

Hickey, Thomas

Distance learning and second language Acquisition: The role of input and interaction. 39-50.

This paper suggests the field of distance learning as a fruitful area of inquiry for second language acquisition researchers. It first defines distance learning and differentiates it from both formal instruction and naturalistic learning. It then focuses on the roles of input and interaction in second language acquisition and discusses how a better understanding of these would not only benefit second language acquisition research but would also improve the quality of distance education when applied to language acquisition.

Katranides, Daphne

Educational alternatives for elementary school students in Spanish-speaking communities. 51-68.

Katranides considers four educational programs available to elementary aged school children of Spanish-English speaking communities in the United States in this paper which is intended as exploratory and informational rather than as evaluative or advocative. She draws on work by Delgado-Gaitan, Garcia and Otheguy, Hornberger, and Kjolseth, among others to investigate the fit of the varied cultural characteristics of three major Hispanic groups with the English language learning programs available to them.

Velho, Márcia Montenegro

Literacy in Brazil: For what purposes? 69-87.

The purpose of this paper is to discuss two literacy programs that were implemented in Brazil in the 1960s and 1970s. The first, built on the work of Brazilian educator Paulo Freire, was carried out in the early 1960s. The second program, the Brazilian Literacy Movement (MOBRAL), although created in 1967, wasn't implemented until 1970, and lasted until 1985, when a military government transferred power to civilians. The motivation for discussing these two plans results from their two basic differences. The first difference is related to the programs' philosophical and conceptual bases, while the second difference, a consequence of the first, is the way they were organized and implemented. Before discussing the plans, however, it is necessary to provide some background information about the socio-political situation in Brazil in the 1950s, 1960s and 1970s. Language planning is, ultimately, a political decision which is clearly reflected in the way both of their plans were shaped and developed. After situating the historical context of the two plans, this paper will compare and discuss them within a language planning framework.

Pica, Teresa

Do second language learners need negotiation? 1-36.

Does second language (L2) learners' participation in negotiation with native speakers (NSs) meet their needs for data on L2 lexical and structural features? This question was addressed through an analysis of NS utterances of negotiation which were produced as twenty native speaker-non-native speaker (NS-NNS) dyads carried out four communication tasks in English. The analysis revealed that the NS utterances of negotiation offered data on L2 forms, the meanings they encoded, and some of the structural relationships into which they could enter. Negotiation thereby served the NNSs in ways that supplemented its two most widely acknowledged contributions to the L2 acquisition process, i.e., NNS comprehension of L2 input and modification of interlanguage output. However, the analysis also revealed that the NS utterances of negotiation contained few explicit cues which could help the NNSs distinguish between lexical and structural features of their interlanguage that were target-like and those which were not. Thus negotiation appeared to address NNS needs for data on features that were part of the L2, but offered no explicit information on which of their own interlanguage features did not belong to the L2.

Creese, Angela

Speech act variation in British and American English. 37-58.

Comparisons of British English and American English in the past have concentrated on similarities and differences at the phonetic, semantic, and syntactic level, while overlooking variation at the socio-cultural level. This paper attempts first to investigate how cultural differences are reflected in five speech acts: requesting, thanking, apologizing, complimenting and greeting. It reports on the results of a preliminary study in which eight Americans and four Britons were interviewed in order to elicit their perceptions concerning speech act differences between the two cultures. Then the focus of the paper shifts to a more comprehensive analysis of one of the above speech acts, namely complimenting. Compliment data was collected in both Britain and the United States and analyzed with a view to revealing differences and similarities in language use. Results show that despite sharing an essentially common linguistic system, the rules for complimenting differ significantly cross culturally. Given the current trends of teaching language and culture simultaneously and given that American and British dialects serve as models of language instruction throughout the world, it is argued that consideration be given to such differences by ESL textbook writers, teachers and students alike.

Farah, Iffat

School ka sabaq: Literacy in a girls' primary school in rural Pakistan. 59-82.

This paper (which is part of a larger ethnographic study) describes literacy learning practices in the context of a girls' school in rural Pakistan. In this context, school ka sabaq is recognized as involving reading and writing activities, and behavior particular to the institution of the school. A description of the reading and writing activities as well as the division of time and space in the school shows that literacy activities are reflected in and determined by the context of the particular institution within which they are learned and practiced. The author also describes school-community relations and the community's goals for girls' literacy.

