

Sociolinguistics

96-507 Abu-Rabia, Salim (Haifa U., Israel) **and Feuerverger, Grace** (OISE, U. of Toronto). Toward understanding the second language learning of Arab students in Israel and Canada: the relationship of attitudes and cultural background to reading comprehension. *The Canadian Modern Language Review* (Toronto, Ontario), **52**, 3 (1996), 359-85.

This study investigates the relationship of attitudes and of cultural background of 126 eighth-grade Arab students both in Israel and in Canada to their reading comprehension of majority and minority group cultural stories. Results showed that in the Israeli-Arab social context when students were given stories that reflected their cultural background, they scored higher on tasks of reading comprehension than when stories were culturally unfamiliar, regardless of the language of the text. However, in the Canadian context, the Arab students scored higher whenever they read stories in English, regardless of the cultural content of these stories. Furthermore, the results of

the attitudes questionnaires showed that in Israel the motivation of Arab students in learning Hebrew was primarily instrumental rather than integrative. In the Canadian social context, Arab male students also showed only an instrumental motivation in learning English; however, it is noteworthy that in the Canadian context, Arab female students indicated a strong integrative motivation in learning English. The findings of this study indicate that the intersection between education and society cannot be ignored. In terms of language education, it is essential to develop appropriate pedagogies that respond to the diversity of learners' social contexts.

96-508 Aldridge, Michelle and Waddon, Alun (U. of Wales, Bangor). What do parents expect?: children's language acquisition in a bilingual community. *Language Awareness* (Clevedon, Avon), **4**, 4 (1995), 203-20.

Parents play a decisive role in fostering and monitoring language development in their children. Furthermore, in bilingual settings, they make crucial choices about language, and decisions about whether to raise their children bilingually or monolingually in the early years. But what is the state of their knowledge about the normal course of language development and the advantages of bilingualism? A survey was made of 200 parents attending baby and child clinics in North Wales. Results show that parents know less about language development than

they know about other areas of child development. In addition, findings suggest that, where only one parent speaks Welsh, parents may be uncertain as to how to raise their child bilingually. Opportunities for bilingualism are being lost, and, with them, the potential benefits for the child, and for the future of the Welsh language itself. Both monolingual and bilingual parents (and therefore their children) would benefit from more and better information on how parents might facilitate language development.

96-509 Brown, Cecil H. (North Illinois U.). Lexical acculturation, areal diffusion, lingua francas, and bilingualism. *Language in Society* (Cambridge), **25**, 2 (1996), 261-82.

This study continues an investigation of lexical acculturation in Native American languages using a sample of 292 language cases distributed from the Arctic Circle to Tierra del Fuego. Focus is on the areal diffusion of native language words for imported European objects and concepts. Approximately 80% of all sharing of such terms is found to occur among closely genetically related languages. Amerindian languages only distantly related, or not related at all, tend to share native labels for acculturated items *only* when these have diffused to them from a lingua

franca, such as Chinook Jargon (a pidgin trade language of the Pacific Northwest Coast) or Peruvian Quechua (the language of the Inca empire). Lingua francas also facilitate diffusion of terms through genetically related languages; but sometimes, as in the case of Algonquian languages, these are neither familiar American pidgins nor languages associated with influential nation states. An explanatory framework is constructed around the proposal that degree of bilingualism positively influences extent of lexical borrowing.



96-510 Candelier, Michel (U. René Descartes, Paris V). Pour que l'école favorise le pluralisme linguistique, il faut qu'on le veuille vraiment. [If schools are to foster linguistic diversity, they have to really want to.] *Langues Modernes* (Paris), **90**, 2 (1996), 21–8.

Official policies in the European Union work against the declared aim of encouraging linguistic diversity, since they either reinforce the dominant position of the most widely-taught foreign languages (usually English, sometimes French, with German or Spanish coming a poor third, and the rest nowhere), or promote those languages considered economically profitable, while disregarding the wealth of minority and immigrant languages.

