Sociolinguistics

95–236 Adegbija, Efurosibina (U. of Ilorin, Nigeria and U. Duisburg, Germany). The candidature of Nigerian Pidgin as a national language: some initial hurdles. *ITL* (Louvain, Belgium), **105/6** (1994), 1–23.

This paper examines arguments for and against the candidature of Nigerian Pidgin as an official language. Potent buttressing arguments include its widespread use at the grassroots level; its apparent culture neutrality; and the ease in acquiring it. Arguments against its candidature include its stigmatisation; its lack of a cultural base; queries over its bona fide indigenous status; its being a threat to the mastery and use of 'standard' English, especially in the educational domain, and its low language development status. The fact that attitudes towards Nigerian Pidgin are completely negative is pinpointed as the most powerful argument against its candidacy as a national language. The paper concludes with the observation that on purely linguistic grounds, there is no reason why Nigerian Pidgin cannot function as a national language. However, on social grounds, it may, at the moment, not be able to fulfil this role effectively. A language that has no esteem within its major constituency is most unlikely to be awarded such esteem simply because it has been pronounced a national language. It is therefore suggested that serious corpus and status planning efforts are prerequisites for the acceptance of Nigerian Pidgin as a national language and the changing of attitudes towards it; these tasks, it is pointed out, are gargantuan hurdles.

95–237 Al-Khatib, Mahmoud A. (Jordan U. of Science and Tech., Irbid-Jordan). A sociolinguistic view of the language of persuasion in Jordanian society. *Language, Culture and Curriculum* (Clevedon, Avon), **7,** 2 (1994), 161–74.

This paper investigates persuasion as a sociolinguistic phenomenon in Jordanian society. It focuses upon three main modes of persuasion: trustworthiness, argument, and emotional appeal. It also explores attitudes toward a number of factors that might facilitate persuasion success, and highlights the influence of religion, heritage and other socio-cultural factors on persuasiveness. The study maintains that devices such as the Quranic verses, the Traditions, wisdoms and proverbs, as well as trustworthiness, are crucial parameters in the formulation and change of one's attitude, beliefs and orientation.

95–238 Arthur, Jo (Edge Hill Coll. of Higher Ed., Ormskirk, Lancashire). Talking like teachers: teacher and pupil discourse in Botswana primary classrooms. *Language, Culture and Curriculum* (Clevedon, Avon), **7,** 1 (1994), 29–40.

This paper discusses the role of teacher-talk in Botswana primary schools. There is overwhelming evidence that pupils' contributions are outweighed by those of their teachers. Even when teachers make a conscious effort to increase the pupils' opportunities for participation, this is constrained by frontal teaching and teaching through the medium of English. The outcome is that the foreign medium forces the teachers to put emphasis on education as a product rather than a process. The paper advocates the development of a genuinely bilingual model of education in which both teachers and pupils will make full use of their linguistic resources.

95–239 Barrett, Judith. Why is English still the medium of education in Tanzanian secondary schools? *Language, Culture and Curriculum* (Clevedon, Avon), **7,** 1 (1994), 3–16.

The paper looks for the reasons why Kiswahili has not been officially established as the medium of education in Tanzania although English has in practice largely ceased to perform that function. First, the language background is described and then the sociocultural and pedagogical arguments for a change to Kiswahili are examined. A comparison is made between French immersion experiments in Canada and the use of English as a medium of instruction in Tanzania and significant differences

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between the two situations highlighted. The practical possibilities for the implementation of Kiswahili as the medium of instruction are discussed. The real obstacle to change is powerful political interests which are best served by the retention of English.

95–240 Bodi, Marianne (Victoria U. of Technology, Melbourne, Australia). The changing role of minority languages in Australia: the European and the Asia-Pacific nexus. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **15,** 2/3 (1994), 219–27.

Although government and community support for the policy of multiculturalism has remained unchanged in the '90s, both for the purpose of national self-identification and as a means of improving the image of the country in the Asia-Pacific region, newly defined national economic priorities and the strongly felt need for closer trade and cultural links in the area have recently affected language policy and education on all levels. The strategic change of direction towards 'Asia literacy' for the mainstream has resulted in diminishing support for some smaller, mostly European minority languages and programmes in favour of 'priority' languages such as Japanese, Bahasa and Mandarin. Equity and mobility for those with a less preferred language background are to be achieved more via English competency than through the maintenance of the mother tongue. It is to be hoped that some adverse effects of this shift will, in the long term, be corrected by a more balanced view of Australia as a nation of both European and Asian affiliations.

