Research in the supporting sciences

Sociolinguistics

95–90 Akinnaso, F. Niyi (Temple U., Philadelphia). Linguistic unification and language rights. *Applied Linguistics* (Oxford), **15**, 2 (1994), 139–68.

This paper examines the tension between linguistic unification and language rights in Nigeria and assesses the nature, causes, and implications of the tension against the background of the country's history, political development, and language situation. Drawing upon comparative data, the findings are discussed with reference to the contrasting processes of unifying the linguistic market and preserving minority language rights. The language planning model evolved by Nigeria in reconciling these two processes is critically examined within the wider context of language status planning in Africa and elsewhere.

95–91 Béal, Christine. Keeping the peace: a cross-cultural comparison of questions and requests in Australian English and French. *Multilingua* (Amsterdam), **13**, 1/2 (1994), 35–58.

This paper investigates one of the most common sources of cross-cultural misunderstanding between French and English speakers: the way questions and requests are phrased. It is based on an analysis of hundreds of authentic speech acts recorded in an office-work situation in which French people used English as a second language. The analysis, based on an adaptation of the Cross Cultural Speech Act Realisation Project coding system, compares questions in English by Australian speakers with questions in French and in English by native French speakers. Marked differences in the choice of syntax and lexicon emerge between the two groups. Three types of explanation are put forward for this linguistic behaviour: (1) mastery of L2 and/or fossilisation, (2) pragmalinguistic transfer and (3) socio-pragmatic failure. Together they throw light on why native French speakers often come across as blunt in an English-speaking environment while claiming that their Australian counterparts tend to 'beat around the bush'. The differences in communicative strategies in turn reflect diverging cultural assumptions towards the listener and what constitutes face-threatening acts.

95–92 Bentahila, Abdelâli and Davies, Eirlys E. Language revival: restoration or transformation? *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **14**, 5 (1993), 355–74.

The literature on language revival reveals conflicting opinions as to what constitutes a successful revival and what factors are relevant to its success. This paper suggests that many of the controversies over what methods revivalists should adopt and what results they should be seeking could be reduced if a clear distinction were recognised between two possible goals of language revival: the process of restoration, which aims at returning the language to a previously more healthy state, and the process of transformation, which seeks to forge new roles for the language. A survey of the methods adopted by various revivalist groups is used to support the conclusion that, while revivalists often dream of restoration, they are far more likely to succeed in achieving a measure of transformation.

95–93 Cenoz, Jasone and Valencia, Jose F. (U. del Pais Vasco, Spain). Ethnolinguistic vitality, social networks and motivation in second language acquisition: some data from the Basque Country. *Language, Culture and Curriculum* (Clevedon, Avon), **6**, 2 (1993), 113–27.

The aim of this paper is to analyse the role of socio-contextual and social psychological elements in second language acquisition in bilingual settings. A total of 139 Spanish L1 secondary school students completed several measures of subjective ethnolinguistic vitality, social networks, motivation and Basque and Spanish proficiency. A MANOVA analysis showed that, when compared to a Basque-speaking control group ($n = 121$), the Spanish-speaking subjects scored significantly lower on all the measures except achievement in Spanish. In addition, structural equation modelling techniques were used to demonstrate the significant effect of socio-contextual and social psychological elements and the articulating role of social networks.

43

95–94 Dabène, Louise (U. Stendhal, Grenoble, France). Some aspects of multilingualism and their educational implications. *Language, Culture and Curriculum* (Clevedon, Avon), **6**, 3 (1993), 241–8.

It is often assumed in second and foreign language pedagogy that the first language and the target language are two more or less homogeneous and independent systems standing in confrontation with each other. There is now a growing awareness, however, that the two systems are not so easily distinguished, and that the target language may assume a variety of forms and functions for the learner, especially in the case of the immigrant who is learning the language of the host country. The paper examines these functions and their educational implications. In the social and cultural development of the learner, the target language may have integrative, interpersonal, heuristic and aesthetic functions. It can lead to important metalinguistic, linguistic, and normative understanding in the developing linguistic awareness of the learner. And in the affective relationship of the learner to the target culture, the target language can have crucial educational potential. Properly taught, it can smooth the transition from home to school, it can help to structure the affective world of the learner, and it can be the basis for an education that is linguistically and culturally 'decentred' and thus protected against ethnocentrism.

95–95 de Bot, Kees (U. of Nijmegen, The Netherlands) **and Clyne, Michael** (Monash U., Australia). A 16-year longitudinal study of language attrition in Dutch immigrants in Australia. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **15**, 1 (1994), 17–28.

