

# WPEL Index

*-Please note: After 13 years of existence, the University of Pennsylvania Working Papers in Educational Linguistics has contributed to the development of many researchers. The following is an index of the articles, and where possible, abstracts for all of the WPEL volumes published to date. All articles are still available by requesting a copy from the editors. Cross indexing will be available through our website at <http://www.gse.upenn.edu>.*

## Spring 84-Vol. 1(1)

**Wolfson, Nessa**

*Pretty is as pretty does: A speech act view of sex roles. 1-18.*

No abstract was published with this article.

**Jones, Steve**

*English interference loans as a resource in the functional expansion of St. Lucian Creole. 19-38.*

This paper is a study of language contact between French Creole and English on the Caribbean island of St. Lucia. Although much of the discussion is related to grammatical questions, the implications go beyond issues in descriptive linguistics. The nature of English-Creole contact is an important question for St. Lucian education and social life in general, especially given the increased promotion of Creole as a medium of contact between the St. Lucian government and people, and the possibilities of the future use of Creole as a medium of education and literacy. The study gives some evidence that English-Creole contact in St. Lucia is a phenomenon that may provide one of the mechanisms for the use of St. Lucian Creole (SLC) as an official or literary language, as demonstrated by the speech of St. Lucians in official and literary settings. The first part of the paper outlines the material and social history of the island as it relates to the language situation, particularly to forms of English-Creole contact. The second part reviews some models of language contact phenomena developed by linguists in the past several years, and describes some terminology taken from a study of a socially analogous situation on the Atlantic coast of Costa Rica. The third part is a discussion of some material from Creole texts which were recorded in St. Lucia in official or literary settings, and a description of some of the formal aspects of English-Creole contact, specifically English interference loans in Creole discourse. By way of conclusion, the paper discusses problems of language development raised by St. Lucian language planners and educators, as they relate to the phenomena described in the study.

**Pica, Teresa**

*A re-examination of L1 interference and L2 complexity as factors in second language syllabus design. 39-60.*

A fundamental weakness shared by second language syllabi is that they have been based on their authors' assumptions about language learning and have lacked an empirically supported, psycholinguistic grounding. The following article will review two major traditions in syllabus design which share this weakness.

Underlying one tradition is the assumption that second language structures which are the most different from the learner's L1 are also the most difficult to learn, and therefore should be given strongest emphasis in the syllabus. In the other tradition, it is assumed that there is a direct relationship between linguistic complexity and learning difficulty, and that the syllabus, therefore, should present target structures to the learner in an order of increasing linguistic complexity.

This article will re-examine the assumptions underlying these two traditions in syllabus design in light of recent findings from second language acquisition research.

**Williams, Jessica**

*Repairs in conversation: A demonstration of competence. 61-74.*

No abstract was published with this article.

**Huebner, Thom**

*Language education policy in Hawaii: Two case studies and some current issues. 75-104.*

Any language policy (and even the absence of a formal language policy constitutes, in effect, a language policy) reflects the social, political, and economic context of public education. At the same time, the effect of that policy on society extends beyond the generation receiving direct services under it, for it influences what that generation brings to the task of educating its children.

The current study explores the relationship between language policy and non-linguistic, non-educational issues in two case studies, both set in Hawaii. The first involves the loss of Hawaiian, the indigenous language, to English, an immigrant language during the Nineteenth Century. The second involves the linguistic assimilation of the Japanese during the first half of the Twentieth Century. While both involve language loss, the long-term effects in each situation have been quite different.

The two case studies provide a historical backdrop for understanding the contemporary setting. The second part of the paper examines several current issues in language policy and language planning in Hawaii, especially as they relate to programs of bilingual education.

**Weinstein, Gail**

*Investigating literacy: Approaches, tools, and their consequences for inquiry.*  
105-126.

No abstract was published with this article.

## Fall 84 Vol. 1(2)

*-Please note: This volume is not available.-*

## Spring 85 - Fall 85

*-Please note: WPEL was not published during this time.-*

## Spring 86- Vol. 2(1)

*-Please note: There are no article abstracts published in this volume.-*

**Brodkey, Linda**

*A context for revision: An ethnographic perspective.* 1-24.

**Hornberger, Nancy**

*Should Quechua be used in Puno's rural schools?.* 25-54.

