

Sociolinguistics

96-378 Al-Khatib, Mahmoud A. (U. of Jordan). A sociolinguistic view of linguistic taboo in Jordanian Arabic. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **16**, 6 (1995), 443–57.

The phenomenon of linguistic taboo has not been adequately explained in sociolinguistic theory. This paper attempts to bring this phenomenon into focus by investigating it in terms of its relationship with the social context in which it is used and the socio-cultural factors affecting it – education, age, setting and topic. Linguistic taboo is examined in the light of a number of theoretical orientations which have

recently been advanced by sociolinguistics and anthropologists. Different processes are considered which involve the creation, development, violation and replacement of taboo words. The study maintains that these processes are clearly conditioned by the sociolinguistic parameters investigated together with the cultural norms of the society.

96-379 Bader, Yousef and Mahadin, Radwan (Yarmouk U., Jordan). Arabic borrowings and code-switches in the speech of English native speakers living in Jordan. *Multilingua* (Berlin), **15**, 1 (1996), 35–53.

This paper discusses Arabic loanwords and code-switches in the speech of a number of English native speakers living in Jordan and uncovers certain interesting facts related to the categories of loanwords and code-switches, the functions these two processes serve, and the strategies employed by English native speakers when borrowing from or code-switching to Arabic. In the area of borrowing, words related to food and cuisine, drinks, fruits and vegetables, culture, and clothing are found to be the most frequently borrowed. Among the strategies English native speakers adopt in this activity is the

use of a shortened form of an Arabic expression, probably for the sake of simplification. In addition, they sometimes use a brand name of a certain product as a common noun, a strategy already largely used by Arabic native speakers in Jordan. In code-switching, Arabic words and expressions related to greetings and inquiries about health as well as some transitional/parenthetical conversational phrases are the most frequently switched. Finally, certain switches are shown to violate a highly controversial ‘equivalence constraint’ postulated in the literature.

96-380 Bulwer, John (European School, Brussels). European schools: languages for all? *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **16**, 6 (1995), 459–75.

This article seeks to examine the view taken of the European Schools in the literature of bilingual education and to challenge the established view that they are élitist institutions. By an examination of their history, their structure in different language sections, their assessment procedures and final qualifications, and finally their pupil intake, the

article tries to show that the European School system fits neither the model of élite bilingualism nor that of folk bilingualism; but through their reported success in language teaching and the Europeanising effect of their structure have created a new model for the education of linguistic minorities in Europe in the late twentieth century.

96-381 Corson, David (Ontario Inst. for Studies in Ed.). Norway’s “Sámi Language Act”: emancipating implications for the world’s aboriginal peoples. *Language in Society* (Cambridge), **24**, 4 (1995), 493–514.

The Sámi (formerly called Lapps) are the indigenous people of Arctic Scandinavia and northwest Russia. Legislation giving major language and cultural rights to Norway’s Sámi people was enacted in 1992. As an introduction to discussion of the impact of the Sámi Language Act on Norwegian education, this article

begins with an outline of the schooling system in Norway. Its review of the act itself covers the following topics: the Sámi culture and the Sámi languages, social and political problems that affect the Sámi, the place of the Sámi languages in education, and recent educational changes that flow

from the Sámi Language Act. Three research questions, covering the practice and organization of bilingual aboriginal education in Norway, are then addressed at length. The article concludes by

drawing emancipatory implications from the Sámi experience for members of aboriginal cultures and for the future of aboriginal education generally.

96-382 Freed, Alice F. (Montclair State U., NJ) and **Greenwood, Alice** (AT & T Bell Labs., NJ). Women, men, and type of talk: what makes the difference? *Language in Society* (Cambridge), **25**, 1 (1996), 1–26.

In a study of dyadic conversations between four female and four male pairs of friends, the use of the phrase 'you know' and questions are examined within three types of discourse. Women and men are found to use these features with equal frequency; and all speakers, regardless of sex or gender, use them in comparable ways. Although these particular discourse features have been previously associated with a female speech style, the results of this study show that it is the particular requirements associated

with the three types of talk that motivate their use, and not the sex or gender of the individual speaker. The problems of generalizing about the characteristics of female or male speech, outside of a particular conversational context, are discussed; and it is shown that a gendered style cannot be adequately defined by counting individual speech variables removed from the specifics of the talk context.

