

1841, and a review of previous findings on the attitudes of students, teachers, and parents on this issue.

98-319 van der Walt, Christa (Vista U., Pretoria, South Africa). English as a language of learning in South Africa: whose English? Whose culture? *Language Awareness* (Clevedon), **6**, 2/3 (1997), 183–97.

It is commonly accepted that a language reflects a particular culture and that learners should be made aware of the implicit values and beliefs of that culture in contrast to their own. However, in countries where English is used as a language of wider communication, the users of English increasingly imbue that language with the accent, lexical items and value systems of their first language, particularly when English is also taught by non-native speakers. One has to ask to what extent such teachers are aware not only of the cultural aspects of English language teaching, but also of the first-language cultural values reflected in their teaching and use of English. This paper would like to argue that critical awareness of the role and function of the emergent South African English is dependent upon (1) the acknowledgement of the first languages of learners to prevent loss or downgrading of first-language cultures, and (2) the development of techniques by which learners' first languages can be used more explicitly in classrooms where English is used as a language of learning and instruction.

Pragmatics

98-320 LoCastro, Virginia (Internat. Christian U., Japan). Politeness and pragmatic competence in foreign language education. *Language Teaching Research* (London), **1**, 3 (1997), 239–67.

Anecdotal evidence indicates that some native speakers of English are uncomfortable with what they perceive to be the lack of linguistic politeness forms in the speech of some Japanese speakers of English. A common example is found in the expression of desires and wants, when a Japanese speaker will say 'I want you to do X' rather than 'I'd like you to do X'. As it is possible that the learning materials Japanese students used in secondary school EFL had an influence on their ability to use politeness markers in their second language, this paper reports on an analysis of evidence of politeness in senior high school textbooks. First, in order to go beyond the anecdotal evidence, there is a review of some of the relevant literature on linguistic politeness. The analysis which follows shows that there is a noticeable absence of politeness. Finally, five speculations on explanations for the absence of linguistic politeness markers are suggested in an effort to raise the awareness of language educators about this component of pragmatic competence.

98-321 Peeters, Bert (U. of Tasmania). Les pièges de la conversation exolingue. Le cas des immigrants français en Australie. [The pitfalls of exolingual conversation. The case of French migrants in Australia.] *Bulletin Suisse de Linguistique Appliquée* (Neuchâtel, Switzerland), **65** (1997), 103–18.

In the everyday speech of French-speaking migrants in Australia (as in that of any migrant in any country where a language different from the migrant's native tongue is spoken), three 'codes' come into play: the first language, the interlanguage, and the language of the natives. The non-adoption of the natives' communicative norms and cultural values may lead to communicative conflict, or even to pragmatic failure. The latter is of two types: pragma-linguistic and socio-pragmatic failure; and the distinction between them may be linked up with a similar distinction between pragma-linguistic and socio-pragmatic norms. The latter, but not the former, are based on cultural values which differ from one nation or community to the other. The paper concludes with a Wierzbickian analysis of the Australian routine *How are you?* and of its so-called French counterpart *Ça va?*

98-322 Saito, Hidetoshi (The Ohio State U.) and **Beecken, Masako**. An approach to instruction of pragmatic aspects: implications of pragmatic transfer by American learners of Japanese. *The Modern Language Journal* (Madison, WI), **81**, 3 (1997), 363–77.

The study reported here investigated pragmatic transfer in American learners of Japanese responding to compliments. A closed role-play was used to collect interlanguage data from the learners (20 Americans learning Japanese, 10 in their second semester of study, 10 after three and a half years' study) and normative data from Japanese and American native speakers. An Initial Sentence Analysis indicated that the learners transferred non-use of avoidance strategies but not of positive strategies. The American normative data suggested a dominant use of positive strategies, whereas a mixture of three strategies was found in the Japanese normative data. A Semantic Formula Analysis further revealed qualitative differences between the learners and the native speakers. Based on the findings, suggestions concerning the instruction of speech act performance are made for second and foreign language instructors. The study instantiates a utility of pragmatic transfer research for improving instructional approach and course content.

98-323 Willing, Ken (Macquarie U., Sydney). Modality in task-oriented discourse: the role of subjectivity in 'getting the job done'. *Prospect* (Macquarie U., Sydney), **12**, 2 (1997), 33–42.

On the basis of native/non-native speaker discourse data from goal-oriented ('problem-solving') interactions in Australian workplaces, this paper argues that modality is inherently a centrally important function in such discussions, and that appropriately nuanced expression of

modality is often crucial to 'getting the job done'. The central role of ('merely') subjective modality in practical workaday life is due to the fact that people who are cooperating in realistically dealing with concrete situations need to be able to communicate to each other the full subtlety and complexity of their assessments of 'what-is', their diagnoses of causes, their 'what-if' projections for possible action, and their degree of cognitive commitment to the assessments and suggestions they propound. This practical application of modality cannot be separated theoretically from other types of highly 'personal' meaning-expression; nor is it to be clearly distinguished from the use of modality in the service of 'politeness' goals in interaction. It is suggested that, given the multi-sided, key importance of modality in practical interaction, a renewed emphasis needs to be given to this area in language learning and teaching. Such a programmatic emphasis needs, in turn, to be supported by the strong and cogent integrated theoretical perspective on modality which is now developing.

Applied linguistics

98-324 de Beaugrande, Robert (U. of Vienna). Theory and practice in applied linguistics: disconnection, conflict, or dialectic? *Applied Linguistics* (Oxford), **18**, 3 (1997), 279-313.

The author first cites Brumfit (1980): 'We are remaining at the moment the prisoner of our own categorisations'. The paper surveys the enduring problems of co-ordinating theory with practice in applied linguistics and language teaching in view of the symptomatic disconnections of theory from practice in theoretical linguistics, with the suggestion that how far a theory is applicable to practice is a good measure of how far the theory is valid as a theory. The basic frameworks of 'doing language science' are explored in terms of their applicability, including Krashen's theory, and an alternative programme is proposed.