95–241 Cameron, Deborah (U. of Strathclyde). Verbal hygiene for women: linguistics misapplied? *Applied Linguistics* (Oxford) **15,** 4 (1994), 382–98.

In recent years, practices of language and communication training have developed whose rationale is to enhance the effectiveness of women's communicative style in public and professional settings. The underlying assumption, drawn in part from scholarly research on gender differences in the use of language, is that women as a group experience problems in certain linguistic domains, and that these should be addressed as part of a strategy to achieve equal opportunities. This paper examines communication training aimed at women as an example of linguistics applied to real-world problems and argues that, in this case, both the problem and the proposed solution are sociolinguistically and politically misconceived.

95–242 Carruthers, J. (The Queen's U. of Belfast). The 'passé surcomposé régional': towards a definition of its function in contemporary spoken French. *French Language Studies* (Cambridge), **4** (1994), 171–90.

The *passé surcomposé régional* is widely recognised as a feature of the regional French of the *langue d'oc* and *franco-provençal* areas. It is also generally regarded as a highly stigmatised form in relation to the prescriptive norm. Less clear, however, is its precise function in the tense system of speakers who use it. In this paper, the temporal, aspectual and expressive properties of the regional double compound are investigated, taking into account semantic/pragmatic, sociolinguistic and syntactic factors. The analysis suggests that in addition to the temporal and aspectual properties traditionally attributed to this form, the expressive properties of the *surcomposé régional* are central to any description of its function in contemporary spoken French, and fundamental to the opposition between the *passé surcomposé* and the *passé composé*.

95–243 Chaney, Carolyn (San Francisco State U.). Language development, metalinguistic awareness, and emergent literacy skills of 3-year-old children in relation to social class. *Applied Psycholinguistics* (Cambridge), **15,** 3 (1994), 371–94.

This is an investigation of the relationships among selected aspects of normal language development, emerging metalinguistic skills, concepts about print, and family literacy experiences in 3-year-old children who vary in their socioeconomic backgrounds. Forty-three normally developing children, whose family incomes ranged from under $10,000 to over $100,000, were given 4 tests of language devel-

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opment; 12 metalinguistic tasks measuring phonological awareness, word awareness, and structural awareness; and 2 measures of literacy knowledge. The children's family literacy experiences were described following a parent interview. The data analysis had two main purposes. The first was to examine the family literacy experiences of the children using a qualitative analysis. The second was to describe, in a quantitative way, the relationships among family literacy experiences, socioeconomic factors, language development, metalinguistic performance, and concepts about print. The interview data revealed that, while parents varied in the emphasis they placed on literacy activities, all of the children were at least somewhat involved in literacy

activities at home; family report of literacy activities was associated with family income. Quantitative analyses revealed that amount of family literacy involvement and the children's race were related to oral language development, and language development was the most powerful predictor of metalinguistic awareness. When language development was controlled statistically, family literacy and socioeconomic factors had negligible effects on metalinguistic skills; however, knowledge of print concepts was related to metalinguistic performance, especially in the phonological domain, and was associated with the children's family literacy experiences, maternal education, and race.

95-244 Edwards, John (St Francis Xavier U., Nova Scotia, Canada). Parochialism and intercourse: metaphors for mobility. *Journal of Multilingual Development* (Clevedon, Avon), **15,** 2/3 (1994), 171–8.

Many years ago Saussure wrote of the co-occurrence of the opposing forces of parochialism (*l'esprit de clocher*) and wider communications (for which he used the English word 'intercourse'). While Saussure's terms were not original to him, and while his remarks were directed to the spread of linguistic 'waves' and the course of dialect variation, his ideas here have a broader sociolinguistic thrust. The tension he described has obvious applicability in historical and contemporary struggles between 'small' languages and those of 'wider communication'. These struggles illuminate broader matters of identities in contact (and sometimes conflict) and this, in turn, brings us to a consideration of the benefits and disadvantages of mobility – actual physical mobility, but also psychological and linguistic mobility.