Primary school language teaching only further widens the gap between the dominant language and the others. An alternative strategy for genuine linguistic diversity is proposed: primary school children should be exposed to a number of different languages; there should be less emphasis on levels of achievement in individual languages and more on language awareness and learning skills; and the teaching of languages should be integrated.

96-511 Christian, Donna (Centre for Applied Lings., Washington). Two-way immersion education: students learning through two languages. *Modern Language Journal* (Madison, Wis.), **80**, 1 (1996), 66–76.

In a growing number of schools in the U.S., students are learning through two languages in programmes that aim to develop dual language proficiency along with academic achievement. These two-way immersion programmes integrate language minority and language majority students and provide content area instruction and language development in two languages. This article provides a picture of the current state of two-way immersion education in the U.S. based on a study (1991 to 1994) of over 160 schools. Two-way programmes typically share the goals of bilingual proficiency, academic achievement, and positive crosscultural attitudes and behaviours, but they vary a good deal in the

approaches and strategies they use. A host of local factors affect such issues as student enrolment, programme design, and instructional features. Emerging results of studies of two-way immersion programmes point to their effectiveness in educating nonnative-English-speaking students, their promise of expanding the nation's language resources by conserving the native language (L1) skills of minority students and developing second language (L2) skills in English-speaking students, and their hope of improving relationships between majority and minority groups by enhancing crosscultural understanding and appreciation.

96-512 Dresch, Andreas (Mannheim). Adventure Look und Sport-appeal: das Phänomen 'modischer' Anglizismen in Men-Lifestyle-Zeitschriften. ['Adventure look' and 'Sport-appeal': the phenomenon of 'fashionable' anglicisms in men's lifestyle magazines.] *Deutsche Sprache* (Berlin, Germany), **3** (1995), 240–68.

In the view of many linguists, loan words in German, especially anglicisms, are unnecessary and even an obstacle to communication. It is clear that they are very numerous. But borrowings, however short-lived they are, reflect the spirit of our time. The influence of the 'American way of life' over the last 50 years has led to innovations in the German language which cannot simply be ignored by linguists. The author calls for an increase in the documentation and analysis of foreign influence on

the German language, and suggests that even ephemeral anglicisms constantly enrich the German language, in spite of the critical comments made in this article. The author uses numerous examples from German lifestyle magazines to illustrate current trends and tendencies with the intention of encouraging a close observation of the strong and continuing influence of the English language on German and of promoting an increase in scholarly debate on the subject.

96-513 Engel, Dulcie M. (U. of Wales, Swansea) **and Whitehead, Marian R.** (Goldsmiths Coll., London U.). Which English? Standard English and language variety: some educational perspectives. *English in Education* (Sheffield), **30**, 1 (1996), 36–49.

The aim of this paper is to provoke thought on the role of standard English in the early years of

education. It examines the nature and function of a standard and highlights its close relationship with

political aims and its potential for liberation and oppression. The reality of language variety and bilingualism is outlined and leads to a discussion of

standard English and early schooling. The paper concludes with some suggestions for avoiding the standard English trap.

96-514 Gadet, Françoise (U. of Paris-X). Variabilité, variation, variété: le français d'Europe. [Variability, variation, variety in European French.] *Journal of French Language Studies* (Cambridge), **6**, 1 (1996), 75-98.

Taking as its starting point how variation occurs in European French and its roots in contemporary history and society, this article is in two parts: (1) a survey of the literature concerned with research which, whether or not it uses the concept of variation, describes variable phenomena in

contemporary French that have regional, social or stylistic associations; (2) a critical reflection, which of necessity goes beyond the bounds of French sociolinguistics, on the importance and the limits of the notion of variation as a measure of variability and heterogeneity in a language.

96-515 Honig, Benson (Stanford U., CA). Multilingual educational reform and teacher training in Ethiopia. *Language and Education* (Clevedon, Avon), **10**, 1 (1996), 1-12.