Linnell, Julian D.

Instruction vs. interaction? A study of the acquisition of modals by beginning non-native speakers. 83-92.

This paper addresses the question of whether explicit instruction makes any difference in the acquisition of modals or whether opportunities for interaction are sufficient. The author tests eight non-native speakers and applies a covariance analysis a year later, underscoring the difficulties of quasi-experimental research in second language acquisition.

Porter, Felicia Lincoln

An examination of consultant-student discourse in a writing center conference. 93-108.

This paper looks at the discourse of writing center conferences as potentially different from classroom discourse. It also considers how the agendas of both participants are negotiated considering their various responsibilities and the structure of the writing center conference.

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Hymes, Dell

Inequality in language: Taking for granted. 1-30.

Social meaning includes evaluation of languages themselves. Linguists often say all languages are equal. This is true in regard to potential, not true of actual state. All varieties of language share with pidgins and creoles the condition of being the result of a particular history of use, specialization, elaboration and loss. There are historical reasons for conflating potential and actual. It defends against misleading notions. Still social change should be based on accurate knowledge of social reality. One can insist that all varieties are deserving of respect and study, without claiming that they are equal in what communities can do with them. Indeed, such a claim, when refuted by experience, may cast doubt on the call for respect. The

dialectic of potential and actual comes together in narrative. Every community has narrative, but its role is not everywhere the same. Oral narrative has an organization of lines and relations among lines that is largely out of awareness, and of great potential complexity and effect. Whether innate or not, such organization may well be universal. A conversational narrative from northeastern Philadelphia, analyzed here, shows implicit interlocking patterns of a kind pervasive in Native American languages of the Columbia River and found as well in song texts of the Finnish Kalevala tradition. The role of tense alternation is detailed. Such patterning adds to what can be known of universal properties of discourse. It can enhance respect for disregarded languages and varieties, and, for Native American texts, be a form of repatriation. Members of narrative communities can share in such analysis. Indeed, much that linguists discover and take for granted can be liberating for those to whom it is unknown. Such knowledge, what can be called "elementary linguistics," should be part of general education.

Cerrón-Palomino, Rodolfo

Standardization in Andean languages. 31-44.

This paper discusses current efforts to standardize the two major Andean languages: Quechua and Aymara. The author reflects on the difficulties in gaining consensus on standardizing the phonology, grammar and lexicon. He offers specific recommendations on how to deal with neologisms and proposes the creation of a pan-Andean entity to resolve the issue of standardization.

Meyer, Tom

Language, thought, and culture: Combining bilingual and bicultural/multicultural education. 45-56.

This paper argues for the development of a new type of combined bilingual and bicultural/multicultural program or curriculum based on recent research. Some issues concerning bilingual education are addressed, followed by a short review of the findings of ethnographers concerning cultural differences in the classroom. The applicability of the Whorf hypothesis to the field of language education is considered. Finally, observations done at Potter Thomas elementary school are incorporated to illustrate the need for and potential of the type of program proposed.

Ogorodnikova, Kira

Orthography in the target language: Does it influence interlanguage phonology? 57-68.

This study examines orthography as one source of non-targetlike phonetic output and focuses on the acquisition by speakers of American English of vowel reduction in Russian, a salient feature of the Russian pho-

netic system which is not reflected in the graphics of the Cyrillic script. The researcher conducted a structured interview and administered reading, arithmetic, and listing-from-memory tasks which included the same lexical items as those elicited in the interview. She drew the following conclusions from the data: 1) A non-targetlike pattern of vowel reduction can be attributed to the influence of the graphic representations of lexical units; 2) NS-NNS interaction influences phonetic accuracy; 3) The pattern of vowel reduction for highly familiar words remains constant across various tasks.

Teaman, Brian D.

Stress in Japanese English: Evidence from native perceptual judgments. 69-83.

