Research in the supporting sciences

Sociolinguistics

91–95 Eastman, Carol M. (U. of Washington). What is the role of language planning in post-apartheid South Africa? *TESOL Quarterly* (Washington DC), **24,** 1 (1990), 9–21.

The role of language planning (LP) in post-apartheid South Africa is examined. It is argued that language policy should make use of sociolinguistic insights regarding patterns of language use and language attitudes, reflecting and representing the interests of the people. LP that adheres to state-level policies cannot respond to the fluidity and spontaneity of language use and has proved unsuccessful. For example, an attempt to regulate the use of English and Afrikaans in state administration only reinforced Afrikaans as the dominant language in that sphere, while a Mother Tongue Policy, according to which all pupils were to be schooled in their first language, reinforced black deprivation and under-achievement.

It is partly in response to these establishment attempts at enforcing language policy that there has been a marked shift to English amongst urban blacks and amongst first-language Bantu speakers. Since English clearly has the most prestige and status of the languages in South Africa, the implementation of an English-medium education system would support popular language attitudes. At the same time, the maintenance of first languages at home should be encouraged, with due recognition given to the oral nature of many of these languages.

91–96 Eisemon, Thomas Owen (McGill U.) **and others.** What language should be used for teaching?: language policy and school reform in Burundi. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **10,** 6 (1989), 473–97.

This paper examines language of instruction policies in primary schools in Burundi where French is used for teaching in grades five and six and for administration of the *concours national* which selects students for admission to secondary schools. The present language policy, adopted in 1973, has been implemented in the context of dramatic increases in school enrolment achieved chiefly through the introduction of double shifts that have shortened the teaching schedule. Classroom observations, interviews with teachers and school directors and information obtained from testing grade six students in three primary schools as well as school leavers in the school catchment areas indicate that the use of French: (1) seriously distorts the programme of studies making it difficult for teachers to cover the syllabus, resulting in the neglect of agriculture and other practical subjects; (2) encourages teaching practices oriented to French vocabulary building rather than to enhancing understanding of academic subjects; and (3) while present policies may be effective in developing students' literacy skills in French as well as in the mother tongue, school leavers who do not go on to secondary school do not maintain functional literacy in French. Attention is given to strategies for improving the teaching of French while reducing its importance in the school curricula and expanding instruction in the mother tongue and practical studies which were the objectives of the 1973 reform.

91–97 Holden, Nigel J. Language learning in Japanese corporations: the wider sociolinguistic context. *Multilingua* (Amsterdam), **9,** 3 (1990), 257–269.

In recent years there has been a tendency to attribute multilingual capability to Japanese businessmen to account for their global business success. But those who subscribe to this point of view are inclined to ignore two influential sociolinguistic factors: (*a*) the complexity of Japanese attitudes to dealing with foreigners and (*b*) the general Japanese lack of prowess at mastering foreign languages. A discussion of these factors sets the scene for presenting some findings of a pilot survey about foreign-language training in a cross-section of major Japanese companies. This survey confirms that Japanese firms are investing massive sums of money in the provision of tuition in English and other languages, but concludes that it is mistaken to equate multilingual capability with Japanese determination to speak the language of overseas customers. It is suggested that a major impulse behind company-sponsored language learning is to enhance the efficiency of the Japanese world-wide marketing intelligence effort. As such the role of foreign language knowledge has more strategic importance in Japanese companies than is generally recognised.

91–98 Hurtado, Aída (U. of California at Santa Cruz) **and Rodríguez, Raúl** (Cabrillo Coll., Aptos, CA). Language as a social problem: the repression of Spanish in south Texas. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **10**, 5 (1989), 401–19.

This paper examines schools' 'claims-making activities' of defining Spanish use by students as a social problem. Spector and Kitsuse's social problems framework is used to analyse data from the 1983 Language Opinion Survey conducted at Pan American University with a sample of college students. The article focuses on a qualitative analysis of the students' open-ended responses to the question of how the schools they attended prior to college reacted to their use of Spanish. The results indicate two major justifications for suppressing Spanish.