**Wolfson, Nessa**

*The Bulge: A theory of speech behavior and social distance.* 55-84.

**Young, Richard**

*The acquisition of a verbal repertoire in a second language.* 85-120.

**Pica, Teresa, Doughty, Catherine, and Young, Richard**

*Making input comprehensible: Do interactional modifications help?* 121-146.

**Howland, David**

*Slaying the Jabberwock.* 147-150.

## Fall 86-Vol. 2(2)

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**Kipers, Pam**

*Initiation and response in service encounter closings.* 1-16.

**Pomerance, Anita**

*A comparison of speaker overlaps across three genres of discourse.* 17-50.

**Hunt-Johnson, Nora J.**

*Language policy and use in Zaire: Issues, influences and directions.* 51-72.

**Unger, Jess B.**

*Language conflict, nationalism, and ethnic separatism in Finland.* 73-102.

**Daikuhara, Midori**

*A study of compliments from a cross-cultural perspective: Japanese vs. American English.* 103-134.

**Micheau, Cheri**

*The poetry of common sense: Proverbs as advice.* 135-158.

**Goldschmidt, Myra M.**

*The relationship of age to address forms in public service encounters.* 159-163.

**Kepol, Napisah**

*An analysis of extended elicitation patterns in ESL classrooms.* 164-170.

## Spring 87-Vol. 3(1)

*-Please note: There are no article abstracts published in this volume.-*

**Hill, Clifford**

*"Leda and the swan": Where description ends and interpretation begins.* 1-34.

**Boatman, Dana**

*A study of unsolicited advice.* 35-60.

**Coddington, Lynn**

*"Well, you know, Mean Gene . . .": The professional wrestling interview.* 61-80.

**Young, Richard**

*Language planning and language policy in ethnic minority areas in China.* 81-112.

**Kernaghan, Barbara G.**

*Infant story-hour in a public library: Questions.* 113-138.

**Tanner, Mark**

*"Your Honor, it was like this . . .": Narrative discourse in small claims court.* 139-154.

## Fall 87-Vol. 3(2)

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**Hymes, Dell**

*A note on ethnopoetics and sociolinguistics.* i-xxi.

**Katriel, Tamar**

*"I know something that you don't know": Secret-sharing as a social form among Israeli children.* 1-18.

**Lewis, Nora**

*Some difficulties in the transcription of oral narrative.* 19-40.

**Staib, Susan**

*ENFI: A system to promote reading and writing.* 41-56.

**Kanagy, Ruth**

*IKEMACHEN!! Communicative style in a Japanese mother-infant interaction.* 57-74.

**Ness, Erica**

*Language policy and education in Viet Nam.* 75-94.

**Hamady Diop, Amadou**

*A discussion of Grice's conversational maxims with reference to Pulaar culture.* 95-110.

**Murray, Marge T.**

*The remythification of academic discourse.* 111-124.

**Gill, Sandra K. and Kono, Yukiko**

*Observations in a multi-ethnic elementary school.* 125-144.

## Spring 88-Vol. 4(1)

*-Please note: There are no article abstracts published in this volume.-*

**Erickson, Frederick**

*Discourse coherence, participation structure, and personal display in a family dinner table conversation.* i-xxvi.

**Billmyer, Kristine**

*The role of patients' questions in the medical interview.* 1-20.

**Sotillo, Susana M.**

*Monitoring changes over time in the interlanguage of a long-term resident second language learner.* 21-30.

**Guerra, Margaret**

*Verbal swaggering: preschool children's strategies for speaking at the lunch table.* 31-54.

**Lyons, Alice and Huber, Lisa**

*The role of the community: Two papers.* 55-88.

**Holliday, Lloyd**

*Let them talk! A study of native-nonnative interaction in conversation.* 89-100.

**Boxer, Diana**

*The news interview on morning television.* 101-116.

**Spiegel, Julie I.**

*A sociolinguistic perspective of a sixth grade classroom: Preliminary ethnography.* 117-139.

