

Sociolinguistics

94–83 Baetens Beardsmore, Hugo (Free U., Brussels, Belgium). European models of bilingual education: practice, theory and development. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **14**, 1/2 (1993), 103–20.

The relationship between European Community initiatives in language management are linked to educational models involved in promoting active mastery of at least three languages. The Luxembourg model outlines a trilingual programme destined for the entire school population, the European School model illustrates a complex multilingual programme where all involved are on an equal footing with respect to language constraints, while the

Foyer Project reveals how immigrant minorities can be handled in a mainstream school network that evolves in an already bilingual environment. The different models are analysed in terms of theoretical considerations which attempt to clarify how similar outcomes are attained, in spite of different strategies, with particular emphasis on contextual variables, some of which can be manipulated by programme designers and others which cannot.

94–84 Baldauf, Richard B., Jr (National Languages and Literacy Inst. of Australia). Fostering bilingualism and national development through school second-language study. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **14**, 1/2 (1993), 121–34.

When we think of bilingualism, we normally first think of someone with substantial skills in two or more languages. However, on more careful consideration, we realise that bilingual language skills vary greatly, depending on the needs they serve and the uses to which they are being put. Queensland, Australia is embarking on a massive limited bilingual primary school second-language learning programme, in the limited sense of the term. All students

in the state are by the year 2000 to be studying a language other than English in their first eight years of schooling to foster individual and national development. This proposal, potential problems for its implementation, and implications for schools and the wider society are discussed. The emphasis on studying Asian languages in the programme suggests the desire for Australians to develop a closer relationship with their Asian neighbours.

94–85 Cembalo, Sam Michel. Langage et formation supérieure. [Language and higher education.] *Mélanges CRAPEL* (Nancy, France), **21** (1993), 59–69.

The higher education policies of five countries are briefly examined, and in particular the extent of use of an international scholarly language, English or French, and of a local language.

Sudan has moved away from English and towards Arabic, successfully in the humanities, less so in physical science, where students and teachers express reservations. Hong Kong is moving more gradually from English to Chinese: the salient feature here is the students' low level of English. Burundi has stayed with French for most teaching: the students' high level of French and the prohibitive cost of writing Kirundi teaching material are decisive.

Tunisia, in complete contrast, is now favouring Arabic after a series of problems with French. Madagascar is seeking to combine the learning of French and of 'international' discourse norms with concern for local issues.

General points emerging include, on the one hand, the distinctive vocabulary and discourse features of established languages of international scholarship, and, on the other hand, the importance of local attitudes and graduate employment patterns and the frequent mismatch between theory and practice.

94–86 Edwards, John (St Francis Xavier U., Nova Scotia, Canada). Implementing bilingualism: Brunei in perspective. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **14**, 1/2 (1993), 25–38.

Focusing upon the situation in Brunei, issues in bilingualism – and, in particular, the establishment

of *stable* bilingualism – are addressed. The forces motivating a bilingual policy, the language-identity



linkage, the need for careful assessment of the current status of community languages, perceptions of these varieties and matters involving languages in education are discussed. Beyond this, the provenance, scope and potential of language planning itself are examined. The conclusion is that, while

Bruneian policy may well prove to be less socially contentious than similar thrusts elsewhere, experience suggests the value of careful and repeated monitoring of both the immediate context and related ones in other countries.

94-87 Garrett, Peter and others (U. of Wales, Bangor). Differences and similarities between and within bilingual settings: some British data. *Language, Culture and Curriculum* (Clevedon, Avon), **5**, 2 (1992), 99-115.

Literature on bilingualism and bilingual education frequently emphasises the dangers of assuming that bilingual situations are much the same. Whilst not dismissing such caution, this study takes attitudinal and linguistic data from two bilingual situations (Welsh/English in North Wales, and Punjabi/English in the north of England) and reports on specific similarities and differences found both

between and within these situations. On most variables measured, no differences were found. On others, differences were greater within rather than between the bilingual situations. Research is needed on the roles of and processes involved in a complex network of factors at work: e.g. social, political, cultural.

94-88 Gonzalez, Andrew (De La Salle U., Manila, Philippines). An overview of language and development. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **14**, 1/2 (1993), 5-23.

The components of language rights for social development are enumerated and discussed. They are listed under such rubrics as national language development, languages of instruction, access to a Language of Wider Communication (LWD), bi-

lingual schooling, and the cultivation of the national language. Examples of differing situations in various countries are cited, and the insights gleaned from the experience of different societies attempting to meet these language needs are explained.

94-89 Holmes, Janet (Victoria U. of Wellington, New Zealand). New Zealand women are good to talk to: an analysis of politeness strategies in interaction. *Journal of Pragmatics* (Amsterdam), **20**, 2 (1993), 91-116.