Some of the common results of the tension, the struggle, are communicative language shift, defence of the more threatened variety, 'localisation' of the stronger language (as in the development of indigenised Englishes) and, of course, bilingualism. To move 'up' again from purely linguistic matters to the larger identity concerns of which they are an aspect, Saussure alerts us to the ongoing conflict between individual and group rights and interests. The concern here is to contribute to the formation of a framework within which one might better understand minority-language matters. More specifically, the authors contention is that such a structure might unify disparate case-studies which, while almost always of intrinsic interest, too often remain isolated and whose generalisable features are too infrequently recognised or properly mined.

95-245 Fishman, Joshua A. (Yeshiva U., NY and Stanford U.). Critiques of language planning: a minority languages perspective. *Journal of Multilingual and Multicultural development* (Clevedon, Avon), **15,** 2/3 (1994), 91–9.

Neo-Marxist and post-structural critiques of classical language planning (LP) are examined for their relevance to LP on behalf of minority languages. The criticisms are: (1) LP is conducted by elites that are governed by their own self-interest; (2) LP reproduces rather than overcomes sociocultural and econotechnical inequalities; (3) LP planning inhibits

or counteracts multiculturalism; (4) LP espouses world-wide Westernisation and modernisation leading to a new sociocultural, econotechnical and conceptual colonialism; (5) only ethnography can save LP research from fostering the above-mentioned evils.

95–246 Gregory, Eve (Goldsmiths Coll., U. of London). Cultural assumptions and early years' pedagogy: the effect of the home culture on minority children's interpretation of reading in school. *Language, Culture and Curriculum* (Clevedon, Avon), **7**, 2 (1994), 111–24.

This paper examines the contrasting interpretations of reading brought by young children of Bangladeshi origin and their teachers into school and the implications of these differences for teaching and learning. The author begins by questioning the universal relevance of western school-oriented paradigms on how reading is learned and the role of the caregiver as mediator and opposes these with a model of literacy drawn from non-western and non-school-oriented families. In the project described an analysis is made of the reading practices participated in by young children of Bangladeshi origin outside school in terms of purpose, materials and participation structures. It shows how these reading practices contrast at every level with those upheld by the teacher in school. Finally, the possible results of these contrasting practices and interpretations for children's early school reading success are discussed. If learning is acknowledged as developing within shared conceptual frameworks, programmes will need to be designed which are culturally responsive to the different communities they serve. In-Service education, where teachers question their own literacy assumptions in the light of information on their pupils' reading practices, is proposed as the starting-point for change.

95–247 Hidalgo, Margarita (San Diego State U.). Bilingual education, nationalism and ethnicity in Mexico: from theory to practice. *Language Problems and Language Planning* (Amsterdam), **18**, 3 (1994), 185–207.

This article describes the model of assimilation of native Mexican peoples to the broader mainstream. Bilingual education (BE) has been used as a tool to facilitate language shift. BE is examined in the light of the superimposed discourse on national identity and nationalism. The trajectory of almost 500 years of Castilianisation and about 200 years of a nationalist policy is examined and is linked to another important variable: the creation of central ethnicity. It is proposed that the forces that are now deterring a reversal of language shift are profoundly rooted in the above-mentioned traditions. The demands of indigenous groups to have education in the mother tongue generated a prolific discourse on the advantages of a bilingual–bicultural curriculum, but scholars, educators and public officials have not found the necessary strategies to open a space for the use of the mother tongues in formal education or in informal domains. After the expulsion of the Summer Institute of Linguistics, which presumably used BE for religious conversion, all programmes are now directed by government-sponsored and government-directed institutions. These have effectively assimilated scholars, bilingual teachers and public officials – the latter two coming at times from indigenous communities. The demands of the Amerindian peoples have been placated through the politics of accommodation, which usually gravitate towards the nation-station and the central ethnicity, Mexicanness.

95–248 Kashina, K. (U. of Zambia). The dilemma of Standard English in Zambia: pedagogical, educational and sociocultural considerations. *Language, Culture and Curriculum* (Clevedon, Avon), **7**, 1 (1994), 17–28.