In this pilot study looking at interlanguage prosody, normal and contrastively focused constructions in English were collected from four L1 English speakers and four L1 Japanese speakers. These productions were then played to six native English speakers to see how well they could identify the stress placement of the utterances. The judgments were used as a diagnostic tool to study the salient characteristics of problems in non-native stress productions. It was found that stress placement was easier to recognize in native speaker tokens, although it was not clear what features of stress were most important to the judges. Possible explanations and the directions they suggest for further study in second language prosody are given.

Fall 92-8(2)

Chick, Keith

Addressing contextual issues relevant to language teaching in South Africa: Implications for policy and practice. 1-16.

The widespread perception amongst advocates for learners from oppressed communities that linguists are incapable of addressing such issues as the unequal distribution of power in South Africa, or of making their discipline part of the process of democratic transformation is traced to the paucity of studies concerned with the role of language in the establishment, maintenance, and change of social relations of power. To illustrate the sort of research required, this paper focuses on studies of compliment giving and responding behavior in the fields of ethnography of speaking and critical language study. It also traces the implications of a fuller understanding of the relationships between language and power for language education policy and practice for post-apartheid South Africa.

Han, Chung-hye

A comparative study of compliment responses of female Koreans in Korean-speaking situations and in English-speaking situations. 7-32.

The first part of this paper reviews previous literature on speech acts, compliments, and compliment responses. Previous research shows that the same speech act is very likely to be realized quite differently across cultures. The second part of the paper examines the compliment responses of Korean females in English interactions and in Korean interactions. The study found that Korean females responded differently when speaking in Korean or English; little evidence of pragmatic transfer was found.

Linnell, Julian, Porter, Felicia Lincoln, Stone, Holly, and Chen, Wan-Lai

Can you apologize me? An investigation of speech act performance among non-native speakers of English. 33-54.

In this study the performance of apologies among 20 non-native speakers (NNSs) of English and 20 native speakers (NSs) of English was examined. Two questions were addressed: How did NNSs' apologies compare with NSs' in identical situations? What relationship existed between the performance of apologies by NNSs and TOEFL scores? Eight verbal discourse completion tests designed by Cohen and Olshtain were administered by the researchers to the participants on a one-to-one basis. Each response was taped, transcribed, coded and analyzed (both quantitatively and qualitatively) by the researchers. No significant differences were found between NNSs and NSs in six out of eight situations. According to NS norms, explicit apologies, acknowledgments and intensifiers were significantly undersupplied by NNSs in two of the situations. No linear relationship was found to exist between TOEFL scores and the performance of apologies by NNSs.

Skilton, Ellen

Acquisition policy planning and litigation: Language planning in the context of Y.S. v. School District of Philadelphia. 55-88.

This paper discusses language policy and educational practice in the context of a class action law suit filed on behalf of Asian students in Philadelphia concerning their linguistic and academic needs. It addresses both macro and micro perspectives in its discussion of litigation policy, acquisition policy planning, and Asian Americans in the United States. The analysis incorporates Rubin's (1971) and Fishman's (1979) frameworks as tools for understanding language planning processes in this particular context. In addition, orientations to language planning, the planners and actors involved in the process, and the specific curricular and personnel changes that resulted from this law suit are discussed in an effort to both understand the particular complexities of this situation as well as to evaluate the effectiveness of the relationship between litigation policy and acquisition policy planning in implementing programs for language minority students in American schools.

Stone, Holly

"The proper way to pray": Description of a Korean-American youth service prayer. 89-106.

A youth pastor's prayer was analyzed using techniques of microanalysis to reveal sociocompetencies required of Korean American teenagers in a youth church service. It was found that the markers of context within a service included changes in discourse, prosody, posture and body movements. The teenagers, who with the youth pastor responded to and created the context, strove to maintain "proper" prayer behavior even with the intrusion of a cat.

Strauch, Helen

Language status policy planning in Puerto Rico: Nonlinguistic aims as central rather than extra. 107-131.

On April 5, 1991, Spanish was made the sole official language of Puerto Rico, a move which replaced the 1902 Official Languages Act, which had put English and Spanish on an equal footing on the island, in name if not in practice. This paper analyzes this language status policy decision in terms of both its linguistic and extralinguistic purposes and implications. The new law is placed in the context of the political status of the island.

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Freeman, Rebecca

The importance of participant role in cooperative learning. 1-20.