This paper compares evidence from New Zealand women's and men's talk regarding amount of speech, interruptions, the use of pragmatic particles and the distribution of apologies and compliments

to support an argument that women are ideal speaker-hearers. Women's other-oriented behaviour makes them ideal conversational partners.

94-90 Jernudd, Björn H. (Hong Kong Baptist Coll.). Planning English language acquisition in ESL and EFL societies: development and maintenance of languages and cultures. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **14**, 1/2 (1993), 135-49.

The paper juxtaposes two socio-educational value clusters that predict an ESL and an EFL approach, respectively, to English language acquisition management. The paper describes the two approaches, especially in educational terms, and relates them to

the changing functions of English in the world and to national language development and maintenance. The paper discusses the potential consequences of an ESL and EFL approach on Brunei.

94-91 Jones, Gary and others (U. Brunei Darussalam Gadong). Multilingualism and bilingual education in Brunei Darussalam. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **14**, 1/2 (1993), 39–58.

The official language of Brunei Darussalam is *Bahasa Melayu* (Malay) yet the country is diverse both linguistically and culturally. The country has a long tradition of selective English medium education and since 1984 English has been available to all. This paper looks at three facets of language and language education in Brunei. Firstly it examines the re-

lationship between Malay and the minority languages. Secondly the relationship between English and Malay in the unplanned environment is analysed. The last section looks at the place of bilingual education in the community and suggests future directions for the country's education policy.

94-92 Kaplan, Robert B. (U. of Southern California). The hegemony of English in science and technology. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **14**, 1/2 (1993), 151–72.

It is clear that English exercises a powerful hegemony in certain transnational domains, including (but not limited to) the international register of science and technology. There are a number of complex issues created by that hegemony of English. Both proximate and distal causes underlying the hegemony of English are briefly explored. A research project based on a questionnaire survey of all the members of the relatively small Hungarian Academy of Sciences and of a random sample of 'Doctors of Science' in Hungary is reported. Dr Peter Medgyes collected and analysed the Hungarian data, which have been reported in detail elsewhere; only a summary is presented here. The data show that the

ability of Hungarian scientists to be heard beyond Hungary can be differentiated on the basis of their relative English proficiency. The data also show, incidentally, that 40 years of required Russian study in Hungarian educational institutions has not succeeded in disseminating Russian through the Hungarian population. It is suggested that the Hungarian data pose an object lesson for other developing nations seeking access to scientific and technological information as a means to modernisation. Since this paper was initially presented at a language policy/planning conference in Brunei, the implications for that nation are briefly reviewed.

94-93 Oladejo, J. A. (Papua New Guinea U. of Tech.). How not to embark on a bilingual education policy in a developing nation: the case of Nigeria. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **14**, 1/2 (1993), 91–102.

This paper traces the origin and development of bilingual education in Nigeria. Necessary facilities for a successful implementation of a bilingual education policy in a developing country such as Nigeria are discussed. The paper argues that, although there was a genuine need for Nigeria to embark on a bilingual education policy in the first place, the policy adopted was too ambitious and

unrealistic. It is further argued that, due to lack of foresight and inadequate planning, certain fundamental issues were ignored which were essential for the policy to succeed. Consequently, the difficulties being experienced now with its implementation are only a prelude to a predictable total demise of the policy.

94-94 Ozóg, A. Conrad K. (U. of Western Sydney, Nepean, Australia). Bilingualism and national development in Malaysia. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **14**, 1/2 (1993), 59–72.

Malaysia had a long tradition of English medium education and bilingualism which effectively came to an end as a direct result of communal pressure in 1970. This paper looks at the place of bilingualism in the development of the country from the mid-

nineteenth century until the present day. How far having a bilingual population contributed to national development is considered, as is the question of whether the abandonment of bilingual education has had an inhibiting effect on development.



94–95 Pakir, Anne (National U. of Singapore). Two tongue tied: bilingualism in Singapore. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **14**, 1/2 (1993), 73–90.

This paper examines the problems and issues connected with the implementation of the bilingual policy in Singapore which is a multi-racial, multi-cultural and multilingual nation. Bilingualism in Singapore describes more than just a policy, a programme, a population, or a progression. It involves a major transformation since bilingualism is important insofar as English is 'claimed' as the

cornerstone of that operation towards bilingual achievement. In other words, bilinguals in Singapore are increasingly English-knowing bilinguals. Some of the problems and issues connected to English-knowing bilingualism, including language maintenance and shift and the inter-relationship between language and culture, are examined.

94–96 Resnick, Melvin C. (U. of Tulsa). ESL and language planning in Puerto Rican education. *TESOL Quarterly* (Washington, DC), **27**, 2 (1993), 259–75.