The paper starts by highlighting the privileged position of English in Zambia. It then goes on to argue that from the pedagogical point of view, the use of English as the medium of instruction in the Zambian educational system is counter-productive. The continued insistence on the teaching of 'standard' English in Zambia is questioned, not only because it is not practicable, but also because of its sociocultural implications.

95–249 Lanca, Margaret and others (U. of Western Ontario). Effects of language choice on acculturation: a study of Portuguese immigrants in a multicultural setting. *Journal of Language and Social Psychology* (Clevedon, Avon), **13**, 3 (1994), 315–30.

This study investigates whether language preference is associated with different acculturation attitudes. As residents of Montreal, 103 Portuguese immigrants or first-generation Canadians of Portuguese

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descent completed a questionnaire in their preferred language (English, French, or Portuguese) assessing their modes of acculturation, self-reported ethnic identity, self-esteem, individualistic and collectivistic tendencies, and self-reported competence in speaking and reading English, French, and Portuguese. The results indicated that language preference was associated with ethnic identity. Moreover, there was a strong identification with the North American culture by the English respondents and a weaker association with the French-Canadian culture by French respondents. These results indicate that language choice strongly reflects different acculturation attitudes and that research should be directed toward both macro- and micro-cultural levels in a 'dominant' society.

95-250 Levy, Francine. Motivations d'étude d'une langue étrangère à l'université: enquête sur le français dans l'enseignement supérieur israélien. [Motivation for studying a foreign language at university: a study of French in higher education in Israel.] *Canadian Modern Language Review* (Toronto), **51,** 2 (1995), 275–86.

Foreign language is a cultural product that may be acquired after investing time, money and work. It has symbolic value in that it is a distinction marker (i.e. good education and schooling). The sociologist Pierre Bourdieu's theory shows foreign language as symbolic capital, establishing social differentiation between the possessors of that capital and others. The 'cultural attitude' typical of higher education foreign language students, is something different from the 'instrumental' and 'integrative' attitudes toward foreign langauge learning. This case study of French, as studied at the University of Tel-Aviv, is an illustration of the 'cultural attitude' toward foreign langauge learning at university level.

95-251 Millar, Sharon (Odense U., Denmark). Group identity, group strategies, and language in Northern Ireland. *Journal of Language and Social Psychology* (Clevedon, Avon), **13,** 3 (1994), 299–314.

The article discusses the role of language in the intergroup context in Northern Ireland, focusing on speech education. The prevalence and status of speech teaching in Belfast schools vary according to the ethnic type of school, state versus Roman Catholic: the subject is more widespread and is always compulsory in the Catholic sector. The article explores the reasons for this bias from the perspective of ethnolinguistic identity theory (ELIT), combining theoretical predictions with modest, suggestive data from the school context and with findings from social scientific research in Northern Ireland. Thus possible explanations are discussed in terms of their theoretical probability. Speech teaching can be analysed as both a dominant and ethnic group strategy, and it is argued that status in the guise of language standardisation is perceived as a means of advancing ethnic group interests. The article concludes with a brief synthesis of findings and speculations relating to the possible existence of ethnolinguistic varieties in Northern Ireland.

95-252 Ó Riagáin, Pádraig (Linguistics Inst. of Ireland, Dublin). Language maintenance and language shift as strategies of social reproduction. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **15,** 2/3 (1994), 179–97.

Strategies of language 'assimilation and dissimilation' are inevitably and unavoidably linked to the more general strategies of social reproduction adopted by groups and individuals (i.e. the strategies by which each generation endeavours to transmit to the following generation the advantages it holds). Thus strategies of social mobility that involve, for example, education, changes of occupation, changes of residence or migration, are all likely to have linguistic consequences. The very anticipation of such strategies may, in fact, carry implications for language behaviour in advance of the actual move itself. However, to examine the linguistic consequences of strategies of social reproduction, the strategies themselves have to be 'situated' in space and time, i.e. located with regard to the territorial organisation of the local community and the relationship of this to the wider national and international economy. The territorial organisation of communities includes not only the daily patterns of social interaction as members of the community move between home, workplace, school, shop, church and other services but also more extensive movements of people and capital, including all forms of migration and tourism. These patterns of interaction are, of course,

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subject to change as the area responds to the opportunities and pressures of its external environment. From the viewpoint of language maintenance in a bilingual context, a crucial question concerns the way changes in strategies of reproduction affect network boundaries, or in more formal sociological terms, the degree to which the social networks of a language community are open or closed. Depending on the language allegiances, the relative number and social characteristics of the participants entering or leaving social networks, these processes can have a cumulative effect on language patterns.

