

France. The final part of the paper attempts to sketch the theoretical language-in-contact framework, breaking down the chronological evolution into diglossic, bilingual and (almost) monolingual phases,

taking into account the geographic, social and functional variables by which language shift and loss is characterised.

97-416 Yau, Frances Man-siu (City U. of Hong Kong). Code switching and language choice in the Hong Kong Legislative Council. *Journal of Multilingual and Multicultural Development* (Clevedon), **18**, 1 (1997), 40-53.

This paper investigates the language choice and code-switching behaviour of the councillors and officials in the Legislative Council of Hong Kong during 1991-95. This period provides interesting data for investigation because it is set in a context where, with the transfer of sovereignty in 1997 and the injection of the first batch of directly elected members into the Council, the old power relationship is unstable and the conventional code-norm

open to challenge. The referees who used to exert influence on the speaker have lost their importance. It is argued that this change in power relationship between the referee, the addressee and the speaker results in the selection of new code choice by the councillors and officials. Code-switching behaviour is also part of the negotiation process for a new code-norm.

Pragmatics

97-417 Cheng Geok, Lim (Nat. U. of Singapore). Successful intercultural negotiations: a matter of attitude. *Journal of Language for International Business* (Glendale, AZ), **8**, 1 (1997), 19-31.

Many linguistic studies on intercultural negotiation discourse tend to focus on establishing the causes for communication breakdown. While these provide valuable insights, they do not account for the many intercultural negotiations that are successful. This paper considers three intercultural role-played business negotiations between British and Singaporean businessmen, examining the rhetorical strategies used. These are compared with three intracultural British and three intracultural Singaporean negotiations. The results show that, although all three inter-

cultural negotiations demonstrate similar levels of mismatch in the strategies employed, only one of the negotiations is rated negatively. Following Johnstone, the study postulates that this is more the result of failures of goodwill, the will to adapt and understand, rather than the result of intercultural differences. It is suggested that intercultural business educators, in addition to providing knowledge about cultures, should also provide training in sensitivity to and flexibility in adapting to the different strategies used.

97-418 Cordelia, Marisa (Monash U., Australia). Confrontational style in Spanish arguments: pragmatics and teaching outlook. *Language, Culture and Curriculum* (Clevedon), **9**, 2 (1996), 148-62.

This study investigates the conversational style of arguing of three groups of language learners. Students in the first group, G1, were from a Hispanic background; those in the second group, G2, lived for a year in a Hispanic country; and those in the third group, G3, were in contact with the language only as part of their tertiary-level education. Each group was composed of third- and fourth-year university students, ranging in age from 21 to 25 years. They were asked to talk freely on 'the role of men and women in society'. Their conversations were recorded and analysed following García,

Kockman, and Brown & Levinson's theories and ideas on confrontational style and face-threatening acts. The linguistic choices of both G1 and G2 students revealed a similar argumentative style, which contrasted with the discourse style of G3. Examples of confrontational and non-confrontational styles are shown in order to explain the different linguistic forms that each group uses to accomplish this event. Attention is given to the social function that this device plays in the groups under investigation. Implications for language learning and curriculum design are discussed.

97-419 Hinkel, Eli (Xavier U.). Appropriateness of advice: DCT and multiple choice data. *Applied Linguistics* (Oxford), **18**, 1 (1997), 1-26.

The validity of instruments appropriate for eliciting L1 (first language) and L2 (second language) speech act data has been widely debated. Over the past decade, in investigations devoted to establishing L2 learners' socio-pragmatic competence and performance, discourse completion tests (DCTs) have become increasingly common as elicitation instruments for comparative analysis of native speaker (NS) and non-native speaker (NNS) socio-pragmatic behaviours. This paper addresses the issue of what can be learned about L2 speech acts from the data obtained by means of English language multiple choice (MC) and DCT instruments in two experiments. Specifically, the study focuses on the L1 responses of NSs and the L2 responses given by

speakers of Chinese to MC questionnaires and DCTs dealing with the appropriateness of advice in common and observed situations. When responding to the MC questionnaire, NSs selected substantially fewer options with either direct or hedged advice than the Chinese subjects did, which is congruent with the body of research on NS and Chinese L1 pragmalinguistic behaviours. On the other hand, significantly more NSs than Chinese preferred direct and hedged advice in response to DCTs. From this perspective, DCTs may not be the best elicitation instrument for L1 and L2 data pertaining to ambiguous and situationally constrained pragmalinguistic acts.

97-420 Maynard, Senko K. (Rutgers U., NJ). Analysing interactional management in native/non-native English conversation: a case of listener response. *IRAL* (Heidelberg, Germany), **35**, 1 (1997), 37-60.

This study analyses one aspect of interactional management, i.e. listener back-channel responses observed in conversations – in English – between American and Japanese university students. The results obtained by analysing this intercultural discourse are then evaluated against two sets of related results, including the results of Contrastive

Conversation Analysis which analyses native/native Japanese and English conversations. The paper emphasises not only the importance of careful attention given to the interactional management observed in intercultural conversation but also the significance of realising 'otherness' in communication and social interaction.

97-421 Sasaki, Miyuki (Nagoya Gakuin U., Japan). Topic continuity in Japanese-English interlanguage. *IRAL* (Heidelberg, Germany), **35**, 1 (1997), 1-21.

This study examined how a new topic was introduced, maintained, and changed in the Japanese-English interlanguage data of a 45-minute interview between a native and a non-native speaker of English. Retrospective accounts recorded after the interview were used to complement the interlanguage data. In order to achieve a more comprehensive perspective of the interlanguage, the function and distribution of certain topic marking devices in the present data were compared with

those of equivalent devices in both native Japanese and English data. Results indicate that, although the topic marking system of the interlanguage shared some features with the first and second languages, it maintained features independent of these languages. Furthermore, the interlanguage data confirmed two language universal hypotheses of Givón's topic continuity hierarchy and Du Bois' preferred argument structure. Possible causes for some unique features observed in the interlanguage are also discussed.