For nearly a century, the stated goal of government language planning in Puerto Rico has been the bilingualisation of the island's population through use of English as the language of instruction or as a required subject in all school grades. Nevertheless, some 80% of the population remains functionally monolingual in Spanish. This study proposes that the apparent failure of the teaching of ESL in Puerto Rico is in reality a motivated failure – a society's successful resolution of a conflict between government planning for bilingualism and social pressure for monolingualism. Educational difficulties that for generations have been attributed to deficiencies in

textbooks, methods, and teacher preparation are in fact explainable through universal principles of language maintenance, spread, shift, and loss. The factors that impede the bilingualisation of the island's population – primarily nationalism, political uncertainty, and the association between language and identity – have created a societal imperative against the learning of English. The existence of such imperative, whether overt or covert, must be considered by language planners, school administrators, and classroom teachers wherever language spread is attempted through the school system.

94–97 Winter, Joanne (Monash U., Australia). Gender and the political interview in an Australian context. *Journal of Pragmatics* (Amsterdam), **20**, 2 (1993), 117–39.

Research in the area of gender/sex differences of women's and men's language has been characterised by topologies of pairs of antonymous adjectives (e.g. public/private; assertive/passive etc.). These descriptions, while preferable to pairs of marked and unmarked terms (e.g. male/not male), contribute to the persistence of static stereotypes for women and men, e.g. 'women are more comfortable in private forms and contexts of discourse owing to their cooperative, facilitative nature, etc.'. The context for the investigation reported here is the public arena, i.e. televised media interviews, a setting in which a growing number of Australian women participate as journalists and interviewers. The

question for this investigation is not centred upon access to the public context but rather on the nature and diversity of participation within a gendered situation. In this paper, investigation of the turn-taking and questioning strategies of two prominent media personalities (a woman and a man) reveal differing outcomes according to the gendered context. The constraints and freedoms that impinge on the interviewer's style are, however, distinct in the construction of information exchange and image creation processes of the political interviews. Thus women's participation in the Australian media today involves a delicate balance of individuality and compliance.

Psycholinguistics

94-98 Hickmann, Maya (Laboratoire de Psychologie Expérimentale, Paris) **and Schneider, Phyllis** (U. of Alberta). Children's ability to restore the referential cohesion of stories. *First Language* (Chalfont St. Giles, Bucks), **13**, 2 (1993), 169-202.

Children's ability to restore discourse cohesion was examined in three experiments. Children of 5, 7 and 10 years heard stories containing referring expressions that constituted inappropriate first or subsequent mentions of referents from the point of view of story cohesion. They were asked to retell these stories (Experiment I), to repeat verbatim some clauses extracted from them on line (Experiment II), as well as to actively detect and judge anomalies on line (Experiment III). Children's retellings and their integrative repetition errors in

Experiments I and II show that they could modify inappropriate expressions into appropriate ones at all ages, despite age differences suggesting an increasing tendency to link NPs in discourse after 5 years. In comparison, only the 10-year-olds could explicitly comment on anomalies in Experiment III. In conclusion, children show a surprisingly early ability to restore cohesion, an increasingly automatised reliance on discourse context with age, and a late metalinguistic awareness of the cohesive functions of different noun phrase types.

94-99 Schober-Peterson, Debra (George State U.) **and Johnson, Cynthia J.** (U. of Illinois). The performance of eight- to ten-year-olds on measures of conversational skilfulness. *First Language* (Chalfont St. Giles, Bucks), **13**, 2 (1993), 249-69.

At present, limited data concerning the conversational skilfulness of school-age children have been available. The purpose of this paper is to describe the topical structure and content of conversations produced by 8- to 10-year-old children during casual interaction with peers. Data were also collected to determine whether dyads with academically low-achieving children differed from dyads with normally achieving children in their conversational performance. Thirty children participated in the study. Dyads were videotaped in a 20-minute conversational task. Videotapes were

transcribed and coded for five measures of topic: total number of topics, number of topic progressions, proportion of topics within progression, mean length of progression, and proportion of task-related topics. Statistical comparisons were performed to determine differences among dyads. No statistically significant differences were found among the groups of children for any of the measures examined. Findings suggest that 8- to 10-year-old children have knowledge of rules for establishing conversational relevance.

94-100 Versteegh, Kees. Esperanto as a first language: language acquisition with a restricted input. *Linguistics* (Amsterdam), **31**, 3 (1993), 539-55.