One, the schools make a direct link between the students' English assimilation and their economic as well as social mobility. Two, the schools assert that English is the public medium of discourse and Spanish should only be used in the private domain. It is concluded that language is selected because it is a mutable characteristic, unlike skin colour, gender, religion or culture. Of all the distinctive attributes possessed by Mexican descendants, Spanish is not only salient but 'easily' modified.

91–99 Ji Feng Yuan and others (U. of Canterbury). Language and revolution: formulae of the Cultural Revolution. *Language in Society* (Cambridge), **19**, 1 (1990), 61–79.

From the hypothesis that routine formulae code cultural norms, it follows that social change will reveal itself in the formulaic inventory of a language. The authors test this prediction by looking at some of the changes to formulaic speech which took place in postrevolutionary China, particularly during the Chinese Cultural Revolution. They first examine some generally used politeness formulae, comparing them with prerevolutionary equivalents. They then

examine the Public Criticism Meeting as a revolutionary ritual and show that its structure and formulaic language arose directly out of revolutionary imperatives. The changes in the formulaic inventory of Chinese are attributed directly to the need to code new social facts, although old social norms can also be discerned in the new formulae, thus showing that social changes are built on a previous social order.

91–100 McCafferty, Kevin (U. of East Anglia, Norwich). Language networks, attitudes and assimilation. *UEA Papers in Linguistics* (Norwich), **28** (1988), 29–47.

A trial study was made of assimilation by Danes and Norwegians to Swedish during their first year in Sweden. Language Index (LI) scores – measuring speakers' degree of shift from Danish or Norwegian to Swedish – indicated that they were passing through a series of threshold levels en route to a more Swedish variety, or bidialectalism. Integration

and Attitudes Indexes correlated positively with speakers' scores on the LI, showing that degree of integration into the new, Swedish-speaking environment, and attitudes towards the new speech community, and the self within it, were relevant factors in the shift.

91–101 Markel, Norman (U. of Florida). Speaking style as an expression of solidarity: words per pause. *Language in Society* (Cambridge), **19**, 1 (1990), 81–8.

This study examines the use of words per pause (W/P) as a practical means for identifying solidarity in everyday conversation. Eight listeners recorded the narratives of a female and a male, either friends or strangers. Ten speakers were categorised as friends and six as strangers; they talked about a good and a bad experience. Average reliability of coding pauses was 0·83. The results indicated a statistically significant difference in W/P of speakers who were friends and those who were strangers.

Statistical results support the conclusion that friends are more likely to employ many W/P and strangers few W/P. One practical implication of this study is that W/P can be employed by researchers with relative ease and a high degree of reliability for investigations of speaking style in a variety of contexts. A second practical implication is that W/P is a diagnostic device that can serve as a social litmus test in everyday conversation to identify the expression of sympathy and estrangement.

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91–102 Mufwene, Salikoko S. (U. of Georgia). Transfer and the substrate hypothesis in creolistics. *Studies in Second Language Acquisition* (Bloomington, Ind), **12,** 1 (1990), 1–23.

This article surveys the development and various versions of the substrate hypothesis, highlighting several of their shortcomings and identifying the conditions under which they become plausible. It also proposes a reinterpretation of the language bioprogram hypothesis, making it possible to see why substrate influence, the often-neglected super-strate influence, and bioprogrammatic factors may all be invoked to account for various, complementary aspects of creole genesis. This proposal is formulated in the context of what is characterised as a variable-recipe approach. To complement this approach, a contextual and weighted interpretation of markedness is also proposed: markedness values are assigned variably from context to context and the factors determining them should be weighted to resolve possible value conflicts. This view is used to highlight the fact that substrate influence in creolisation and transfer in second language acquisition (SLA) apply selectively as well to show how findings in either field of investigation can help research in the other. However, it is argued that creolisation and SLA differ in some respects, even though they are related in a number of interesting ways.