Ethiopia has only recently emerged from decades of brutal and socially taxing civil war. The new government is a coalition faced with creating a modern pluralist nation-state upon an historical foundation of totalitarianism. Education generally, and language policy more specifically, continues to be one of the most contentious factors on the Ethiopian social and political scene. In a country with 82 distinctly different languages and ethnic groups, this is no small matter. After enduring centuries of rule by Amharic speaking 'Northerners', new regional authorities have elected to purge the Amharic language from the teaching curriculum, in favour of local languages for the primary years, and

English in the secondary schools. The result has been one of the most dramatic attempts to reform a modern educational system ever undertaken, entailing the translation and publication of massive quantities of textbooks, the redeployment of former staff and teaching resources, and the development of new regional and local educational authorities. This article examines the political implications of linguistic policy, and reports on a recent visit to an Ethiopian Teachers' Training Institute. Utilising teacher training as an entry point, the article discusses many of the difficulties inherent in the imposition of major educational reform under severe resource constraints.

96-516 Janik, Janusz (Victoria State Library, Melbourne). Polish language maintenance of the Polish students at Princes Hill Saturday School in Melbourne. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **17**, 1 (1996), 3-15.

This paper discusses the issue of language ecology, focusing on Polish language maintenance in Victoria, Australia. It also reports on a study conducted with Polish students at Princes Hill Saturday School of Languages in Melbourne. The aim of the project was to establish the domains in which the students use Polish, and also to point to those domains which are the most important in the

students' successful acquisition of spoken and written Polish. The results obtained demonstrate that the length of period of residence in Australia determines the extent to which the informants use Polish. The longer they live in Australia the less they use Polish in almost all the studied domains. Many gender differences were also found regarding the students' preferences for, and actual usage of, Polish.

96-517 Jones, Jeremy F. (U. of Canberra). A cross-cultural perspective on the pragmatics of small-group discussion. *RELC Journal* (Singapore), **26**, 2 (1995), 44-61.

Among Australian tertiary teachers and researchers there has been appreciable debate in recent years about the reluctance of a good many international

students to participate actively in tutorials and seminars. The explanation cannot lie simply in low competence in English. The approach of this study

is to contrast these students' culturally based perception of the classroom as a place of quiet learners and respected teacher with the Australian view of it as relatively informal, the teacher promoting equal participation. Pragmatic analysis of two informal discussions, one between a group of Australian students and the other between a group of Vietnamese students (in English), reveals that the

differences in managing conversation are not in fact wide and that the international students have a potential for active and equal participation in small-group academic discussion. The conclusion suggests a pedagogical direction that English as a foreign language teachers and advisers could follow to help their students realise this potential.

96-518 Lillis, Theresa. Building on collective experience in developing bilingualism. *Multicultural Teaching* (Stoke on Trent, Staffs.), **14**, 3 (1996), 26-30.

The author describes changing strategies in the provision of English as a second language (ESL) over the last decade in English schools. Moving away from a policy of segregated language support for bilingual learners, which was found to be detrimental to their long-term educational achievement, ESL was integrated into the mainstream curriculum, and minority languages were brought in from the periphery to the centre of the curriculum. Bilingual teachers and curriculum development initiatives have had a positive impact on both learners and schools;

but bilingual projects such as those described in Sheffield, which encourage cultural and linguistic diversity, are now under threat from the imposition of the National Curriculum and the focus on the value of Standard English. With evidence that bilingualism in children in Sheffield is increasing rather than decreasing, the author challenges the assumption that community bilingualism is a temporary phenomenon and the view that linguistic homogeneity is central to the maintenance of a common culture and social cohesion.

96-519 Martel, Angéline (Quebec U.). Language planning, ideology and constitutional law: Francophone minority education in Canada. *Language Problems and Language Planning* (Berlin, Germany), **20**, 2 (1996), 127-56.

This paper exposes the legal and ideological changes that occurred in regard to the Francophone minority educational system before and after 1982, a date that marks a pivotal moment with the promulgation of section 23 of the Canadian Charter of Rights and Freedoms. Francophone educational services evolved from a context of relative autonomy to assimilationist pressures before Confederation (1867) until the 'duality' ideology gained a powerful position at the federal level in the 1960s. Language protections provided within the new ideological

framework, mainly through section 23 of the Canadian Charter of Rights and Freedoms in 1982, have fostered numerous changes that this paper documents. It concludes that providing minorities with strong constitutional guarantees allows them to develop their own voice in democracies where the voice of the dominant groups rules, but it warns that minorities must not idealize such guarantees: they are subject to ideological power games that do not necessarily lead to their generous application.

