

short course. The exercise was used to teach local culture in relation to the native culture of the students and also to teach functional and grammatical relations between the local Standard and Creole varieties. It also served to enhance a focus on pronunciation, stress and intonation. The process was enthusiastically pursued by the entire group, bringing them to a greater communicative awareness than might have been achieved by other means in equivalent time. The use of local drama for the purposes outlined is recommended in the broader context of a need to equip twenty-first century students with the tools to manipulate the international variety(ies) most pertinent to their specific situation and needs.

00-231 Zépher, Flore (U. of Missouri-Columbia, USA). Challenges for multicultural education: sociolinguistic parallels between African American English and Haitian Creole. *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **20**, 2 (1999), 134–54.

This article looks at the issue of Black native languages in the educational system in the context of curricular reforms emanating from the multicultural education movement. It examines how multicultural education has dealt with the needs and concerns of African Americans and Haitians. It first looks at well-publicised African American and Haitian educational events which demonstrate that the native languages of these two particular groups are not perceived as legitimate modes of expression worthy of being vehicles of instruction in the educational system. These include the *King* case in Ann Arbor, Michigan; the 'Ebonics' Issue in Oakland; and the Haitian class action lawsuit in New York. Second, it looks at a number of educational indices which point to the lack of academic achievement on the part of these particular students, thus persuasively suggesting that the schools are failing to provide them with a meaningful education that can prepare them for academic success. Third, it briefly reviews the research conducted about the positive role that the native language plays in raising academic achievement, with particular attention to the integration of vernacular languages in school. Finally, in the light of this research, it is strongly argued that a comprehensive model of multicultural education, which places diversity at its core and which purports to reshape the power structures by advocating a liberatory or emancipatory pedagogy, needs to take into account language issues or, more specifically, Black language issues, in its conceptual and operational framework.

Pragmatics

00-232 Chang, Yu-Ying (U. of Michigan, USA) and **Hsu, Yi-Ping**. Requests on email: a cross-cultural comparison. *RELC Journal* (Singapore), **29**, 2 (1998), 121–51.

The study reported here investigates differences in request emails written in English by Chinese English

learners and native American English speakers. The results show that, while Chinese English learners treat email communications like either formal letters or telephone conversations, native American English speakers regard them as closer to written memos. It was also found that, although the native American English speakers structure their email request messages in a rather direct sequence, the linguistic forms they employ to express their requests are more indirect. In contrast, the Chinese English learners structure their request messages in an indirect sequence, but use more direct linguistic forms. Given this contrast, it is not surprising that some of the request samples written by Chinese English learners were judged as very impolite by the native English-speaking evaluators in this study. The findings of the study are taken to demonstrate the importance of studying requests within the overall discourse in which they occur. It is claimed that studying only the linguistic forms used in phrasing the request itself cannot provide a full picture of the cultural differences inherent in making requests.

00-233 Kasper, Gabriele (U. of Hawai'i, USA) and **Rose, Kenneth R.** Pragmatics and SLA. *Annual Review of Applied Linguistics* (Cambridge, UK), **19** (1999), 81–104.

This paper is a survey of research into interlanguage pragmatics: the study of nonnative speakers' use and acquisition of second language (L2) pragmatic knowledge. The studies examined fall into two broad methodological groups: cross-sectional and longitudinal. Cross-sectional research has typically focused on the development of pragmatic awareness in the acquisition and use of speech acts, investigated in elicited data; a number of studies have shown that learners, irrespective of proficiency, have access to the same range of speech act realisation strategies as native speakers, but differ in the conventions of form used to implement these strategies. Longitudinal studies typically focus on interaction in authentic—particularly classroom—settings, and have illuminated the relationship between pragmatic transfer and development. Preliminary results suggest that pragmatic and morphosyntactic development interact. Research has also endorsed the teachability of pragmatic features. Two lines of enquiry for the future are suggested. Examining how principles of L2 learning and instruction apply to pragmatics should shed light on cognitive and interactional processes involved in pragmatic development; and investigation of the links between culture, individual differences and pragmatic learning should determine whether and how acculturation and disidentification processes change over time, and how these, too, interact with such development.

Applied linguistics

00-234 Grotjahn, Rüdiger (Ruhr-Universität Bochum, Germany). Thesen zur empirischen Forschungsmethodologie. [Suggestions for

empirical research methodology.] *Zeitschrift für Fremdsprachenforschung* (Bochum, Germany), **10**, 1 (1999), 133–58.

This article is a series of *desiderata* concerning empirical research in foreign language acquisition. Among the topics discussed is the relationship between qualitative and quantitative research, in particular the need for a more precise definition of each. Much discussion is given to statistical methods and approaches to quantitative foreign language acquisition research. Here the author points out particular *lacunae*, e.g. the fact that there are relatively few methodological studies written in German, as well as the fact that international methodological literature is not widely cited in German studies. He makes a plea for better training for researchers and students, particularly as far as quantitative-statistical methods are concerned. He is of the opinion that a module should be offered in qualitative and quantitative research methodology as an integral part of an applied linguistics course, and discusses how this should be organised, also that faculties should endeavour to appoint professors with an interest in research methodology.