This paper demonstrates a way that language teachers can use discourse analysis to understand how small group interaction defines students' participant roles relative to each other, and illustrates how the interaction can either limit or enhance students' opportunities to participate and negotiate meaning. Equipped with this understanding, the teacher can intervene to change limiting organizations. In addition, the teacher can encourage the students' development of useful strategies by making them explicit.

Iino, Masakazu

The trap of generalization: A case of encountering a new culture. 21-46.

The relationship between individual and institution is constructed in people's perceptions about other cultures and it is manifested in conversation. In this study, interactions between Americans and Japanese (using video footage and narratives) are investigated as examples of possible problems with generalizations and cultural misunderstanding across situations and cultures. The danger of generalizations about cultures is critically discussed. This leads to questioning about conventional sociolinguistic concepts such as speech community, rules of speaking, and appropriateness.

King, Kendall A. and Silver, Rita Elaine

"Sticking points": Effects of instruction on NNS refusal strategies. 47-82.

The refusal strategies of intermediate level second language learners and the potential for developing sociolinguistic competence through instruction is examined in this study. Six university student volunteers were divided into treatment and control groups. The treatment group received an instruction class focusing on sociolinguistic variables important in refusing in American English; the control group participated in a class on how to make conversation (small talk) with Americans.

Immediately prior to and one week following instruction participants completed a discourse questionnaire designed to elicit written refusals. Based loosely on the discourse completion test used by Beebe, Takahashi, and Uliss-Weltz (1990), the questionnaire contained situation descriptions designed to elicit refusals, each followed by an uncompleted dialogue. The questionnaire contained situations in which requests and invitations were made by interlocutors of varied status and social distance. Two weeks after instruction participants were telephoned by a researcher who requested that the participants perform a burdensome activity at a time know to conflict with their schedules.

Results from the questionnaire indicate little effect of instruction. Data from the telephone interview reveal no effect of instruction. Of interest are the patterns of responses found in certain questionnaire situations and the large disparity between the written and spoken refusal strategies. We believe these two findings hold important implications for teaching and future research.

Lincoln-Porter, Felicia

Planning language-in-education in Arkansas: A case study. 83-104.

This paper will examine some aspects of language-in-education planning in the state of Arkansas and analyze some models of language planning that illuminate this case. I will give an overview of the state's educational planning process and describe how that process is then worked out in particular language planning situations. I will also examine Arkansas Language Planning in regard to Fishman's decision-making framework and Tollefson's centralized/decentralized distinction. In particular, this paper will examine the question: What is the place of language maintenance in a rural state where services are not tightly controlled and primary concern is with governing efficiency?

Loheyde, Kristin I.

Foreign language teaching at the University of Pennsylvania: A language planning case study. 105-126.

Is the University of Pennsylvania an example of successful foreign language planning? This paper addresses this question using J. Fishman's language planning framework to analyze various foreign language opportunities at the University. The Romance Language Department, the Penn language Center, the Office of International Programs and other foreign language opportunities at the University are described and analyzed. This analysis reveals the strengths and weaknesses of the University's attempts to "internationalize." Further suggestions to reach this goal are given.

Luna, Cathy

Story, voice, and culture: The politics of narrative in multicultural education. 127-142.

This paper explores the role of personal narrative in an education that is multicultural and social reconstructionist. I begin by discussing the relationship between student voice, storytelling, and the transmission of culture. Next, I examine studies that look at the way students' narratives are currently received in the classroom, exploring the implications of their reception in terms of the politics of culture in the classroom and beyond. Finally, I imagine a possible world, exploring the potential of multicultural education to nurture students' voices and the potential of students' stories to transform society.

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Fishman, Joshua A.

In praise of my language. 1-12.

This is the text of a talk presented at the 1992 Nessa Wolfson Memorial Colloquium at the University of Pennsylvania.

Chen, Fred J.

How does social status affect the sequencing rules of other-introductions? 13-28.

The study examines the speech act sequence of introductions among native speakers of American English from a wide variety of occupations, educational backgrounds, and role relationships. Specifically, the focus of the study is on the sequencing of other introductions; namely, in an introduction that involves at least three participants, who gets introduced to whom? Three kinds of patterns are discussed based on collected data. First, four basic rules are formulated, each according to one distinct conditioning factor such as social status (when it is unequal), social distance, situational context, and the introducer's intent (when social status is equal). Next, four combined patterns with congruent factors are suggested; however, only the pattern regarding social status and situational context is confirmed due to the limited data set.