A description is given of a longitudinal study of language attrition in Dutch migrants in Australia. In the 1970s, Clyne conducted linguistic research on German-English and Dutch-English bilinguals in Australia. In 1987 those informants who were still fluent in Dutch were retested, using the same type of tests and elicitation procedures.

All the speech material of the informants from 1971 and 1987 has been transcribed and analysed. It appears that for this selected set of informants there is no evidence of attrition over the 16-year period. In addition, they show hardly any of the linguistic characteristics of the larger group of informants in the 1971 sample. It is concluded that first-language attrition does not necessarily take place in an immigrant setting and that those immigrants who manage to maintain their language in the first years of their stay in the new environment are likely to remain fluent speakers of their first language.

95–96 Edwards, D. Gareth (U. of Wales, Aberystwyth). Education and Welsh language planning. *Language, Culture and Curriculum* (Clevedon, Avon), **6**, 3 (1993), 257–73.

The paper describes Welsh–English bilingualism in compulsory (5–16 years) and non-compulsory education in Wales, in bilingual (Welsh-medium) and ordinary (Welsh as a subject only) schools, and in society and the media. The historical and sociological context is presented, and also government policies, past and present. Bilingual education in Wales is described finally in terms of Baker's (1985) model, with components for (1) input, (2) output, (3) context, and (4) process. This highlights its central features and the problems facing it in the years ahead.

95–97 Enomoto, Sanae and Marriott, Helen. Investigating evaluative behaviour in Japanese tour guiding interaction. *Multilingua* (Amsterdam), **13**, 1/2 (1994), 131–61.

As a means of investigating evaluative behaviour, this study employed a panel of six native speakers of Japanese to assess the deviations from politeness norms made by two non-native speakers of Japanese who were performing the role of tour guides. In the analysis, the deviations were broadly divided into those concerned with honorific style and those which involved other politeness deviations. Overall, it was found that the most severe negative evaluations tended not to concern the honorific type, but involved the management of the speech acts of apology, compliment and request. A serious prob-

44

lem with the control of content rules was also identified. Variation was found in the assessments made by the native speakers and some reasons for this are given.

95–98 Grin, François (U. of Geneva). The relevance of thresholds in language maintenance and shift: a theoretical examination. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **14,** 5 (1993), 375–92.

The decline of many minority languages, and the associated shift towards majority languages, raises the question of whether there is a point of no return, or 'threshold' in the process. This paper develops a formal model of language vitality as a function of preferences for conducting activities in one or the other language, percentage of minority-language speakers, and expectations-based adjustment to the observed change in language vitality. It shows that long-term survival with low demolinguistic figures is possible if they are compensated for by a clear preference for minority-language activities, and that insufficient preferences still allow for sustainable vitality if the public can be persuaded that language authorities are strongly committed to the protection of the language. Critical (threshold) values distinguish combinations of the independent variables leading to decline from those leading to survival. Formal expressions are provided for these critical values, suggesting that the concept of threshold is relevant to the analysis of language survival, but that it must be seen as a function of several variables rather than some unidimensional value. The concept of threshold developed here is then used to propose guidelines for policy measures aimed at reversing language shift.

95–99 Mäsch, Nando (Education Authority of Cologne, Germany). The German model of bilingual education. *Language, Culture and Curriculum* (Clevedon, Avon), **6,** 3 (1993), 303–13.

The so-called 'German Model' of bilingual education is described in terms of its history, syllabus, rationale, and aims and objectives. Initially it was pioneered in Germany and in the aftermath of the Second World War in an attempt to build better relations with France. The essential features of the model are contrasted with other forms of bilingual education. Nowadays, as the economic and cultural unification of Europe proceeds, the model takes a more generalised form, including pairings of German with English, Spanish, Italian and Dutch. Its motivation has also broadened to include economic factors and world-wide communication. But it still remains committed to the ideal of cultural diversity and greater international understanding and co-operation in Europe.

95–100 Miled, M. (Inst. National des Sciences de l'Education de Tunis). Quelques repères pour une définition de la langue seconde: le cas du français en milieu bilingue ou multilingue. [Some parameters for a definition of a second language: the case of French in a bilingual or multilingual setting.] *Revue de Phonétique Appliquée* (Mons, Belgium), **108/9** (1993), 267–83.