96-383 Garrett, Peter and others (U. of Wales, Cardiff). 'City harsh' and 'the Welsh version of RP': some ways in which teachers view dialects of Welsh English. *Language Awareness* (Clevedon, Avon), **4**, 2 (1995), 99–107.

This paper summarises some of the findings from a project in progress which researches teachers' sociolinguistic awareness in Wales. A questionnaire was sent to secondary teachers all over Wales to investigate their perceptions of, and attitudes towards, geographical varieties of Welsh English. They were asked to draw in what they felt to be the main Welsh English dialect regions on a blank map of Wales, and then to label and characterise these regions in their own words. They were also asked to complete semantic differential scales for a number of conceptually presented varieties. In the scales task, they differentiated the varieties in such a way that

each had its own evaluative profile along dimensions of prestige, dynamism, pleasantness, and Welshness, with one variety approximating subjective definition as a standard. The labels and characterisations provided by the teachers often carried highly evaluative content, and differentiated varieties in terms of the quality and relative proportions of comments relating to positive and negative affect, prestige, Welshness, Englishness, perceived linguistic features etc. Some interesting differences between the labels and scales data are considered, and issues of importance to Language Awareness are highlighted.

96-384 Heller, Monica (Ontario Inst. for Studies in Ed.). Language choice, social institutions, and symbolic domination. *Language in Society* (Cambridge), **24**, 3 (1995), 373–405.

The study of language choice and code-switching can illuminate the ways in which, through language, social institutions with ethnolinguistically diverse staff and clients exercise symbolic domination. Using the example of French-language minority education in Ontario (Canada), this article examines the ways in which ethnic and institutional relations of power overlap or crosscut, forming constraints which have paradoxical effects. In an analysis of two classrooms,

it is shown how an ideology of institutional monolingualism is supported or undermined by programme structure, curriculum content, and the social organisation of turn-taking, and how individuals use language choices and code-switching to collaborate with or resist these arrangements. The effect of these processes is to contain paradoxes and to produce new relations of power within the school.



96-385 Hufeisen, Britta (U. of Alberta, Edmonton). Multilingual language acquisition in Canada and Germany. *Language, Culture and Curriculum* (Clevedon, Avon), **8**, 2 (1995), 175-81.

This paper briefly examines multilingual settings in Canada and Germany (German, guest worker languages). The differentiation between second and third language acquisition, and the differentiation between acquisition and learning are explored, as well as problems in second and third language acquisition, and cultural and status implications. It is a remarkable fact that almost all foreign language

materials and methods appear to be exclusively designed for monoglot learners. As a result, very little has been done to study the implications of bilingualism and multilingualism in language learning and acquisition. The paper outlines priority areas for further research and presents the prospects for a greater recognition of multilingualism as a precious resource in language education.

96-386 Losey, Kay M. (North Carolina U.). Gender and ethnicity as factors in the development of verbal skills in bilingual Mexican American women. *TESOL Quarterly* (Washington, DC), **29**, 4 (1995), 635-61.

This study describes and analyses differences in student output across ethnicity and gender in a mixed monolingual English and bilingual Spanish/English class in order to understand how second language oral language skills are developed in a mixed classroom. Primary participants included approximately 30 basic writing students ranging in age from 18 to 60. 55% of the students were bilingual Mexican American, and the remainder monolingual Anglo Americans. Data gathered via participant observation, informal interviews, and audio-taped classroom and tutorial interaction were analysed to discover patterns of student output in various interactional contexts, and how the structure

and content of interaction influenced these patterns. The analysis revealed that the bilingual students spoke significantly less in whole class interaction than the monolingual students. Moreover, an analysis by gender revealed that Mexican American men contributed four times the amount expected, whereas Mexican American women spoke half as much as expected. In other interactional contexts, however, the bilingual women were quite verbal. The social status of Mexican American women as 'double minorities' and negative attitudes toward Spanish/English bilinguals help explain why the Mexican American women alone responded to whole class interaction with silence.

96-387 Preisler, Bent (U. of Roskilde). Standard English in the world. *Multilingua* (Berlin), **14**, 4 (1995), 341-62.