91–103 Ó Murchú, Helen (Comhar na Múinteoirí Gaeilge). A language policy for Irish schools. *Teangeolas* (Dublin, Eire), **27** (1990), 15–20.

A review of present language policy in Ireland shows that it is unclear: there are parallel policies on the different languages taught, rather than a coherent and integrated policy covering all language teaching. Particular questions raised are those of Irish and English, and Irish as a requirement for matriculation at university. Suggestions are made for implementing a more coherent and integrated policy across all languages.

91–104 Pritchard, Rosalind M. O. (U. of Ulster, Coleraine). Language policy in Northern Ireland. *Teangolas* (Dublin, Eire), **27** (1990), 26–35.

Three main aspects of language planning in Northern Ireland are examined, with the aim of formulating a 'proto language policy': the foreign language needs of schools and industry; the position of Irish; and English as a foreign and second language. These are considered in the context of current, deeply conservative, attitudes towards innovation in the province.

Both the Common Curriculum's insistence that all secondary school pupils should study a foreign language, and research indicating a great commercial need for foreign language, point to the importance of diversifying the provision of languages in Northern Ireland's schools, as well as developing more *ab initio* language classes at university.

The common identification of the Irish language with Irish nationalism has resulted in its rejection by the majority of the population. The barriers to the de-politicisation of Irish are deeply entrenched, but efforts are being made to re-establish the language once regarded as the heritage of the entire community.

Current trends suggest that Northern Ireland is becoming a more pluralistic society, with increasing numbers of both visitors and immigrants; there will thus be increasing need for EFL and ESL provision. Furthermore, it is suggested that English may be considered a profitable export.

91–105 Wierzbicka, Anna (Australian National University). Antitotalitarian language in Poland: some mechanisms of linguistic self-defense. *Language in Society* (Cambridge), **19,** 1 (1990), 1–59.

This article explores the concept of *political diglossia*, a phenomenon arising in totalitarian or semi-totalitarian countries where the language of official propaganda gives rise to its opposite: the unofficial, underground language of antipropaganda. The author studies one semantic domain – the colloquial designations of the political police and security forces in contemporary Poland – and compares them with the official designations. The semantics of the relevant words and expressions is studied in great detail so that the social attitudes encoded in them can be revealed and rigorously compared. To achieve this, the author relies on the natural semantic metalanguage that she has developed over the last

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two decades, which has already been applied in the study of many other semantic domains, in many different languages. The social and political attitudes encoded in Polish expressions referring to the security apparatus are discussed against the back-ground of Poland's history. The author shows that language is not only the best 'mirror of mind' (Leibniz) and 'mirror of culture' and 'guide to social reality' (Sapir), but also a mirror of history and politics.

Psycholinguistics

91–106 Au, Terry Kit-Fong (Brown U., Providence, RI). Children's use of information in word learning. *Journal of Child Language* (Cambridge), **17**, 2 (1990), 393–416.

Whenever children hear a novel word, the context supplies information about its meaning. One way children may cope with so much information is to use whatever seems to make sense, given their prior knowledge and beliefs, while ignoring or quickly forgetting the rest. This work examined if and how children's beliefs about word meanings may affect their use of contrastive linguistic information in the input in word learning. In Study 1, some 3- and 4-year-olds were introduced to a novel material or shape name and heard it contrasted with familiar words. Others merely heard the novel word used for referring to an object. These children were then tested to determine what they had learned about their new word meaning. In Study 2, another group of 3- and 4-year-olds were asked to name the materials and shapes used for introducing these novel terms. Children made use of linguistic contrast only in some situations. They benefited more when the novel term did not overlap much in denotation with any terms commonly known by 3- and 4-year-olds. These results suggest that children can use information in the input very efficiently in learning a term for an as-yet-unnamed category, but not in learning a term similar in denotation to a word they already know. Thus, the results are consistent with the claim that children believe every word has a unique denotation.