00-235 Hird, Bernard (Edith Cowan U., Australia). English for Academic Purposes: cultural impediments to academic objectivity. *Prospect* (Macquarie U., Sydney, Australia), **14**, 1 (1999), 28–43.

The notion of academic impersonality is discussed here as a key feature of the traditional Western approach to scholarship, and one which is currently undergoing re-evaluation as more diverse forms of knowledge are being accepted as legitimate. The paper suggests that, for university students from non-Western cultures, academic objectivity is even more problematic, as it is grounded in individualistic premises of student identity and thus marginalises the more relational cultural conceptions of the student self. It is suggested too that past descriptions of academic objectivity have de-emphasised the extent of the social interaction involved in academic discourse; and that many of the conventions of academic impersonality need to be explained as rational strategies for dealing with this form of social interaction. The paper presents data illustrating the difficulties experienced by two Asian students (from China and Thailand) in their negotiation of the requirements of academic objectivity as they completed research towards their Master's degree in an Australian university. For each student academic objectivity involved a redefinition of self-identity as well as a reversal of acceptable 'face' and politeness behaviour.

00-236 Kubota, Ryuko (U. of North Carolina, Chapel Hill, USA). Japanese culture constructed by discourses: implications for applied linguistics research and ELT. *TESOL Quarterly* (Alexandria, VA, USA), **33**, 1 (1999), 9–35.

Some of the recent applied linguistics literature on teaching writing and critical thinking to ESL (English

as a Second Language) students has presented pedagogical arguments by drawing on cultural differences between ESL students and the target academic community. In these arguments, authors tend to create a cultural dichotomy between the East and the West, constructing fixed, apolitical, and essentialised cultural representations such as groupism, harmony, and de-emphasis on critical thinking and self-expression to depict Japanese culture. This article takes Japanese culture as an example and attempts to critique these taken-for-granted cultural labels. The article argues that: (a) the essentialised cultural labels found in the applied linguistics literature parallel the constructed Other in colonial discourse; (b) cultural uniqueness is also appropriated by the Other itself as seen in the discourse of *nihonjinron* (theories on the Japanese), which represents cultural nationalism and a struggle for power against Westernisation; and (c) that emerging research is generating new knowledge on educational practices in Japanese schools and a new understanding of concepts in cultural contexts, challenging the essentialised notion of Japanese culture. Finally, the article seeks to offer another way of understanding cultural differences from a perspective of critical multiculturalism, and to present a perspective of critical literacy that supports both cultural pluralism and critical acquisition of the dominant language for social transformation.

00-237 Mesquita, Deise Nanci de Castro (Universidade Católica de Goiás / LAEL - PUC-SP, Brazil). English language education in contemporary society. [Educação em língua inglesa na sociedade contemporânea.] *The ESpecialist* (São Paulo, Brazil), **20**, 1 (1999), 77–87.

This article sets out to discuss some aspects of the Contemporary Global Society; the use of English as a 'glocal' language (i.e., both global and local); and the role of English language educators in this context. It suggests that, even though most teachers recognise the importance of English for the future of their students, the contents, objectives and classroom activities in high schools and universities have been limited to preparing students to be tourists in English-speaking countries. Our society demands, however, educational subjects that are firmly grounded in the preparation of human beings who are able to be active actors in this late 20th century show. If English educators are to contribute to this process, it is suggested that they adopt procedures which will lead students to use their intellect to produce knowledge, to question mistaken images and to improve meanings and values. The 'englishes' they teach-learn to speak, thus, should represent the languages-thoughts, desires, hopes, beliefs and religions-of cosmopolitan people.

00-238 Wells, Gordon (Ontario Inst. for Studies in Ed., U. of Toronto, Canada). Language in education: reconceptualising education as dialogue. *Annual Review of Applied Linguistics* (Cambridge, UK), **19** (1999), 135–55.

A dialogic approach to learning and teaching, influenced by the theories of Piaget and Vygotsky, and grounded in an acknowledgement of the situated, co-constructive nature of knowledge building, is argued here. This proposal is an attempt to address the mismatch between two perspectives on education which originate in different conceptions of knowledge. A macro-level concern with standards and accountability, grounded in an empiricist view of knowledge, is often incompatible with micro-level efforts to improve classroom practice in the face of ethnic, social and educational diversity. Functionally-oriented theories of language, such as systemic linguistics

and Bakhtin's conceptions of the dialogic nature of knowledge acquisition are proposed as models for teachers adopting a collaborative and inquiry-based approach to both classroom practice and the curriculum. A shift towards a more open-ended and negotiated curriculum and more flexible and collaborative classroom work will, it is argued, reveal the value as well as the problems of diversity. The benefits of such an approach extend to the teaching of written language, too, where the integration of information technology with systematic instruction in a range of genres is a prime example of a reconciliation of the two perspectives on education.