96-520 Meier, Ardith J. (U. of North Iowa). Two cultures mirrored in repair work. *Multilingua* (Berlin), **15**, 2 (1996), 149-69.

This paper explores the reflection of two cultures in their respective use of Repair Work strategies (e.g., apologies, excuses) as exhibited in a contrastive corpus-based study of Midwest American English and Austrian German. The interplay of cultural

perceptions revealed in particular situations in this study supports an awareness-raising approach to incorporating sociopragmatic aspects into foreign and second language pedagogy.

96-521 Northover, Mehroo and Donnelly, Stephen (U. of Ulster). A future for English/Irish bilingualism in Northern Ireland? *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **17**, 1 (1996), 33-48.

While English continues to be the dominant language of government, business and education in

the South of Ireland, and is the only official language of Northern Ireland, there is a growing interest in

the learning of Irish in the North – primarily among Catholics, but also among some Protestants who have an ideological commitment to Irish language and culture. Meeting these aspirations, the attitude of the government has become more sympathetic to the use of the Irish language, most notably through funding some Irish-language primary schools, and ‘legalizing’ the display of bilingual street-name signs. The BBC and UTV, too, have an active programming policy for Irish language broadcasts. It is argued that, despite attainment of these rights by

the Irish-language lobby, there is no pressure or ground-swell of demand to make Irish an official language in Northern Ireland because the sociolinguistic preconditions for bilingualism do not exist. Moreover, recent research among Irish language learners describing themselves as ‘Irish’, demonstrates that those who do not speak or learn Irish have no less a sense of having an Irish identity than do fluent speakers or those learning Irish. Conditions for a limited increase in the popularity of Irish are then discussed.

96-522 Poulson, Louise and others (U. of Exeter). From policy to practice: language education, English teaching and curriculum reform in secondary schools in England. *Language and Education* (Clevedon, Avon), **10**, 1 (1996), 33–46.

This paper reports research on the place of language study in the implementation of the statutory national curriculum in schools in England. It argues that language education has been an area of contestation and confusion within curriculum reform. It also argues that dogmatic and narrow definitions of language study proposed by politicians, emphasising standard English and grammar, have not only resulted in resistance from teachers, but have also

served to mask more complex issues about the place of language study within the school curriculum and its relationship to English as a subject. Drawing on data from an empirical study in a sample of schools in England, the paper examines the attitudes and beliefs of teachers about the purpose and content of language study and the most appropriate methods by which it should be taught.

96-523 Wei, Li (U. of Newcastle upon Tyne). Code-switching, preference marking and politeness in bilingual cross-generational talk: examples from a Chinese community in Britain. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **16**, 3 (1995), 197–214.

This paper deals with two related research questions: (1) how an understanding of the *meaning* of bilingual code-switching can be achieved, and (2) how speakers with very different abilities in and attitudes to the languages communicate with each other in close and informal encounters. Drawing examples from the Tyneside Chinese community in the North East of England, a sequential analysis of conversational code-switching by speakers of

different generations is presented. Particular attention is paid to the marking of preference organisation in bilingual cross-generational family talk. The meaning of code-switching is interpreted with reference to the participants’ own consideration of the communicative and social consequences, along the lines of Brown & Levinson’s ‘politeness’ theory.

96-524 Williams, Angie and others (U. of Wales, Cardiff). Perceptual dialectology, folklinguistics, and regional stereotypes: teachers’ perceptions of variation in Welsh English. *Multilingua* (Berlin), **15**, 2 (1996), 171–99.