## Fall 88-Vol. 4(2)

*-Please note: There are no article abstracts published in this volume.-*

**Labov, Joanna**

*Assessing what a second language learner knows through student-teacher interaction. 1-30.*

**Jakar, Valerie S.**

*Now you're getting real! Perspectives of a "Group Processes" course. 31-52*

**Fecho, Robert**

*What happens when teachers and students talk: A teacher investigates teacher/student writing conferences. 53-68.*

**Schultz, Kathy**

*Towards defining a community of learners: A cross-cultural view of collaboration. 69-92.*

**Dada, Ayorinde and Ogunyemi, Olubunmi**

*Education at the crossroads: Bilingualism in elementary classrooms in Nigeria. 93-103.*

## Spring 89-Vol. 5(1)

**Foster, Michele and Newman, Jeanne**

*"I don't know nothin' about it" Black teachers' code-switching strategies in interviews. 1-10.*

In this paper the authors analyze the code-switching behavior of Black teachers. It discusses the use of code-switching as a narrative device, for allusion and for emphasis and speculates on its connection to social relationship.

**Wolfson, Nessa**

*The social dynamics of native and non-native variation in complimenting behavior. 11-34.*

This paper reviews much of the research that has been conducted by Wolfson and others on compliment/response behavior in English. Wolfson demonstrates support for the systematic patterning of speech behavior associated with complimenting, most especially support for The Bulge Theory, which addresses the qualitative difference between the speech behavior of intimates, status-unequals and strangers, and the speech behavior of non-intimates, co-workers and acquaintances. Wolfson goes on to report on recent evidence that non-native speakers of English are not acquiring such sociolinguistic patterns, which calls into question current ESL teaching materials, and points to the need for further research into sociolinguistic patterns that could be of immediate use to the language learner.

**Goldschmidt, Myra**

*For the favor of asking: An analysis of the favor as a speech act.* 35-50.

This paper examines 'the favor' as a form of speech behavior within the set of speech acts called 'requests'. Data on favor-asking was collected ethnographically and analyzed according to the status, gender, age, and social relationship of the participants involved. The analysis indicates that favors can serve various functions and demonstrate the relationship between speech behavior, social values and social structure.

**Unger, Jess B.**

*A diary study of second language learning: participant observation in a residential educational setting.* 51-74.

This paper is an analysis of an ethnographic examination of a language learning program in Sweden, which took place in a folk high school, a residential educational facility for adults, in the summer of 1988. The methods of investigation included participant observation, with field notes, and a diary component, in which were recorded a broad spectrum of reactions to learning in this particular environment. Affective, physical, linguistic, and pedagogical aspects of communal living and learning are discussed in the analysis, and recommendations for the use of diary studies as research and learning tools are proposed, along with conclusions regarding the effectiveness of residential language programs of this type.

**Hardman, Joel**

*TESOL as language planning: An examination of a Refugee Processing Center in Thailand.* 75-92.

This paper demonstrates how TESOL can be a form of language planning by examining ESL programs that are in place in a Refugee Processing Center in Thailand. A language planning process is shown to be at work there that is intertwined with the particular geo-political history of the region and the socio-political aims of the U.S. Department of State.

**Clark, Mark Andrew**

*Pieces of a frame: A student's writing of an academic essay.* 93-114.

This study attempts to uncover interactive processes of reading and writing about a text by studying how one student writer writes about reading. It describes how this interactive process helps in the creation of a product, an academic essay about a work of literature.

Fall 89-Vol. 5(2)

**Pica, Teresa**

*Research on language learning; How can it respond to classroom concerns?.* 1-27.

This paper summarizes recent research in language learning and its implications for language teachers and others interested in language pedagogy and practice.

**Boxer, Diana**

*Building rapport through indirect complaints: Implications for language learning.* 28-42.

This paper reports the results of a pilot study on indirect complaints; collected data contained six response types and these are described. The paper further suggests the usefulness of indirect complaint sequences as a strategy toward the goal of negotiating interaction for second language acquisition.

**Chacoff, Ana**

*(Bi)literacy and empowerment: education for indigenous groups in Brazil.* 43-62.

This paper examines the history of language policy in Brazil, the question of a national language, and their effect on indigenous language education projects, specifically bilingual education. Independent "Freirean" educational projects are analyzed according to the standard models of bilingual education: transitional, maintenance, and enrichment. A case is made that the goals of these projects might ultimately be more assimilationist than pluralistic.