91–107 Bloom, Paul (Massachusetts Inst. of Tech.). Syntactic distinctions in child language. *Journal of Child Language* (Cambridge), **17**, 2 (1990), 343–55.

This paper presents a study of young children's understanding of a constraint on English word order, which is that pronouns and proper names cannot be modified by prenominal adjectives. For adults, this is a syntactic constraint: adjectives can only precede nouns, and pronouns and proper names are lexical Noun Phrases (NPs). In two analyses, the spontaneous speech of 14 one- and two-year-old children was studied. These analyses show that even in children's very first word combinations, they almost never say things like *big Fred* or *big he*. Some non-syntactic theories of this phenomenon are discussed and found to have serious descriptive problems, supporting the claim that children understand knowledge of word order through rules that order abstract linguistic categories. A theory is proposed as to how children could use semantic information to draw the noun/NP distinction and to acquire this restriction on English word order.

91–108 Burki-Cohen, Judith (Northeastern U.) and others. Base-language effects on word identification in bilingual speech: evidence from categorical perception experiments. *Language and Speech* (Hampton Hill, Middx), **32**, 4 (1989) 355–371.

The categorical perception paradigm was used to investigate whether French-English bilinguals cat-egorise a code-switched word as French or English on the basis of its acoustic-phonetic information alone or whether they are influenced by the base-language context in which the word occurs, that is, by the language in which the majority of words are spoken. Subjects identified stimuli from computer-edited series that ranged from an English to a French word as either the English or the French endpoint. The stimuli were preceded by either an English or a French context sentence. In accord with previous studies, it was found that the base language had a contrastive effect on the perception of a code-switched word when the endpoints of the between-language series were phonetically marked as English and French, respectively. When the endpoints of the series were phonetically unmarked and thus com-patible with either language, however, no effect of the base language was found; in particular, the

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authors failed to find the assimilative effect that has been observed with other paradigms. The current results provide confirming evidence that the perception of a code-switched word is influenced by the base-language context in which it occurs and, moreover, that the nature of the effect depends on the acoustic-phonetic characteristics of the code-switched word. In addition, the finding that a contrastive effect occurs across all paradigms used to date, but that an assimilative effect occurs in only some paradigms, suggests that these two context effects may arise at different stages of processing.

91–109 Carroll, Susanne (Ontario Inst. for Studies in Ed.) **and Meisel, Jürgen M.** (U. of Hamburg). Universals and second language acquisition: some comments on the state of current theory. *Studies in Second Language Acquisition* (Bloomington, Ind), **12,** 2 (1990), 201–8.

On the basis of a critical analysis of the articles in the same issue of the journal, the authors argue for a shift in emphasis in the investigation of universals in second language acquisition (SLA). To construct a psycholinguistically plausible theory of acquisition, research must proceed simultaneously on a number of different fronts: the elaboration of (*a*) a theory of computation consistent with human biology, (*b*) a theory of structural universals and variation, (*c*) a theory of meaning, and (*d*) a theory of pragmatics which must tie in with both a theory of cognitive development and a theory of sociocultural knowledge. None of the theories popular at present address all of these issues. There is much room for consensus, but achieving it will require keeping an eye firmly focused on the long-term objectives.

91–110 Comrie, Bernard (U. of Southern California). Second language acquisition and language universals research. *Studies in Second Language Acquisition* (Bloomington, Ind), **12,** 2 (1990), 200–18.

To the extent that language universals represent internal properties of human beings, one would expect them to manifest themselves in first language (L1) acquisition. Whether they should also manifest themselves in second language (L2) acquisition depends on whether or not language universals remain accessible to adults. The relation between L2 acquisition and language universals research is examined with respect to three phenomena: extraction, where the subset principle makes interesting predictions, although the second language data are far from clear; structure dependence, where there is evidence for the continuation beyond puberty of a general formal property of language; and the distribution of overt reflexives, which has a functional basis and therefore poses the interesting question whether or not this functional basis is accessible to language learners.