What little research there has been into second languages has mainly been motivated by the pedagogical need to design a specific methodology which takes into account the differences in learning conditions of a second language compared with those of a foreign language and, obviously, a mother tongue. Contact between French and other languages in a bi- or multilingual context, the different social, cultural and scholastic functions that it has to meet in these contexts, and the different images foreigners have of French are so many institutional, sociolinguistic and psycholinguistic parameters presented in this article, which could help to define the elements of a frame of reference of a less empirical nature to obtain a more precise idea of what French as a second language really is.

95–101 Ovington, Gary (James Cook U. of North Queensland, Australia). 'Both Ways education' – dominant culture access and minority culture maintenance: an analysis of competing theories. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **15,** 1 (1994), 29–46.

This paper examines two competing theories of 'Both Ways' education: Harris's culture domain separation theory and the 'negotiated meaning' approach articulated by Kemmis and Deakin col-

45

leagues. After outlining the two approaches, the analysis proceeds along three dimensions: view of culture, language, and epistemology/ontology. It is concluded that Harris's theory is based on a flawed concept of culture while Kemmis's approach is more congruent with contemporary culture theorising. Both approaches have tended to use linguistic data in a methodologically dubious manner to draw conclusions about fundamental differences in Aboriginal and Western world views. This does not undermine the 'negotiated meaning' approach as seriously as it does Harris's culture domain separation theory, since the former theorists do not equate world view and culture. Negotiated meaning theory is more defensible conceptually from a Western academic perspective in terms of its epistemological and ontological assumptions. However, this should not preclude specific indigenous groups from making decisions to demarcate indigenous and non-indigenous culture and knowledge for pedagogical purposes. Two further major problems with Harris's position are discussed. Firstly, he creates confusion by employing different levels of conceptual analysis to discuss domain separation theory without explicating clearly their relationship. Secondly, domain separation as a strategy for cultural survival is unrealistic and indigenous peoples do not necessarily want it.

95–102 Roberts, Peter A. (U. of West Indies, Barbados). Integrating creole into Caribbean classrooms. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **15,** 1 (1994), 47–62.

Education through the medium of creole languages fits admirably into literacy projects and minimal education for agrarian communities or communities with little realistic hope of moving on to an international stage, but education from the secondary level onward bestows greatest economic benefits in today's 'global village' when conducted in an international language. This is as much so in countries with creole languages as it is in Europe.

The most appropriate approach to language use in Caribbean classrooms which minimises discrimination against individuals and groups is an integrative one. This approach respects the varying functions of language in Caribbean societies, it recognises the outward-looking nature of these societies, and it promotes creative work in the vernacular as a base for the development of more positive attitudes towards it. Moreover, it proposes that in addition to their teaching duties, teachers should be constantly involved in self-development as teachers and in the development of language models for their pupils. The integrative approach envisages a gradual change in attitudes to native varieties of language and consequently a reduction of language difficulties in formal education.

95–103 Rubin, Donald L. (U. of Georgia) **and others.** Adopting gender-inclusive language reforms: diachronic and synchronic variation. *Journal of Language and Social Psychology* (Clevedon, Avon), **13,** 2 (1994), 91–114.

Previous research demonstrates a decline across time in gender-exclusive language among language users who are occupationally mandated to conform to nonsexist language guidelines (e.g. journalists). Little prior research, however, bears on changes across time among language users who are not thus constrained. Some prior studies suggest that individual difference variables such as psychological gender-role schema and attitudes toward sexist language predict the degree to which individuals will adopt these language reforms. Study 1 addresses the diachronic issue by examining gender-exclusive language in public speeches delivered by male business leaders across three decades. Gender-exclusive language did decline from the 1960s to the 1970s. Study 2 examines both gender-exclusive and gender-inclusive language in the writing of male and female college students in two writing tasks. Study 2 also considers language users' gender-role schema and their attitudes towards sexist language. For production of gender-exclusive language, males greatly exceeded females. For production of gender-inclusive language, an inverse relation with instrumental (traditionally male) gender-role orientation was found. Moreover, biological males and females each controlled distinct repertoires of linguistic strategies. Situational differences (an expressive vs. an instrumental writing task) exerted more powerful effects on gender-inclusive language than did gender. These findings dictate that simplistic formulations about relations between gender-related attitudes and language usage should be recast.

95–104 Saravanan, Vanithamani (Nanyang Technological U., Singapore). Language and social identity amongst Tamil-English bilinguals in Singapore. *Language, Culture and Curriculum* (Clevedon, Avon), **6,** 3 (1993), 275–89.