Citron, James L.

The role of ethno-lingual relativity in second language acquisition. 29-42.

The term ethno-lingual relativity is defined as a perspective that is not limited by one's own cultural and linguistic experiences, but rather is open to the contrasting cultural and linguistic patterns of other peoples. It is hypothesized that having an ethno-lingually relative perspective can facilitate one's ability to learn a new language. Support for this hypothesis-drawn from second language research in language aptitude, motivation, personality differences, social and psychological factors, acculturation theory, and pragmatic competence is discussed.

Garcez, Pedro M.

Debating the 1990 Luso-Brazilian Orthographic Accord. 43-70.

A case of corpus cultivation language planning is reported here: The 1990 Luso-Brazilian Orthographic Accord for the seven Portuguese-speaking countries discussed here, signed by representatives of all seven countries that have Portuguese as their official language. Socio-historical background is provided about Portuguese standardization and spread, the distribution of the language in the world today, and the development of its spelling norms. Discussion of the Accord and the ensuing debate is carried out through an analysis of the positions taken and of the arguments used by authors in a selection of scholarly and journalistic articles. These arguments are contrasted with Geerts, van den Broeck and Verdoodt (1997) who reported on a similar case. The author concludes that while most of the debate revolves around issues of linguistic efficiency, the Accord and its proponents are primarily concerned with political and diplomatic efficiency.

Mürau, Andrea

Shared writing: Students' perceptions and attitudes of peer review. 71-80.

The purpose of this study is to consider the effect of the peer review process on writing anxiety. Does peer review foster a feeling of equality between the writer and reader and thereby reduce the writer's apprehension, or does it actually have the reverse effect- increasing anxiety due to the tension created by showing a paper to someone other than the teacher?

Skilton, Ellen and Meyer, Thomas

"So what are you talking about?": The important of student questions in the ESL classroom. 81-99.

Although recent classroom research on second language acquisition has begun to focus on student discourse, there are still few studies which examine student questions and their influence in the classroom. Based on multiple observations of four classrooms in an intensive English program, the researchers investigate the factors which work together to shape question/response behavior among adult ESL learners. The coding and analy-

sis of question types shows that in addition to sex, nationality, and proficiency, participation structures and task types greatly influence the quantity and range of communication in the classroom.

Spring 94-10(1)

Freeman, Rebecca

Language planning and identity planning: An emergent understanding. 1-20.

This paper demonstrates how an ethnographic approach provides a principled means of studying the way in which one successful two-way Spanish-English bilingual elementary school has organized itself so that its language minority students can participate and achieve in school. First, I describe the ethnographic approach that enabled me to understand the schools perspective on their program, which sees discrimination as the problem for language minority students in mainstream U.S. schools and society, and their program as the solution to that problem. Then, I summarize the local theory of identity planning that emerged from my analysis.

DeCarlo, Mary Jean Tecce

Communicative functions of speech in a monolingual kindergarten. 21-32.

This paper describes the communicative functions of language in a monolingual public school kindergarten. Saville-Troike's six categories of communicative function are used to classify and examine the speech acts of the members of this community. The relationship of these functions to one another and to the purposes of the school are discussed.

King, Kendall

Acquisition planning, ethnic discourse, and the Ecuadorian nation-state. 33-46.

Language planning in Ecuador is best understood as one aspect or component of a larger dialogue between the state and the Indian population. Language planning from "above," referring to official, government sanctioned policy and practice, and language planning "from below" meaning grassroots efforts controlled by the Indian population, both aim to influence language behavior and both have ultimately been directed at social and political goals. The larger discussion is concerned with issues such as cultural autonomy, agrarian rights, and recognition of Ecuador as a pluricultural, multilingual nation. This paper will focus on what is perhaps the most immediate and widespread instance of language planning, acquisition planning, and reveal how it is a tool employed by dialogue participants to reach extra-linguistic aims; the changes in the national acquisition policy that have resulted from this process will also be outlined.