The paper reports qualitative analyses of teachers’ attitudes to and perceptions of English-language varieties in Wales. In the general manner of Preston’s ‘perceptual dialectology’ approach, respondents were asked to draw and label on a map what they perceived to be the principal accent/dialect zones of English speech in Wales, and to construct evaluative profiles for their labelled zones. This open-ended orientation to dialect and stereotype mapping produced results that are broadly comparable to, but *far more differentiated than*, the descriptive

dialectological map of English in Wales. An unexpected finding, however, was that teachers made very little use of status/class dimensions. Also, zones differed markedly in their affective salience. A Welsh/non-Welsh dimension was the most frequently used stereotypic dimension, and ‘Welsh heartland’ areas were identified in both north and south Wales, albeit on the basis of perceptions of English language varieties. The implications of the findings for geolinguistic accounts of Wales are considered.



Psycholinguistics

96-525 Allen, Shanley, E. M. (Max-Planck-Inst.) **and Crago, Martha B.** (McGill U.). Early passive acquisition in Inuktitut. *Journal of Child Language* (Cambridge), **23**, 1 (1996), 129–55.

Passive structures are typically assumed to be one of the later acquired constructions in child language. English-speaking children have been shown to produce and comprehend their first simple passive structures productively by about age four and to master more complex structures by about age nine. Recent crosslinguistic data have shown that this pattern may not hold across languages of varying

structures. This paper presents data from four Inuit children aged 2;0 to 3;6 that shows relatively early acquisition of both simple and complex forms of the passive. Within this age range children are productively producing truncated, full, action and experiential passives. Some possible reasons for this precociousness are explored including adult input and language structure.

96-526 Eubank, Lynn (U. of North Texas). Negotiation in early German-English interlanguage: more Valueless Features in the L2 initial state. *Second Language Research* (London), **12**, 1 (1996), 73–106.

The author has previously argued that the apparent syntactic optionality observed in, for example, the placement of medial adverbs vis-à-vis thematic verbs in French-English interlanguage can be explained if it is assumed that the relevant parametric values of French do not transfer into the English second language (L2) initial state. Instead, a nonvalue of sorts is found, dubbed by the author 'inert'. This paper extends this view of 'Valueless Features' by examining data from Wode on the L2 acquisition of English by speakers of German. It is shown that, in

spite of important differences between the French-English and the German-English data, 'Valueless Features' extends in a fairly natural way. Two views that differ from 'Valueless Features' are also examined, however: the 'Full Transfer/Full Access' hypothesis of Schwartz and Sprouse, and the 'Minimal Trees' of Vainikka and Young-Scholten. A careful review of both sets of the acquisitional data suggests that these views are not as straightforward as they may appear. [cf. abstracts 96-530 and 96-531.]

96-527 Kanno, Kazue (U. of Hawaii). Access to universal grammar in second-language acquisition: data from the interpretation of null arguments in Japanese. *Linguistics* (Berlin), **34** (1996), 397–412.

This paper reports on an experimental study that examines whether Universal Grammar (UG) is accessible to adult learners of Japanese as a second language (L2). The study focuses on the acquisition of a UG principle regulating the interpretation of null arguments in Japanese. An important property of null arguments in Japanese is that a null subject in

an embedded clause can refer freely to the matrix subject, but a null object cannot. Not only did the L2 learners exhibit a statistically significant difference in their interpretation of null subjects and null objects, consistent with the UG principle, their performance was not significantly different from that of a native-speaker control group.

96-528 Munro, Murray J. (Simon Fraser U.) **and Derwing, Tracey M.** (Alberta U.). Processing time, accent, and comprehensibility in the perception of native and foreign-accented speech. *Language and Speech* (Hampton Hill), **38**, 3 (1995), 289–306.

In this study, a sentence verification task was used to determine the effect of a foreign accent on sentence processing time. Twenty native English listeners heard a set of English true/false statements uttered by ten native speakers of English and ten native speakers of Mandarin. The listeners assessed the truth value of the statements, and assigned accent and comprehensibility ratings. Response latency data indicated that the Mandarin-accented utterances required more time to evaluate than the utterances

of the native English speakers. Furthermore, utterances that were assigned low comprehensibility ratings tended to take longer to process than moderately or highly comprehensible utterances. However, there was no evidence that degree of accent was related to processing time. The results are discussed in terms of the 'costs' of speaking with a foreign accent, and the relevance of such factors as accent and comprehensibility to second language teaching.