The paper examines the position of the Tamil language in Singapore. It is one of the four official languages of the country, but shows signs of decline in recent years relative to English, Chinese and Malay. The reasons for this are explored. Its low social status is the primary factor. Tamil is still associated with poverty and lack of social and political influence. But other factors, some of them more amenable to planned intervention, are also working against it. Formal varieties of the language are still dominant in the media, limiting its popular appeal to many Indians and even its comprehensibility. A prescriptive, language-centred at-titude dominates in the schools also, making Tamil increasingly a 'classroom language' that has little likelihood of being used for everyday communication. The paper argues that it will be essential in the coming years to increase the out-of-school use of the language among young Singaporean and Malaysian Tamils. To achieve this it will be necessary to get them to use the language more often in the home, thus bridging the gulf between the formal varieties of the language, associated with school, media, and temple, and the informal varieties that still flourish in everyday transactions.

95–105 Tickoo, Makhan (SEAMEO Regional Language Centre, Singapore). When is a language worth teaching? Native languages and English in India. *Language, Culture and Curriculum* (Clevedon, Avon), **6,** 3 (1993), 225–39.

Although Kashmiri is the first language of three to four million people and one of the 17 officially recognised languages of India, in the daily life of Kashmir, including its educational system, it has many of the features of a minority language. It might be described therefore as a majority-minority language. In an attempt to explain the phenomenon, the paper makes use of data from an earlier study, combined with new interviews with some of the respondents. It shows that teachers in Kashmir have a poor opinion of the language. They even question whether it is really a language, sometimes for absurd reasons, and whether it is worthwhile or feasible to teach it. The situation is discussed in historical and social terms and by reference to current practice in language education in India. The paper questions the distinction between productive and unproductive languages, and the application of international TEFL pedagogy in India, where learners are usually in an acquisition-poor environment.

Psycholinguistics

95–106 Anderson, Anne H. and others (U. of Glasgow). Interactive communication between children: learning how to make language work in dialogue. *Journal of Child Language* (Cambridge), **21,** 2 (1994), 439–63.

In this paper the authors investigate the development of interactive communication skills in 170 children aged seven to thirteen. Using a communication task that allows extended dialogues between pairs of young speakers, they are able to assess both the overall communicative success achieved by any pair, and from an analysis of the dialogues they can identify several interactive strategies that characterise older and more successful communicators. Successful communication involves the active involve-ment of both participants: asking and answering questions, volunteering information and responding sensitively to contributions from their partners. In contrast to the process of language acquisition, the development of these interactive skills takes place over an extended time period and subjects vary greatly in their ability to communicate effectively. For many analyses differences in the communicative success achieved by subjects differ more within than between age groups. For example, a substantial minority of the oldest subjects communicate no better than children six years younger.

95-107 Boyle, Elizabeth A. and othes (U. of Glasgow). The effects of visibility on dialogue and performance in a cooperative problem-solving task. *Language and Speech* (Hampton Hill, Middx), **37,** 1 (1994), 1–20.

This study compares task outcome and various dialogue parameters between situations in which task participants either could or could not not see each other. The results establish that the visibility of one's conversational partner improves information transfer and the management of turn-taking in a transactional problem-solving task. The greater efficiency of the dialogues between participants who could see each other was attributed to the exchange of visually transmitted, non-verbal signals. In attempting to compensate for the lack of this additional channel of communication, pairs of subjects who could not see each other demonstrated flexibility and versatility in communicating. They interrupted their partners more frequently and used more back channel responses to provide their partners with increased verbal feedback. The analysis of one specific non-verbal behaviour, gaze, for a subsample of the dialogues, suggested that gaze plays a role in aiding communication.

95-108 Dodd, Barbara and McEvoy, Sandra (U. of Queensland). Twin language or phonological disorder? *Journal of Child Language* (Cambridge), **21,** 2 (1994), 273–89.

The acquisition of language in the preschool years by multiple-birth children is often reported to be atypical. Some researchers have claimed that they use 'twin language', i.e. an autonomous language specific to a multiple-birth set. This claim was investigated by describing and comparing the phonological characteristics of the speech of 19 sets of two- to four-year-old multiple-birth children, and by measuring multiple-birth children's understanding of their twins' or triplets' context-free speech. The results indicated that multiple-birth children are prone to phonological disorder and consequently their speech is often unintelligible. Siblings' phonologies evidenced some similarities, although they were not identical. Multiple-birth children were better able to understand their siblings' mispronunciations than were other children of the same age, although that understanding was dependent on how closely the error form resembled the adult form. While these three factors conspire to give the impression that 'twin language' is common, none of these findings provided support for the claim that multiple-birth children use an autonomous language.