**Drechsel, Joanne**

*Peer groups and the language of negotiation.* 63-82.

This paper examines the oral and written language used in peer groups working on draft revisions. There is a brief review of the literature dealing with peer groups and language usage. A study involving college-age students illustrates the characteristics of a language of negotiation that is integral to the draft revision process, especially in small peer groups. The implications for writing pedagogy are then briefly explored.

**Newman, Jeanne**

*"In Chinese Way, . . . /ko+i:uwn/": An analysis of the interlanguage of Yihwen Kuo.* 83-93.

This paper describes the interlanguage use and variation of Yihwen Kuo, a native speaker of Taiwanese who has been in the United States for almost four years. By using taped samples of his oral English as the data for analysis, three styles of language-learner language are identified for this subject. Sociolinguistic factors which may influence his choice of styles are examined and commented upon.



**Pappas, Jennifer**

*Qualifiers in patient-physician discourse: An analysis of interviews from radio call-in programs.* 94-111.

This paper reports on a study which investigated how qualifiers are used in radio medical call-in shows. It offers some support for the hypothesis that physicians qualify their medical advice in ways which could impede effective communication.

## Spring 90-Vol. 6(1)

**Hornberger, Nancy**

*Creating successful learning contexts for biliteracy.* 1-22.

This paper seeks to shed light on the complex challenge that faces teachers in schools serving linguistically and culturally diverse student populations. Drawing from a long-term comparative ethnographic study in two Philadelphia public schools, it describes what it is that two of the teachers in these schools do to create successful learning contexts for the biliterate development of the linguistic minority children in their classes. Two classrooms situated in contrasting community, program, and language contexts are brought into focus: one a fourth-fifth grade in a two-way maintenance bilingual program attending to Puerto Rican children and the other a fourth grad in a mainstream/ESOL-pullout program attending to Cambodian children. The learning contexts are discussed in terms of four themes identifying critical aspects of context for teaching for biliteracy: motivation, purpose, text, and interaction. Specifically, the paper asks what it is that these teachers do that goes beyond good teaching to be good teaching for biliteracy, and how their approaches differ according to the particular configuration of biliterate contexts, biliterate media, and individual biliterate development of the linguistic minority children in their classes.

**Hicks, Deborah**

*Narrative skills and literacy learning.* 23-52.

The paper examines the storytelling narratives produced by four children, two low-income African-American first graders and two middle-income white first graders. The means of analysis Hicks employs is a text analysis based upon the delineation of lines into groups, referred to as stanzas. Hicks calls into question the characterization of either group of children as having intrinsically more oral or literate styles of narration. Hicks points out subtle differences in narrative styles which may help to explain the mismatch between community and classroom styles of discourse.

**Pica, Teresa, Berducci, Dom, Holliday, Lloyd, Lewis, Nora, and Newman, Jeanne**

*Language learning through interaction: What role does gender play?. 53-84.*

This investigation of native speaker with non-native speaker (NS-NNS) interaction in same and cross-gender dyads on four information exchange tasks revealed that male and female NNSs make and receive comparable opportunities to request L2 input and modify interlanguage output during interaction with female NSs. During interaction with male NSs, these opportunities are significantly lower for female than male NNSs. In addition, more request-response exchanges are found on tasks in which either NS or NNS is given initial control over task related information. Findings of the study are attributed to cultural similarities and differences in the interactional behaviors of the participants.

**Valasek, Michele**

*The "other language": Language planning in Belgium. 85-107.*

This paper focuses primarily upon the status planning activities and ensuing legislation that has influenced the use of Netherlandic and French in the northern provinces of Belgium<sup>2</sup>. Following a brief overview of the major historical trends in language use within this geographical area, this paper traces several of the major social and economic factors that crystallized eventually into political issues.

*Fall 90-6(2)*

**Wolfson, Nessa**

*Intercultural communication and the analysis of conversation. 1-20.*

From the editors: This paper was delivered as a keynote address at a conference on sociolinguistics in South Africa last Spring. In it Dr. Wolfson discusses the concept of sociolinguistic rules and how they vary across cultures, stressing that lack of knowledge of these rules can result in misunderstandings when people from different cultural backgrounds interact. She asserts that native speaker intuitions are unreliable indicators of such rules, and suggests means of investigating spoken interaction in one's own speech community. Finally, she reports on the results from some of her own research on complimenting in American English, comparing them to those of other researchers looking at other cultures.