96-529 Nikolskaya, Irina. Развитие языковых творческих способностей учащихся при изучении окказионализмов. [Developing linguistic creativity through nonce words.] *Rusistika* (Rugby), **13** (1996), 11–16.

In linguistics the term 'nonce word' means a word or phrase used by the speaker or writer only once. In psycholinguistics a nonce word (or one meaning of a polyseme) is a word perceived by the reader or listener for the first time. The complex of positive 'linguistic emotions' that accompany the perception of nonce words makes them important means of developing students' linguistic abilities. When the process of understanding the unfamiliar vocabulary is based on grammatical features and the context, from the psycholinguistic point of view this is called 'logical conclusion'. When the students understand

the meaning of the nonce word by analysing its linguistic form, the process is called 'linguistic conclusion'. Nonce words which can be understood by analysing their form only can be called 'non-contextual'. Nonce words which cannot be understood without relating them to the context can be called 'contextual'. Exercises to teach to understand nonce words can be grouped into: exercises to teach to spot nonce words; analysing the form of the nonce word and relating it to familiar words; and heuristic exercises – looking for clues to the meaning of the word in context.

96-530 Schwartz, Bonnie D. (U. of Durham) and **Sprouse, Rex A.** (Indiana U.). L2 cognitive states and the Full Transfer/Full Access model. *Second Language Research* (London), **12**, 1 (1996), 40–72.

This article defends the 'Full Transfer/Full Access' model (FT/FA), which hypothesises that the initial state of second language (L2) acquisition is the final state of first language acquisition (FT), and that failure to assign a representation to input data will force subsequent restructurings, drawing from options of Universal Grammar (FA). The FT/FA model is illustrated with a review of the authors' earlier analysis of the developmental Turkish-German interlanguage data; other data which similarly receive straightforward accounts under FT/FA are also considered. Two other competing hypotheses, both of which accept FA but not FT, are also considered: the 'Minimal Trees' hypothesis of

Vainikka and Young-Scholten, and the 'Weak Transfer' hypothesis of Eubank. The authors provide an example of (extremely robust) L2 acquisition data that highlight (a) the inadequacy of the first hypothesis in regard to state of interlanguage subsequent to the L2 initial state; and (b) the flawed morphosyntactic foundations driving the second approach. Finally, several conceptual issues relating to transfer are considered, all arguing that the FT/FA model provides the most coherent picture of the L2 initial state. It is concluded that this model embodies the most suitable programme for understanding comparative interlanguage development. [cf. abstracts 96-526 and 96-531.]

96-531 Vainikka, Anne (U. of Pennsylvania) and **Young-Scholten, Martha** (U. of Durham). Gradual development of L2 phrase structure. *Second Language Research* (London), **12**, 1 (1996), 7–39.

The authors review data from Korean, Turkish, Italian and Spanish-speaking adults acquiring German without formal instruction, which they claim show that these learners transfer their first language (L1) verb phrases (VPs). The Korean and Turkish speakers transfer a head-final VP, and the Italian and Spanish speakers a head-initial VP, both sets of speakers then switching its headedness to the correct, head-final value for German. Although functional projections in Korean and Turkish are head-final, and in German and Spanish head-initial, all four groups of learners subsequently posit head-initial functional projections in German (which are not always target-like). It is concluded that only lexical projections constitute the learner's initial

state; the development of functional projections is driven solely by the interaction of X-Theory with the target-language input. Some studies of the acquisition of French and of English purporting contrary evidence are then discussed, the authors maintaining that the evidence in fact supports their own position. Finally, they account for potentially problematic verb-raising data from French learners of English; and propose that L2 learners' identification of free morphemes as salient triggers leads to a misanalysis of verb-raising in English. They also apply this idea to a reanalysis of the morpheme-order studies of the 1970s. [cf. abstracts 96-526 and 96-530.]

96-532 Valian, Virginia and Eisenberg, Zena (Hunter Coll., NY). The development of syntactic subjects in Portuguese-speaking children. *Journal of Child Language* (Cambridge), **23**, 1 (1996), 103–28.

