

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