent data are first reported, together with results of research studies on bilingual education and the use of Basque. One of the language plans developed by the Basque Government—the ‘Basquisition’ of civil servants—is the next focus of the article. The general characteristics of the first stage of the plan are presented and the process of learning Basque by civil servants is described. The results of the plan are then analysed, and research studies on learners’ attitudes are reported. Finally, language acquisition is related to language use in respect of the minority status of the Basque language.

**98-471 Cho, Grace** (U. of Southern California), **Cho, Kyung-Sook and Tse, Lucy**. Why ethnic minorities want to develop their heritage language: the case of Korean-Americans. *Language, Culture and Curriculum* (Clevedon), **10**, 2 (1997), 106–12.

Heritage language (HL) education has gained attention in recent years, although little is known about the students who enrol in such programmes. The study reported here examined one group of adults attempting to develop their HL proficiency in order to discover their motivation for studying the language and the challenges they encounter. Twenty-four Korean-American students enrolled in beginning to advanced levels of Korean in one HL programme were surveyed. The results indicated that the respondents have both family- and career-related reasons for developing their HL, including the desire to improve communication with parents and relatives, to develop closer association with the Korean-American community, and to expand career options. These adults also reported a number of obstacles to achieving higher levels of HL proficiency, including low levels of language confidence and unrealistic expectations of other HL speakers. The results are discussed, and implications are presented for heritage language education.

**98-472 Craith, Máiréad Nic and Leyland, Janet** (U. of Liverpool). The Irish language in Britain: a case study of North West England. *Language, Culture and Curriculum* (Clevedon), **10**, 2 (1997), 171–85.

This paper sketches the continuing presence of the Irish language in Britain in the nineteenth and twentieth centuries. In order to set Irish as a foreign language in context, it begins with a review of the emigration of Irish-speakers from Ireland in the nineteenth century. Specific attention is then paid to the problems encountered by speakers of this tongue in various locations in England in the last century. Reports of distinct Irish-speaking communities illustrate that the language was an integral part of everyday life in some quarters of Liverpool at the time of the Famine (1845–52). In order to demonstrate the continuing demand for the language, a profile is offered of those who learn Irish at evening classes in the North West of England. The final section outlines their views of the vitality of the language in Britain.

**98-473 Fayer, Joan M. and others** (U. of Puerto Rico). English in Puerto Rico. *English Today* (Cambridge), **14**, 1 (1998), 39–53.

Although both English and Spanish are the official languages of Puerto Rico, the island remains predominantly Spanish-speaking, with Puerto Rican identity defined by the use of Spanish. However, the status and uses of English are increasing. This article reports on a study seeking to supplement data gathered via the official census, which records how many Puerto Ricans describe themselves as English speakers. The study investigated attitudes towards and uses of English, and elicited information about the functions of the language in everyday life in Puerto Rico by means of a questionnaire. It is concluded that, although few Puerto Ricans write English, increasingly they need to speak English. Developments in technology and communications, such as the Internet, and in commerce are likely to result in ever more Puerto Ricans using English for a range of communicative purposes. Having established the importance of English as a language of communication, the authors move on to consider Puerto Rican English in detail, examining phonological, morpho-syntactic and lexical features, finally suggesting that, although it is not widely recognised, Puerto Rican English constitutes a non-native variety of the language.

**98-474 Hsiau, A-chin** (U. of California, San Diego). Language ideology in Taiwan: the KMT’s language policy, the Tai-yü language movement, and ethnic politics. *Journal of Multilingual and Multicultural Development* (Clevedon), **18**, 4 (1997), 302–15.