In order to separate competence and performance factors in acquisition of knowledge of syntactic subjects, the spontaneous speech of 20 Portuguese-speaking two-year-olds in natural conversation with Portuguese-speaking adults was audiotaped and analysed. The children were separated into three groups based on Mean Length of Utterance in Words (MLUW): 1.5–1.99; 2.0–2.99; 3.0–4.99. The cross-sectional data demonstrated that Portuguese-speaking children increased their use of subjects from 28% in the lowest-MLUW group to 57% in the highest-MLUW group. The children in

the highest-MLUW group almost perfectly matched the adult speakers in the study on every measure. The increase in children's use of subjects was primarily due to an increase in the use of pronominal subjects. A comparison between Portuguese- and English-speaking children suggests that adult competence about the status of subjects is present at the onset of combinatorial speech, as shown by differential production of subjects. Each group also experiences performance limitations, as shown by the increase in subject use as development proceeds.

Pragmatics

96-533 Biletzki, Anat (Tel Aviv U.). Is there a history of pragmatics? *Journal of Pragmatics* (Amsterdam), **25**, 4 (1996), 455–70.

Pragmatics, the last of the three levels (the others being syntactics and semantics) of linguistic analysis to attract widespread interest and systematic research, is still generally perceived as a newly born subject with no history to boast of. The author's working assumption is that 'new' theories of language may have roots in the past, and, furthermore, that the merit of these theories can be, in part, checked by such philosophical roots. A methodology for seeking out these roots is suggested, profitably adopting the definition of pragmatics as 'explicit and essential' mention of the

user of a language. Examples of 'case studies' using this methodology are presented in various areas of historical language study. The traditional disciplines of grammar and rhetoric are first candidates for such research, but it is in philosophy – and specifically, philosophy of language of the past – that true pragmatics is unearthed. Such 'discoveries' raise the more fundamental question: what are the rationales for looking for harbingers of pragmatics? A first approximation to an answer is entertained with its positive, and negative, implications for pragmatics today.

96-534 Cohen, Andrew D. (U. of Minnesota). Developing the ability to perform speech acts. *Studies in Second Language Acquisition* (New York), **18**, 2 (1996), 253–67.

This paper calls attention to an increasingly prominent field of interest within second language acquisition research and pedagogy, namely, that of pragmatic ability. It focuses on an area within pragmatics, that of speech acts, considers the processes underlying the performance of such speech acts, and looks at the effects of explicit instruction in this area. The paper starts by asking what speech act ability entails. Several basic distinctions are made in the description of speech acts, such as that between sociocultural and sociolinguistic ability. Secondly, directions of previous research describing speech acts

are indicated, and directions yet to be taken are pointed out. Difficulties in researching oral speech act performance are noted, and verbal report is recognised as one of a limited number of research tools available for investigating cognitive processes involved in speech act production. The paper then reviews four studies that utilise verbal report to gain at least some access to the underlying processes. Finally, the paper looks at previous research on the tutored and untutored acquisition of speech acts and provides suggestions for future research.

96-535 Günther, Susanne (U. of Konstanz). Gattungen in der Sozialen Praxis: die Analyse 'kommunikativer Gattungen' als Textsorten mündlicher Kommunikation. [Genres in social practice: the analysis of 'communicative genres' as text types in oral communication.] *Deutsche Sprache* (Berlin, Germany), **3** (1995), 193–218.

Analyses of everyday communication and studies of the use of linguistic structures in conversations show that oral communication is by no means unstructured and 'amorphous'. In all speech and cultural communities there exist certain established forms of communication which serve as an orientation for participants in communication and in the interpretation of social meaning. In anthropological linguistics and in the sociology of knowledge and language these established patterns, which map out communicative processes by laying down more or less detailed rules for their components, are referred to as 'communicative

genres' (Luckmann, 1986). This article introduces the concept of communicative genres, examines their methodological and theoretical bases, and clarifies the many ways they can be used in linguistic analyses of oral communication. The author argues further that, because it is based in the sociology of knowledge and in anthropology, the analysis of genres is an approach which links linguistic analyses of grammatical, prosodic, rhetorical and interactive phenomena with social and cultural structures and theories of communicative action from the social sciences.