Current theories of language maintenance and language shift (in particular, those drawing on network concepts) are assessed from this perspective and reference is made to a recently completed study of change in an Irish-speaking community in south-west Ireland.

95–253 Ozolins, Uldis (Deakin U., Melbourne, Australia). Upwardly mobile languages: the politics of language in the Baltic states. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **15,** 2/3 (1994), 161–9.

Since regaining their independence from the Soviet Union, the Baltic states have adopted far-reaching language policies as a crucial element in national reconstruction and transition from a Soviet system. Such policies now raise profound issues in the extremely complicated and politically sensitive social and linguistic situation of the Baltic states. A consistent Society policy of demographic mobility has brought to the Baltic states (particularly Estonia and Latvia) a substantial population with very diverse responses to newly reclaimed independence, and to the social and linguistic policies now being pursued by these national governments.

The Baltic states are attempting to redefine their languages from a minority status that they had *de facto* acquired (despite the blandishments of official Society policy regarding the status of languages of the republics) to a full national status as the language of state and administration, and of most social discourse. Yet this is occurring in a peculiar context where the national languages are not the most widespread language in their respective states: while all Baltic nationals are fluent in Russian, only some of the non-Baltic recent migrants are fluent in the local languages.

Two major instruments of language policy have been langauge accreditation examinations for personnel in government employ, and language requirements for citizenship. These language demands have raised considerable outcry from some local Russian groups in the Baltic, but much more loudly from across the border in Russia itself, which has raised this matter in international forums as an issue of discrimination. Despite such controversy, this paper argues that each Baltic state has, in the short period since independence, been able to substantially realise its language policy aims, and that the response to language requirements has been on the whole accepting and favourable, at both individual and group levels. While there may well still be conflicts that will test the newly emerging states, the attempts to build the status of the national languages are being pursued with growing confidence, and may well signal a most profound example of previously restricted languages successfully throwing off the shackles of a colonial language situation.

95–254 Pooley, Timothy (London Guildhall U.). World-final consonant devoicing in a variety of working-class French – a case of language contact? *French Language Studies* (Cambridge), **4** (1994), 215–33.

The article examines the variable distribution of word-final consonant devoicing (= WFCD) among working-class speakers in the Roubaix district, with respect to phonological conditioning and speaker characteristics. WFCD is shown to affect coronals, labials and velars in that order, and to be favoured by pre-pausal position. Among speakers over 45 WFCD is primarily associated with female speakers, and to a lesser degree with male speakers under 30. This sociolinguistically unusual distribution of a strongly vernacular variant may plausibly be attributed to language/dialect contact consequent on the immigration of Flemish-speaking textile workers. Such language contact would have tended to reinforce an already existing characteristic of Picard patois rather than introducing a totally new feature as the brief review of other Picard varieties would suggest.

95–255 Priestly, Tom (U. of Alberta, Canada). Effects of educational and social mobility on language maintenance, language attitudes and language structure: the case of Sele in Carinthia. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **15,** 2/3 (1994), 199–217.

Sele, a village in the Slovene-speaking minority area of Austria, exemplifies the effects of 20th century mobility on village life and on (socio)linguistic structures. In the 1920s it was extremely isolated; in the 1990s it is included in the normal life of central Europe. This paper examines the life-styles of the inhabitants of Sele in these two decades, with statistics to demonstrate the enormous changes in work and in marriage patterns, which, with educational changes, reflect the surge in mobility and communication of our century. Also examined are four aspects of the linguistic behaviour of the inhabitants of Sele: their linguistic networks, the relative amounts of use of the four language varieties available to them, the kinds of variation within their dialect and the factors therein involved, and the linguistic vitality of their dialect. Sele represents an excellent example not only of a challenge to the analyst who wishes to analyse all the factors involved in variation and relate them to sociolinguistic parameters, but also of the results of changes in social and educational mobility, which make continued language maintenance a difficult challenge for the inhabitants of Sele.