91–111 Frankenberg-Garcia, Ana (U. of Edinburgh). Do the similarities between L1 and L2 writing processes conceal important differences? *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **1** (1990), 91–102.

Under the influence of L1 writing studies, attention has shifted from writing product to writing process in recent L2 writing research. This research has revealed more similarities than differences in the writing processes of L1 and L2 writers, and has drawn special attention to the contrast between the writing processes of skilled and unskilled L2 writers, which appear to be very similar to those of their respective L1 counterparts. As an implication of such findings, similar instructional approaches for the L1 and L2 writers have been proposed. However, the exaggerated attention attached to the shift from product to process has concealed important differences between L1 and L2 writers, including differences in writing process. This can have unfortunate implications for L2 writing instruction, especially in relation to skilled writers using L2. Differences between L1 and L2 writing that process-oriented instruction has not addressed are described and further research at the intersection of process and product is proposed as a means of improving instruction for skilled writers using L2.

91–112 Gasser, Michael (Indiana U.). Connectionism and universals of second language acquisition. *Studies in Second Language Acquisition* (Bloomington, Ind), **12,** 2 (1990), 179–99.

This article examines the implications of connectionist models of cognition for second language theory. Connectionism offers a challenge to the symbolic models which dominate cognitive science.

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In connectionist models all knowledge is embodied in a network of simple processing units joined by connections which are strengthened or weakened in response to regularities in input patterns. These models avoid the brittleness of symbolic approaches, and they exhibit rule-like behavior without explicit rules. A connectionist framework is proposed within which hypotheses about second language acquisition can be tested. Inputs and outputs are patterns of activation on units representing both form and meaning. Learning consists of the unsupervised association of pattern elements with one another. A network is first trained on a set of first language patterns and then exposed to a set of second language patterns with the same meanings. Several simulations of constituent-order transfer within this framework are discussed.

91-113 Goldin-Meadow, Susan and Mylander, Carolyn (U. of Chicago). Beyond the input given: the child's role in the acquisition of language. *Language* (Baltimore, Md), **66,** 2 (1990), 323-55.

The child's creative contribution to the language-acquisition process is potentially most apparent in situations where the linguistic input available to the child is degraded, providing the child with ample opportunity to elaborate upon that input. The children described in this paper are deaf, with hearing losses so severe that they cannot naturally acquire spoken language, and their hearing parents have chosen not to expose them to sign language. Despite their lack of usable linguistic input, these children develop gestural communication systems which share many structural properties with early linguistic systems of young children learning from established language models. This paper reviews the authors' findings on the structural properties of the deaf children's gesture systems and evaluates those properties in the context of data gained from other approaches to the question of the young child's language-making capacity.

91-114 Harley, Trevor A. (U. of Warwick). Environmental contamination of normal speech. *Applied Psycholinguistics* (Cambridge), **11,** 1 (1990), 45-72.

Environmentally contaminated speech errors occur when material derived from the speaker's environment but irrelevant to the speaker's intended utterance is erroneously incorporated into speech. Such material may include the names of objects at which speakers are looking, words that speakers are concurrently reading, segments of speech that speakers overhear, or properties of objects in the environment. It was found that although environmental contaminations display less phonological facilitation than other speech error types, they display some semantic facilitation. If the target item and interfering item are from the same syntactic category, a word substitution is more likely to result than a word blend, whereas if the items are from different categories, a blend is more likely. It is hypothesised that environmental contamination occurs at a high level of processing, but with a relatively late insertion point.

91-115 Klein, Wolfgang (Max-Planck-Inst. für Psycholinguistik). A theory of language acquisition is not so easy. *Studies in Second Language Acquisition* (Bloomington, Ind), **12,** 2 (1990), 219-31.