**Benander, Ruth**

*Methods of inquiry into cultural expression in speech behavior. 21-30.*

In the following paper, Bernander's and Nessa Wolfson's work is based on the idea that the values governing appropriateness of particular speech behaviors are culturally specific. In the process of learning a new language, a person may or may not learn the social appropriateness of particular

words and phrases. Conversely, a person may learn what she believes are the norms of the new language and culture, but choose not to be guided by them in the performance of a given speech behavior.

**Billmyer, Kristine**

*"I really like your lifestyle": ESL learners learning how to compliment. 31-48.*

In order to investigate the effect of classroom instruction on actual encounters between native and non-native speakers of English, this study was conducted which compares the production of compliments and replies to compliments by two different groups of ESL learners during social interactions with native speakers of the target language. One group is given formal instruction in the rules of complimenting in American English, and one is not. Billmyer concludes that formal instruction of social rules of language can assist learners in communicating more appropriately with native speakers of the target language in meaningful social interaction outside of the classroom.

**Dogancay, Seeran**

*"Your eye is sparkling": Formulaic expressions and routines in Turkish. 49-64.*

This paper reviews the literature on formulaic expressions and their importance to the field of TESOL. Dogancay analyzes the structure and function of formulaic expressions in taped conversations of native speakers of Turkish. She describes different structures and functions of pragmatic idioms: those using exaggeration, negative connotations, or self-reference, those occurring in adjacency pairs, and others. Dogancay concludes that the study of prefabricated expressions can reveal not only a substantial part of the communicative competence of the native speakers of a language, but also the values and beliefs of a society.

**Okushi, Yoshiko**

*Misunderstood efforts and missed opportunities: An examination of EFL in Japanese. 65-72.*

This paper affirms the importance of sociolinguistic rules of speaking by examining how these rules affect Japanese language learners as they attempt to build communicative competence in English. By examining the English language curriculum in Japan and by citing the subsequent difficulties that Japanese encounter when they enter an English-speaking community, this paper argues for the systematic instruction of sociolinguistic rules of speaking.

**Williams, Jessica**

*Discourse marking and elaboration and the comprehensibility of second language speakers. 73-90.*

An examination of the planned and unplanned speech of non-native-

speaking teaching assistants suggests that the greatest variation between the two conditions lies in the use and elaboration of discourse marking. In the non-native speakers' planned production, discourse moves are more likely to be marked more overtly and elaborately than in the unplanned production, while the level of syntactic and morphological errors differ only slightly. These differences in marking appear to contribute significantly to comprehensibility ratings of the production of non-native speakers, but not that of native speakers. These results suggest native speaker production may not always be the appropriate target and that the elaboration of discourse, rather than morphosyntactic accuracy, may be a more effective focus of instruction for these speakers.

## Spring 91-7(1)

**Jacob, Grace Plamthodathil**

*The mediators: Providing access to texts in a semi-urban Maharashtrian college community. 1-14.*

This paper is based on an ethnographic study of the enactment of an English curriculum in a semi-urban Maharashtrian community college in western India. It addresses the issues of cultural competence and cultural continuity in second language education in a multilingual, non-western society. Systematic investigation of classroom behavior reveals the role identity that learners expect and teachers maintain in the classroom in response to the language learning situation. As mediators, teachers are observed providing access to English texts in a traditional culture of rephrasal and narration. Jacob perceives implications for developing the learner's communicative competence from a passive to an active level of classroom interaction, i.e.: restructuring, if it is to take place, must have its origin primarily in the community's self-inquiry and deliberations directed towards existing cultural competence; and any attempt to restructure the curriculum make demands on existing cultural competence.

**Berducci, Dom**

*Gender distribution of negative judgments. 15-38.*

This paper examines how negative judgments are distributed across gender. A negative judgment is defined as a speech act in which the overt semantic content is generally negative and it is directed at either the self, a person other than the interlocutor, or some object. Subjects for the study are drawn from the university community. Examples of negative judgments are collected in the field and analyzed. The paper then discusses some possible sociolinguistic rules for the use of negative judgments.