96-536 Kasper, Gabriele and Schmidt, Richard (U. of Hawaii). Developmental issues in interlanguage pragmatics. *Studies in Second Language Acquisition* (New York), **18**, 2 (1996), 149–69.

Unlike other areas of second language study, which are primarily concerned with acquisitional patterns of interlanguage knowledge over time, most studies in interlanguage pragmatics have focused on second language use rather than second language learning. The aim of this paper is to profile interlanguage pragmatics as an area of inquiry in second language acquisition (SLA) research: by reviewing existing studies with a focus on learning; by examining

research findings in interlanguage pragmatics that shed light on some basic questions in SLA; by exploring cognitive and social-psychological theories that might offer explanations of different aspects of pragmatic development; and, finally, by proposing a research agenda for the study of interlanguage pragmatics with a developmental perspective that will tie more closely to other areas of SLA.

96-537 Pan, Yuling (Diplomatic Language Services, China). Power behind linguistic behaviour: analysis of politeness phenomena in Chinese official settings. *Journal of Language and Social Psychology* (Clevedon, Avon), **14**, 4 (1995), 462–81.

This study examines the relative weight of three social factors: official rank, age, and gender in Chinese official settings and their role in the use of politeness strategies in Chinese verbal interaction. Analysis of linguistic features (directives, conflict talk, and decision making) from audiotaped official meetings leads to two conclusions. Firstly, the dominating factor that determines politeness behaviour patterns in these settings is the power

from one's official rank. The role of gender and age, although important in the highly hierarchical Chinese society in many other settings, is reduced to the minimum. Secondly, positive and negative politeness strategies are used differently in Chinese culture from the way they are used in the West. Whereas both politeness strategies are present in Chinese language use, they are primarily a function of institutional power in official settings.

96-538 Thibault, Paul J. (U. of Venice) **and van Leeuwen, Theo** (London Inst.). Grammar, society, and the speech act: renewing the connections. *Journal of Pragmatics* (Amsterdam), **25**, 4 (1996), 561–85.

The division of language into syntax, semantics, and pragmatics is widely accepted. In this view, speech acts cannot be specified on the basis of lexicogrammatical criteria. Instead, they belong in a

separate 'pragmatics' of utterances in their contexts-of-use. The authors see this as an 'exporting' model of language, as it 'exports' speech acts out of grammar, and recognises as grammatical only such



structures as encode propositional meanings. 'Importing' models, on the other hand, 'import' what others would see as pragmatic into grammar itself, and allow speech acts to be specified on the basis of lexicogrammatical criteria. The paper examines the classic speech act theorists and some recent developments in linguistic pragmatics. These theorists rely on orthodox conceptions of grammar. Recent developments in functional and discourse-

based grammars provide an alternative perspective. Here, the relationship between grammar and discourse is a central concern. Many problems in the theory of speech acts can be solved by these developments. Habermas's re-reading of speech act theory is also discussed. It is argued that the ethical and political dimensions of speech acts (cf. validity claims) and lexicogrammar are not separable. Two text analyses conclude the article.

Lexicography

96–539 Boukreeva, Tatiana (U. of Lille). Vers un dictionnaire bilingue informatisé d'apprentissage. [Towards a computerised bilingual dictionary for learners.] *Langues Modernes* (Paris), **90**, 2 (1996), 58–67.

A learners' dictionary has to be more than a place to look up unknown words; it should also be a learning tool. Illustrative material from the writer's own computerised bilingual Franco-Russian learners' dictionary is used to demonstrate the argument that a computerised dictionary is exempt from the constraints of space imposed on the book dictionary

and has the further advantage of being able to combine both the alphabetical and the derivational ordering of words. In addition, the learner can be offered a choice of optional follow-up exercises. The dictionary has an important role in the dialogue between learner and computer which constitutes computer-assisted language learning.