95–256 Robinson, Clinton D. W. (Summer Inst. of Linguistics, Horsleys Green, High Wycombe, Bucks). Is sauce for the goose sauce for the gander? Some comparative reflections on minority language planning in North and South. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **15,** 2/3 (1994), 129–45.

Drawing on the examples of two very different countries – Canada and Cameroon – this paper compares efforts to support minority languages in the North (the developed, industrialised countries) and the South (the developing world). Both parts of the world manifest a large number of minorities, some of which are indigenous, others of which have migrated, and so governments face the question of planning in a multilingual environment in relation to such goals as education. Policies in the two countries are examined to discover the factors which make for similarities and differences. The paper asks whether comparable principles are being applied to minority language planning, and if not, what the underlying reasons for the differences are.

95–257 Wiley, Terrence G. (California State U., Long Beach). Discussion of Klassen, Burnaby & McKay and Weinstein-Shr: beyond assimilationist literacy policies and practices. *TESOL Quarterly* (Washington, DC) **27,** 3 (1993), 421–30.

Articles by Klassen & Burnaby and McKay & Weinstein-Shr on language and literacy policies in North America are here discussed and elaborated upon. A historical survey [examples with discussion] shows how discriminatory English literacy policies in the United States have been, and it is noted that by failing adequately to assess and build upon students' native languages, such policies have defined students' instructional identity and status on the basis of English literacy. Broader learner profiles are needed, for ignoring students' educational history in their native language is effectively a way of repressing that language, and disadvantages those unfamiliar with second-language classroom practices. There is a clear need to acknowledge that literacy problems can be accommodated by developing community networks of support, and to recognise the positive intergenerational functions that literacy within the family can play.

On a broader level, it is necessary to think in terms of literacy in general: that is, beyond the confines of a monolingual ideology that confuses English oral language proficiency with literacy, and to be wary of those policies which see such literacy as the sole remedy for economic and social inequities.

Psycholinguistics

95–258 Burgess, John (U. of Manchester). Ideational frameworks in integrated language learning. *System* (Oxford), **22,** 3 (1994), 309–18.

Schema theory and discourse analysis lead the writer to believe that three commonly used 'ideational frameworks' – flow charts, grids and tree diagrams – are the best models we have of how the mind organises ideas in information sets, and that language learning benefits from a consistent exploitation of these frameworks.

This paper shows how each of the three ideational frameworks can be used as the central device in an integrated model of language learning, where form is learned through the practice of skills. The internal logic of each framework is defined, showing its relationship with types of transactional discourse.

The frameworks are located in a spectrum of modes of expression of ideational information. It is then demonstrated how a framework can act as the central device in two respects: (a) between the different modes of expression, in a progression designed to facilitate the learners' manipulation of the language and to lead them to an understanding of it; and (b) between receptive and productive skills activities, in a progression from top–down content-focus to bottom-up form-focus. In the course of this, it is explained how the framework provides structured exposure to, and practice of, the formal features of the target langauge.

95–259 Hancin-Bhatt, Barbara and Nagy, William (U. of Illinois). Lexical transfer and second language morphological development. *Applied Psycholinguistics* (Cambridge), **15,** 3 (1994), 289–310.

This study investigates the development of two levels of morphological knowledge that contribute to Spanish–English bilingual students' ability to recognise cognates: the ability to recognise a cognate stem within a suffixed English word, and knowledge of systematic relationships between Spanish and English suffixes (e.g. the fact that words ending in -*ty* in English often have a Spanish cognate ending in -*dad*). A total of 196 Latino bilingual students in 4th, 6th, and 8th grade were asked to give the Spanish equivalent for English words, some of which had derivational and inflectional suffixes. The results

indicated that the students' ability to translate cognates increased with age above and beyond any increase in their vocabulary knowledge in Spanish and English. There was also marked growth in the students' knowledge of systematic relationships between Spanish and English suffixes. Students recognised cognate stems of suffixed words more easily than non-cognate stems, suggesting that, in closely related languages such as Spanish and English, cross-language transfer may play a role, not just in recognising individual words, but also in the learning of derivational morphology.

95–260 Lehrer, Adrienne (U. of Arizona). Understanding classroom lectures. *Discourse Processes* (Norwood, NJ), **17** (1994), 259–81.