The first part of this commentary discusses the minimal requirements that any serious theory of language acquisition must meet. It must take into account the particular properties of the human language processor and the (linguistic and non-linguistic) input, as well as the specific motivation which causes the learner to apply the former to the latter. Neglecting, or even not keeping constant, some of these factors leads to a very distorted picture of the nature of language acquisition. In particular, claims about the difference between first (L1) and second language (L2) acquisition that ignore major variation in one of these components go astray.

In the second Part, the articles of White, Clahsen, Gasser, and Tomlin are discussed [see abstracts 91-25, 9, 112 and 5]. If Universal Grammar plays no role in L2 acquisition, then, contrary to the claims made by those working in both areas, it cannot play any role in L2 research, and thus L2 acquisition should look elsewhere for an appropriate theory. Connectionism, as suggested by Gasser, might be a place to look. At present, however, it is too unconstrained and more a descriptive language than a theory. Much in the spirit of Tomlin, it is argued that functions can indeed explain essential features of the acquisitional process. It is shown that the acquisition of the subject pronoun (and other referential devices) is essentially governed by functional rather than syntactical properties.

91-116 Malt, Barbara C. (Lehigh U.). Features and beliefs in the mental representation of categories. *Journal of Memory and Language* (New York), **29,** 3 (1990), 289-315.

Simple concepts such as *chair* and *bird* are central to human cognition, but the nature of these mental representations is unclear. Accounts based on probabilistically associated features fail to account for certain observations about category membership judgments. On the other hand, the possibility that concepts consist of or even include defining features has received little empirical support. The work reported here argues that certain phenomena may not reflect the actual presence of defining features, but rather only the presence of a belief in such features. Further, concepts will not be uniform with respect to this belief: some concepts will include a belief in defining features, but others will not. Five experiments explore these possibilities through two different experimental tasks based on judgments of sentence acceptability. Results support the idea that concepts include beliefs about the nature of the categories they represent, and that certain concepts (notably, many natural kind concepts) differ from others (notably, many common artifact concepts) in the nature of the beliefs held, even though defining features may not be explicitly represented in either.

91-117 Murphy, Gregory L. (Brown U.). Noun phrase interpretation and conceptual combination. *Journal of Memory and Language* (New York), **29,** 3 (1990), 259-88.

Four experiments investigated the process by which people understand adjective–noun and noun–noun phrases in order to evaluate competing models of concept representation and conceptual combination. In three experiments, subjects judged whether noun phrases (NPs) were sensible. The results showed that when modifiers were conceptually complex (nouns and nonpredicating adjectives), the NPs took longer to interpret than when simpler modifiers (predicating adjectives) were used. Also, when an adjective modified part of a noun's schema, it was understood more quickly than when it modified nonschematic aspects of the noun. The results were interpreted as supporting a schema-modification view of comprehending NPs. A final experiment investigated this view by measuring the reading times of sentences containing NPs. The results showed that when the context activated relevant conceptual structures, all NPs were equally easy to comprehend, as predicted by the schema modification view. Without a helpful context, noun–noun phrases were considerably slower than adjective–noun phrases.

Pragmatics

91-118 Clark, Eve V. (Stanford U.). On the pragmatics of contrast. *Journal of Child Language* (Cambridge), **17,** 2 (1990), 417-31.

This paper reviews properties and consequences of the PRINCIPLE OF CONTRAST. This principle, which has a pragmatic basis, captures facts about the inferences speakers and addressees make for both conventional and novel words. Along with a PRINCIPLE OF CONVENTIONALITY, it accounts for the pre-emption of novel words by well-established ones. And it holds just as much for morphology as it does for words and larger expressions. In short, Contrast has the major properties Gathercole (1989) proposed as characteristic of her alternative to Contrast.