95-109 Goggin, Judith P. and others (U. of Texas, El Paso). Picture-naming agreement in monolinguals and bilinguals. *Applied Psycholinguistics* (Cambridge), **15,** 2 (1994), 177–93.

Name agreement in Spanish and English in response to 264 pictures was assessed in monolinguals and in bilinguals, who varied in rated skill in the two languages. Most of the pictures were adapted from a standardised set of line drawings of common objects. Name agreement decreased as language skill decreased, and agreement was lower when labels were given in Spanish rather than in English. The relationship between name agreement and word frequency, word length, and (in the case of English) age of acquisition was assessed; both word frequency and word length were found to be related to agreement. Modal responses given by monolingual subjects were nearly identical in the two languages, and the types of non-modal responses were affected by both naming language and language skill.

95-110 Håkansson, Gisela and Collberg, Sheila Dooley (Lund U.). The preference for Modal + Neg: an L2 perspective applied to Swedish L1 children. *Second Language Research* (Utrecht, The Netherlands), **10,** 2 (1994), 95–124.

Universal Grammar (UG), as it is conceived in the current principles and parameters approach to grammatical theory, may be said to contain certain default parameter values which are already in place at birth. If this is the case, then any languages which eventually show marked parameter values will necessarily involve a change in parameter settings during the L1 acquisition sequence. An indication of such a change can be signalled by a pattern of late acquisition of some feature. It is here argued that the correct placement of sentential negation with respect to modal auxiliaries in Swedish is such an example

48

of delayed acquisition due to a parametric preference in UG. A syntactic analysis is proposed for the four recognised stages in the acquisition of negative word order in Swedish which supports the view that a change must occur in the learner's analysis of modal auxiliaries before the last stage has been reached.

95–111 Levy, Elena (U. of Connecticut and Haskins Laboratories) **and Nelson, Katherine** (City U. of New York Graduate Center). Words in discourse: a dialectical approach to the acquisition of meaning and use. *Journal of Child Language* (Cambridge), **21**, 2 (1994), 367–89.

Word learning by young children is viewed as a problem of deriving meaning from the use of forms in discourse contexts. Uses of causal and temporal terms in private speech by a child studied long-itudinally from 1;9 to 3;0 are analysed from this perspective. Evidence is presented that words are first constrained to uses in specific discourse contexts, and later used more flexibly and with greater control over the semantics of the terms. Derivation of meaning from discourse is described as a dialectical process, and as such it is claimed to be more consistent with the full range of observational data, and with theories of word learning applicable to older children and adults, than other current theories of lexical acquisition in early childhood.

95–112 Pine, Julian M. (U. of Nottingham). Referential style and maternal directiveness: different measures yield different results. *Applied Psycholinguistics* (Cambridge), **15**, 2 (1994), 135–48.

Since the publication of Nelson's (1973) monograph, a number of studies have documented negative relationships between referential style and some form of maternal directiveness. However, the precise nature of these relationships is still far from clear. This study represents an attempt to resolve this confusion by investigating the relationship between different measures of maternal directiveness and different measures of referential style in the same group of eight mother–infant dyads. A distinction is made, first, between attentional directiveness and behaviour directiveness, and, second, between ref-erential vocabulary measures based on a fixed number of vocabulary items (i.e. 50 words) and measures taken at particular age points (in this case, 1;4). Correlational analysis of these different meas-ures shows not only that attentional and behavioural directiveness are not significantly related, but also that they are differentially predictive of different measures of referential style. Attentional directive-ness is significantly related to referential style at 1;4, but not to referential style at 50 words; behavioral directiveness is significantly related to referential style in the child's subsequent 50 words, but not to referential style at 1;4. These findings suggest that, although the attentional regulation hypothesis may be potentially useful in explaining differences in children's actual rate of vocabulary development, it may be less valuable as a means of explaining stylistic variation in early vocabulary composition. This conclusion underlines the need to distinguish relationships between mothers' interactional be-haviour and stylistic variation in their children's early language from more general effects of maternal behaviour on children's overall rate of language development.

94–113 Rice, Mabel L. and others (U. of Kansas). Social biases toward children with speech and language impairments: a correlative causal model of language limitations. *Applied Psycholinguistics* (Cambridge), **14**, 4 (1993), 445–71.