This paper deals with the phenomenon of *denaskaj esperantistoj*, that is, speakers brought up with Esperanto as their first language. The acquisition of Esperanto as a first language is a special case of language acquisition with restricted input, since the monitoring parents are not native speakers of Esperanto themselves. Consequently, the case of the *denaskaj esperantistoj* may be compared with the process of creolisation, in which children acquire a language variety that is by definition not the native language of the parents. On the other hand, creolisation takes place in a singularly handicapped situation of language learning, whereas the Esp-

eranto speakers generally have a high level of linguistic awareness and a highly developed sense of correct speech. In this respect they are more like the speakers of Ivrit who transmitted the language to their children in Israel. These two cases are compared, and it is concluded that probably in the acquisition of Esperanto as a first language no major changes in the structure of language will take place. The variation between speakers will almost certainly be limited to the stylistic level, but it is not to be excluded that such stylistic variation may eventually lead to structural divergence.



Pragmatics

94-101 Boxer, Diana (U. of Florida). Complaints as positive strategies: what the learner needs to know. *TESOL Quarterly* (Washington, DC), **27**, 2 (1993), 277-99.

The study is an analysis of the speech act sequence of indirect complaint/commission in conversational interactions between Japanese learners of English as a second language and their English-speaking peers. An indirect complaint (IC) is defined as the expression of dissatisfaction about oneself or someone/something that is not present. It differs from a direct complaint in that the addressee is neither held responsible nor capable of remedying the perceived offence. Data from a larger study on ICs among

native speakers (NSs) showed that ICs are frequently employed as positive strategies for the purpose of establishing points of commonality. The focus here is a contrastive view of IC responses by NSs and Japanese learners. Consequences of nonsubstantive, noncommiserative responses on the part of the learners are explored in light of missed opportunities for sustained interaction that can lead to increased opportunities for negotiation of meaning in the L2.

94-102 Chen, Rong (California State U., CA). Responding to compliments: a contrastive study of politeness strategies between American English and Chinese speakers. *Journal of Pragmatics* (Amsterdam), **20**, 1 (1993) 49-75.

This paper reports a study on politeness strategies American English speakers and Chinese speakers use to respond to compliments. It has three aims: (1) to discover similarities and differences of politeness strategies between the two groups, (2) to provide empirical evidence for or against existing theories of linguistic politeness, and (3) to reveal differences of social values between the two cultures.

values between the two cultures, particularly in their respective beliefs about what constitutes self-image.

The two groups were found to use largely different politeness strategies: the American English speakers' strategies are mostly motivated by Leech's Agreement Maxim, whereas the Chinese speakers' strategies are motivated by his Modesty Maxim. This difference is then related to differences of social

The findings of this study point to some inadequacies of Brown and Levinson's (1987) model of politeness, since it cannot explain all strategies used by the two groups of subjects, particularly those used by the Chinese speakers. Gu's (1990) model, on the other hand, accounts for the Chinese data well, but cannot explain most of the American English speakers' strategies. Leech's (1983) Politeness Principle is shown to be the most adequate model to analyse the data of this study.

94-103 Ciliberti, Anna (U. of Siena, Italy). The personal and the cultural in interactive styles. *Journal of Pragmatics* (Amsterdam), **20**, 1 (1993), 1-25.

This study aims at discovering culturally marked discursive styles in Italian bookshop service encounters. Stylistic differences evinced in the speech of two Italian assistants are related to the conception of role held by them. This conception is investigated by associating it with three psycho-sociological dimensions deemed particularly relevant for its detection: involvement, dominance, and territor-

iality. Particular attention is devoted to the discovery of the relationship between personal and cultural traits. In this presentation, the author (i) sketches the theoretical approach adopted, (ii) discusses the relationship between the personal and the cultural in discursive styles, and (iii) illustrates the latter by way of a few selected examples.

94-104 Spencer-Oatey, Helen (Luton Coll. of Higher Ed.). Conceptions of social relations and pragmatics research. *Journal of Pragmatics* (Amsterdam), **20**, 1 (1993), 27-47.

A fundamental premise of pragmatics is that social relations affect communicative interaction, and in pragmatics research it is often assumed that all respondents will assess role relations in similar ways. This paper explores the validity of this assumption.

After briefly reviewing theory and research relating to language use and conceptions of social relations, it describes an imaginative study of Chinese and British conceptions of the tutor-postgraduate student relationship. In this study, it was found that

different groups of respondents (British/Chinese and tutor/postgraduate student) had significantly different conceptions of typical power and distance relations of the tutor–postgraduate student role relationship, and that nationality had a particularly marked effect. So this finding suggests that when pragmatics researchers wish to explore the as-

sociation between social relations and linguistic forms, they should take into account the possibility that different groups of respondents may perceive role relationships significantly differently. The findings are also discussed in relation to Brown and Levinson's model of politeness.