Taiwan’s political climate, which has been the single most important influence in the development of the island’s local languages, has changed dramatically since



the mid-1980s. One of the most important consequences of Taiwan's democratisation is the Tai-yü language movement, which aims to revive this major local language and which symbolises the recent, rapid growth of local identity awareness. The promoters of the movement reject the official definition of Tai-yü as a 'dialect'. For them, bilingual education and the establishment of a Tai-yü pronunciation and writing system are crucial to the rebirth of the language. The movement has posed a threat to the status of Mandarin as the national language and the symbol of Chinese identity and political dominance of the ruling Nationalist Party. This paper analyses the official language policy, which had exalted Mandarin and suppressed other local languages, and the efforts to revive Tai-yü. It is pointed out that the Tai-yü language movement shares with the official policy a language ideology which is based on the nation-state idea. The dynamics of the Tai-yü language movement reveals a pressing problem facing Taiwan: how to balance national cohesion with multilingualism and multiculturalism.

**98-475 Kamwangamalu, Nkonko M.** (U. of Natal). Multilingualism and education policy in post-apartheid South Africa. *Language Problems and Language Planning* (Amsterdam), **21**, 3 (1997), 234-53.

When South Africa liberated itself from apartheid in April 1994, one of the immediate problems that it faced was what it would do with the two languages, English and Afrikaans, which it inherited from the previous colonial and apartheid governments. This paper examines South Africa's answer to the problem, the recently adopted eleven-official-languages policy, with a focus on the current debate on mother-tongue education *vs.* education in a foreign language, English or Afrikaans. It is argued that, for the new education policy to achieve its intended objective, which is to promote mother-tongue education, then mother-tongue education needs to be 'cleansed' of the stigma with which it was associated in the apartheid era. Suggestions are made as to how this can be done without undermining the role and importance of English and Afrikaans in the country's efforts to build a new, and more equitable, nation.

**98-476 Shaaban, Kassim and Ghaith, Ghazi** (American U. of Beirut). An integrated approach to foreign language learning in Lebanon. *Language, Culture and Curriculum* (Clevedon), **10**, 2 (1997), 200-7.

This article describes the procedures followed in developing a theme-based English as a Foreign Language (EFL) curriculum to be implemented nation-wide in the Republic of Lebanon. In contemporary Lebanon, EFL instruction starts with the beginning of schooling (kindergarten), and English gradually replaces the native language, Arabic, as the medium of instruction in many of the country's major institutions of higher learning. The description given here covers the procedures followed in forming curricular objectives, devel-

oping perspectives on instruction, setting criteria for material selection and adaptation, and devising evaluation guidelines. These objectives were grounded in some national policy initiatives and based on a variety of curricular plans. Similarly, the perspectives on instruction, material development, and evaluation guidelines were developed based on widely accepted theoretical views and effective applications in foreign language education.

## Pragmatics

**98-477 Adachi, Yumi** (Weber State U.). The effects of semantic difference on cross-cultural business negotiation: a Japanese and American case study. *Journal of Language for International Business* (Glendale, AZ), **9**, 1 (1998), 43-52.

Much discussion has centred on differences between Japanese and American negotiation style. However, little attention has been given to how and to what degree language plays a role in a cross-cultural negotiation. Unfortunately, the majority of monolingual people believes the myth that any language can be completely translated into another language. In fact, one's native language and culture play a role in second language and cultural learning and acquisition. Even though the influence of the native language on a second language is not necessarily negative, it cannot be ignored. Traditionally, business negotiations between Americans and Japanese use English as a communication tool. The purpose of this paper is to study how and to what degree English-language proficiency levels affect the discourse of American and Japanese negotiation, as well as how semantic differences between English and Japanese affect its outcome. Ten native Japanese speakers participated in the study.

**98-478 Lazenby Simpson, Barbara** (Trinity Coll., Dublin). A study of the pragmatic perception and strategic behaviour of adult second language learners. *Language Awareness* (Clevedon), **6**, 4 (1997), 233-37.

This paper considers initial findings of a research study examining the strategic behaviour of non-native speakers of English when they are faced with situations requiring pragmatic competence in a second language. The complete study involves 24 adult learners of English as a Foreign Language, five of whom are discussed here. The development of first language pragmatic competence is first described, then the acquisition of pragmatic competence by adult second language learners is examined and some qualitative data samples are discussed. Finally, some relevant pedagogical issues are briefly considered.