91-119 Crookes, Graham (U. of Hawaii–Manoa). The utterance, and other basic units for second language discourse analysis. *Applied Linguistics* (Oxford), **11,** 2 (1990), 183-99.

The selection of a base unit is an important decision in the process of discourse analysis. A number of different units form the bases of discourse analysis systems designed for dealing with structural characteristics of second language discourse. This paper reviews the more prominent of such units and provides arguments in favour of the selection of one in particular – the utterance.

91–120 Flowerdew, John (Sultan Qaboos U., Oman and U. of Southampton). Problems of speech act theory from an applied perspective. *Language Learning* (Ann Arbor, Mich), **40,** 1 (1990), 79–105.

Speech act theory has been very influential in a number of fields, including applied linguistics. However, there remain a number of fundamental problems within the theory. These concern (1) how many speech acts there are; (2) indirect speech acts and the concept of literal force; (3) the size of speech act realisation forms; (4) the contrast between 'specific' and 'diffuse' acts; (5) discrete categories versus scale of meaning; (6) the relation between locution, illocution, and interaction; and (7) the relation between the whole and the parts in a discourse. This paper discusses these problems and asks to what extent they undermine attempts to apply speech act theory in the field of language pedagogy. In addition, consideration is given to the question of whether future development in speech act theory is likely to offer the possibility of further advances in application.

91–121 Fox, Barbara A. (U. of Colorado, Boulder) **and Thompson, Sandra A.** (U. of California, Santa Barbara). A discourse explanation of the grammar of relative clauses in English conversation. *Language* (Baltimore, Md), **66,** 2 (1990), 297–316.

In the process of communicating, conversationalists constantly make decisions about their interlocutors' state of knowledge, and on the basis of these decisions make lexical, grammatical and intonational choices about how to manage the 'flow' of information. This paper focuses on how such decision-making affects choices in relative clause constructions in American English conversations. On the basis of a quantitative analysis of a corpus of natural conversations, the authors show that the structural choices in relative clause constructions are best explained as symptoms of interactants' attention to information flow.

91–122 Fraser, Bruce (Boston U.). Perspectives on politeness. *Journal of Pragmatics* (Amsterdam), **14,** 2 (1990), 219–36.

This paper reviews four current approaches to an account of politeness: the social-norm view; the conversational-maxim view; the face-saving view; and the conversational-contract view. A characterisation is given for each, followed by a discussion of certain salient aspects of the approach. While none of the views is considered adequate, the face-saving view is seen as the most clearly articulated and most thoroughly worked out, therefore providing the best framework within which to raise the crucial questions about politeness that must now be addressed.

91–123 Kasper, Gabriele (U. of Hawaii at Manoa). Linguistic politeness: current research issues. *Journal of Pragmatics* (Amsterdam), **14,** 2 (1990), 193–218.

The paper reviews a substantial part of the research on linguistic politeness, with the aim of evaluating current politeness theories and outlining directions for future politeness studies. The topics addressed are: (1) the distinction of politeness as strategic conflict avoidance and social indexing; (2) the linguistic enactment of politeness; (3) social and psychological factors determining politeness forms and functions; (4) the impact of discourse type on politeness; (5) the counterpart to politeness, i.e. rudeness. Furthermore, the paper provides an introduction to the remaining contributions to this special issue.

91–124 Zähner, Christoph. The role of the memory in teaching liaison interpreting. *Multilingua* (Amsterdam), **9,** 3 (1990), 297–311.

Liaison interpreting plays a small but growing role in the teaching of foreign languages. For heuristic purposes, this article uses a reasonably simple model of memory to look at some of the underlying conceptual issues involved in liaison interpreting. An understanding of these processes is important not only for language teachers and learners but also for casual and professional interpreters and those who employ interpreters.

Three phases of the interpreting process are considered in particular: the understanding of the source language utterance, the memorising of the information and its recall. At each step potential problems are discussed and solutions suggested.

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