After hearing three lectures as part of a regular university course, students were asked to summarise the lectures. The lectures were graded for accuracy and completeness. Each one was taped, transcribed, and coded. The hypotheses to be tested were: (1) The percentage, but not the number of propositions would correlate positively with the accuracy scores in the summaries. (2) Completeness scores would correlate positively with the total number of propositions, but the number and percentage of propositions coded as macropropositions would correlate even more highly. (3) Signalled prop-

ositions would be better remembered than non-signalled ones. Hypothesis 1 was confirmed in the summaries of all three lectures; Hypotheses 2 and 3 were confirmed only in two of the lectures. Analyses of the errors, lexical substitutions, discrepancies in the grades assigned by the two coders, and differences in the students' scores for the different lectures revealed interesting (and in some cases unexpected) results concerning lexical–semantic networks and grading reliability. Implications for classroom lecturing are discussed.

Pragmatics

95–261 Benson, Phil (U. of Hong Kong). The political vocabulary of Hong Kong English. *Hongkong Papers in Linguistics and Language Teaching* (Hong Kong), **17** (1994), 63–81.

This paper analyses tendencies within the political vocabulary of Hong Kong English. The discussion is based on data from a computer corpus of newspaper reports from one of Hong Kong's leading English-medium newspapers. Implications for the description of varieties of English around the world in terms of ideological variation are explored.

95–262 Hague, Sally A. and Scott, Renée (U. of North Florida). Awareness of text structure: is there a match between readers and authors of second-language texts? *Foreign Language Annals* (New York), **27,** 3 (1994), 343–63.

The purpose of this study was to investigate the types of rhetorical structure that beginning-level Spanish students encounter in their textbook reading materials. The intent was to determine if there was a match between the types of structure that English-speaking students are most typically able to demonstrate awareness of and the types of structure used by authors of reading materials found in Spanish textbooks. Also considered in the investigation was the issue of authentic texts and how they were the same or different from texts specifically written for textbook purposes. Finally, an analysis of words used to signal text patterns was done both for the authentic passages as well as those that were artificially constructed. Fifteen text-books used to teach Spanish as a foreign language were selected randomly for inclusion in the study and from those 15 books, 39 passages were analysed.

95–263 Hirschman, Lynette (MITRE Corporation, Bedford, MA). Female–male differences in conversational interaction. *Language in Society* (Cambridge), **23,** 3 (1994), 427–42.

This article describes a preliminary experiment looking at possible differences in how females and males interact in conversation. The article analyses data from an experiment where two females and two males talked to each other in all possible pairs; a total of 60 minutes of conversation (six dyads) was transcribed. The goal was to isolate quantifiable entities related to controlling or directing the conversation. The author looked at issues such as who talked how much, how fluently or confidently – and how the two people in the conversation interacted in terms of interruptions and indications of support, agreement, or disagreement. The findings from such a small sample are only relevant to suggest hypotheses for further research. However, a number of interesting differences were noticed: the female speakers used more first-person pronouns and fewer third-person references than the male speakers; the female speakers used *mm hmm* at a much higher frequency than the male speakers; the female speakers also interrupted each other more; and the female/female conversation seemed more fluent than the other conversations, as measured by number of disfluencies and number of affirmative transitions upon speaker change.

95–264 Kaplan, Robert B. and others. On abstract writing. *Text* (Amsterdam), **14,** 3 (1994), 401–26.

A corpus of 294 abstracts submitted in response to a professional association 'call for papers' was analysed on the basis of five features: thematic structure; clause structure; pragmatic moves; propositional organisation; and lexical cohesion. Abstracts of this type were found to: differ in a number of ways from other abstract types; constitute condensed, reduced forms, containing fully elaborated syntactic structures, but employing syntactic and semantic devices which contribute to compaction; be extremely propositionally dense; be lexically rich, but be constrained by topic, genre, and the need for compaction; employ redundancy both syntactically and lexically; follow the 'Introduction → Methods → Results → Conclusion' structure previously described for fully elaborated scientific articles, in compacted form; be topic-based and detached rather than interactional and involved, reflecting strategies

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that position the writer in relation to the paper, the research paradigm, and the world; be full of jargon, acronyms, repetitions, adjectival modifications, subordinate clauses, and nominalisations, and include occasional parenthetical citations, in some instances even modest bibliographies; eschew the use of past tense verbs, third-person pronouns, and passive constructions; be influenced by pronominal conventions employed more generally in scientific writing; be influenced by the presence of at least four rhetorical features, in descending order of importance: introducing the study; establishing the field; presenting the results; describing research.