This study explores adults' attitudes toward children with limited linguistic competency. Four groups of adult judges participated in this study: kindergarten teachers, women matched for age and education level with the teachers, undergraduate college students, and speech–language pathologists. The judges listened to audiotaped samples of preschool children's speech. Two triads of children were formed, matched for age, gender and intelligence, but differing in communication abilities. The adults responded to questionnaire items addressing child attributes (e.g. intelligence, social maturity) and parental attributes (e.g. education level, SES). Systematic biases were revealed toward children with limited communication abilities. The biases are interpreted as reflective of adults' expectations for children's language. It is argued that adults call upon a correlative causal model of language acquisition to interpret individual differences in children's lan-guage abilities. Negative social and academic con-sequences of such misinterpretations are discussed.

49

95–114 Swerts, Marc and Geluykens, Ronald (Inst. for Perception Research (IPO), Eindhoven, The Netherlands). Prosody as a marker of information flow in spoken discourse. *Language and Speech* (Hampton Hill, Middx), **37,** 1 (1994), 21–43.

This study concerns the role of prosody in the structuring of information in monologue discourse, from the point of view of production as well as perception. Two prosodic variables were investigated: speech melody and pauses. Melodically, it was found that local intonation features (falling *vs.* rising tones) are employed to indicate discourse boundaries. On a more global level, speakers appear to use relative height of pitch peaks and of average pitch values as markers of information units. Furthermore, speakers manipulate both the distribution of pauses and their relative length to mark information flow. A perception experiment was carried out to evaluate the perceptual impact of both speech melody and pause. It was found that, in the absence of semantic cues, both melodic and pausal information is used by listeners to process the incoming signal in terms of discourse structure.

Pragmatics

95–115 Bouton, Lawrence F. (U. of Illinois). Conversational implicature in a second language: learned slowly when not deliberately taught. *Journal of Pragmatics* (Amsterdam), **22** (1994), 157–67.

The importance of conversational implicature in expressing a message indirectly is well established. Yet Keenan has shown that members of different cultures derive different implicatures from the same utterance in essentially the same context, and Bouton found that even reasonably proficient non-native speakers (NNS) of English (average TOEFL score = 550) interpret implicatures differently from American native speakers (NS) 21% of the time. Yet relatively few examples of implicature appear in ESL textbooks and few of those are dealt with directly. These facts, then, suggest that little attempt is made in the ESL/EFL classroom to make learners aware of implicature as a tool of communication or to give them practice at using it in English. And this raises a question: can NNS learn to use implicature with little or no direct instruction? To investigate this question, two groups of international students at an American university who had been tested with regard to their ability to interpret implicatures when they first arrived on campus were tested again 18 and 54 months later, respectively. This paper reports on their progress in regard both to the overall set of implicatures and to various specific types identified during the original study.

95–116 Meeuwis, Michael. Non-native–non-native intercultural communication: an analysis of instruction sessions for foreign engineers in a Belgian company. *Multilingua* (Amsterdam), **13,** 1/2 (1994), 59–82.

The article reports on an analysis of interactions during training sessions for South Korean and Tanzanian junior engineers given by Belgian (Flemish) instructors and conducted in English. Video and audio recordings were made of twelve instruction sessions, resulting in sixteen hours of observational data. The analysis concentrates on the communicative difficulties, for which explanations are advanced referring both to the pragmatic layers of the interlanguage (especially interference from the mother tongue), and to the interactants' different 'schemata' about sociolinguistic norms in teacher–student interactions. Also, instances of communicative success are investigated, as they revealed particular characteristics of communication between non-native speakers of English. In this sense, this study contributes to the interpretive analysis of such non-native–non-native communications, which are of growing importance in the European unifying context, as well as to the examination of the way in which such communications may differ from intercultural encounters in which a native speaker is involved.

95–117   Pennycook, Alastair (U. of Hong Kong). Incommensurable discourses? *Applied Linguistics* (Oxford), **15,** 2 (1994), 115–38.

This paper is an attempt to come to terms with different understandings of the term 'discourse'. By comparing the common use of 'discourse analysis' in applied linguistics with its use both in critical discourse analysis and in a Foucauldian use of the term, the author tries to show how these different approaches imply profoundly different understandings of the relationship between language, the individual, ideology, and society. Ultimately, it is argued that there are limitations to both the common applied linguistic and the critical approaches, and that it would be useful to explore further the possibilities raised by a Foucauldian understanding of discourse analysis.