95–265 Lindenfeld, Jacqueline (South Oregon State Coll.). Cognitive processes and social norms in natural discourse at the marketplace. *Journal of Pragmatics* (Amsterdam), **22,** 5 (1994), 465–76.

This study constitutes a preliminary attempt to answer the following question: how can we hope to reconcile two seemingly opposite views of natural discourse, namely one which focuses on cognitive processes and underlying knowledge structures, and another which focuses on the participants' 'social construction of reality' through ongoing interactive processes? The inspiration for this task is the recently developed 'communicator goal' approach, which is strongly influenced by Schank and Abelson's view of interaction as guided by pre-existing goals. This cognitive model is used here in conjunction with the ethnomethodological model of social interaction which stresses its dynamic dimensions.

The focus in this paper is one particular dimension of communicative competence which relates to both models, namely the interactants' ability to deal with changeable goals during a conversation. The author's proposed methodological framework is tested through the analysis of a 45-minute transcript of naturally occurring speech recorded at a Southern California marketplace. Verbal interaction in service encounters is shown not always to follow a prototype scenario based on pre-existing knowledge structures and goals: discourse has emergent properties based on the particular circumstances of the situation.

95–266 Maschler, Yael (Hebrew U. of Jerusalem). Metalanguaging and discourse markers in bilingual conversation. *Language in Society* (Cambridge), **23,** 3 (1994), 325–66.

This study examines the functions of the bilingual discourse strategy of language alternation in the process of marking boundaries of continuous discourse. The focus is on switched discourse markers – employed, it is argued, to metalanguage the frame of the discourse. The corpus comprises audio recordings of over 20 hours of Hebrew–English bilingual conversation. The strategy of language alternation at discourse markers is illustrated, and the switched discourse markers are classified according to Becker's approach to context as a source of constraints on text. This classification is then related to the phenomenon of clustering of discourse markers at discourse unit boundaries in both bilingual and monolingual discourse. Finally, cross-linguistic differences in discourse markers are related to a theory of metalanguage.

95–267 Nerlich, Brigitte and Clarke, David D. (U. of Nottingham). Language, action and context: linguistic pragmatics in Europe and America (1800–1950). *Journal of Pragmatics* (Amsterdam), **22,** 5 (1994), 439–63.

Pragmatics is considered to be a fairly recent addition to the sciences of language, dating back to the works of Austin, Searle and Grice. However, this apparently new approach to language has its roots in the philosophical, psychological and linguistic traditions of the past. This is true of all four approaches to pragmatics which one can distinguish in Europe and America: the Anglo-Saxon one which emerged from Ordinary Language Philosophy and which has dominated the field until the present; the French one which is based on the theory of enunciation elaborated by Benveniste; the German one which wants to study pragmatics as part of a general theory of action; and the American one of pragmatism. To varying degrees all these strands of thought are blind to their own history, and have cut themselves off from a wealth of ideas, developed during the 19th century, of how language and the mind work. This article gives an overview of the evolution of these traditions in order to stimulate discussion among colleagues in all fields and disciplines which are based in one way or another on linguistic pragmatics.

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95–268   Patil, Prabhakar B. Strategies of 'teacher talk'. *IRAL* (Heidelberg, Germany), **32,** 2 (1994), 154–65.

This paper concerns comparison of the speech of a native speaker interacting with foreign learners at different levels of knowledge. The speech of the same speaker interacting with a fellow native speaker is the base line for the comparison. In other words, it deals with the language which is used in a distinct type of discourse, that of native foreigner talk. It examines 'teacher-talk' to various interlocutors who have been graded according to their proficiency in foreign language, and attempts to formulate a general description of the linguistic 'register' used by the native speaker of English.

This study is mainly concerned with the roles of discourse interlocutors, and particularly with the main role of the native speaker in a native-speaker non-native speaker situation. The crucial factor for the native-speaker in this situation is to modify his/her speech to enable non-native speakers to comprehend the discourse successfully.