Even in a world of many different Englishes, the notion of a 'common core' English (the shared cultural and structural properties of the language) is a valid theoretical concept. This presupposes that in terms of language policies a 'Standard English' is required for communicative effectiveness and this standard should distinguish between the two major varieties of the language, British and American English. It is argued here that sociolinguistic theory offers a framework within which Standard English can be described in terms of its inherent variation. In addition to this, instead of devaluing the term as

being too prescriptive, researchers ought to concentrate on its cultural functions in society and on its role in a culturally based language curriculum. In the teaching of English for cross-cultural purposes, Standard English is in fact the only realistic model, but to be effective as an international lingua franca it will have to function as such at all levels of linguistic communication, including the level of pragmatics. This could be achieved through systematic cultural comparison between American and British English and between the pragmatics of Standard English and the learners' mother tongue.

96-388 Savić, Jelena M. (U. of Tulsa). Structural convergence and language change: evidence from Serbian/English code-switching. *Language in Society* (Cambridge), **24**, 4 (1995), 475-92.

This study investigates how the process of structural convergence common in many bilingual communities (cf. Clyne 1987, 1994) interacts with the process of code-switching. Data on Serbian/English code-switching indicate that there

the process of structural convergence is reshaping the Serbian variety spoken by bilingual speakers. This process is reflected in code-switching situations in the form of what Myers-Scotton calls 'matrix language' (ML) turnover: the matrix language in

code-switched utterances can only be assigned if one considers the process of structural convergence occurring in Serbian. These data indicate that code-switched utterances in which the diachronic ML turnover is under-way present a very useful source of information not only for the analysis of code-switching, but also for the analysis of language

change under conditions of contact. The findings of this study strongly suggest that any theoretical model of code-switching which aims at achieving universality needs also to take into consideration the results of the structural convergence that affects linguistic varieties in many code-switching bilingual communities.

96-389 Starets, Moshé (U. of Windsor, Ontario). At the crossroads of three languages: the case of the Francophone learners of French in Canada. *Language, Culture and Curriculum* (Clevedon, Avon), **8**, 2 (1995), 123-32.

The paper presents the results of a study of Francophone pupils in the French schools of Windsor, Ontario. Like many French Canadians outside of Québec, they live in a trilingual sociolinguistic environment. With their friends they speak English, the dominant language of Ontario, they watch American and English Canadian television and listen to American and English Canadian radio. At home they often speak the French Canadian vernacular which differs from

standard French in many ways. At school most subjects are taught in standard French. Consequently, deeply rooted non-standard features pervade their vocabulary and syntax. Several examples of these features are given. It is quite possible that a hybrid vernacular is emerging as a result of this sociolinguistic situation. From a pedagogical point of view, this situation presents a major challenge to the teaching of standard French to these pupils.

Psycholinguistics

96-390 Biardeau, A. and others (U. of Poitiers). Le rôle de l'information orthographique dans la reconnaissance des mots écrits chez les bilingues novices et experts. [The role of spelling in the recognition of written words by 'novice' and 'expert' bilinguals.] *Revue de Phonétique Appliquée* (Mons, Belgium), **115-17** (1995), 118-30.

The problem considered here is how a bilingual can separate languages for operational purposes and yet still get interference between the two – do bilinguals have a particular type of memory or are they two monolinguals? Previous work on whether a bilingual's languages have shared or separate representations and on how bilinguals access their lexicons is discussed. However, most previous studies have been based on semantic representation; there is very little research on surface-level processing in visual recognition of words in bilinguals. In this study, experiments previously done on monolinguals were repeated on bilinguals to ascertain whether recognition is helped or

inhibited by preceding a target word by (a) one of greater frequency but with similar spelling and (b) one of greater frequency but with different spelling. In the groups tested it was found that, in their intralanguage, recognition of a written word is slower if it is preceded by a frequent word with similar spelling than by a frequent word with different spelling. This was also evident, however, only in the interlanguage of the 'expert' bilinguals. The results would seem to show that bilinguals operate across languages, bringing all their linguistic knowledge into play increasingly as they become more 'expert'.

96-391 Chambres, P. (U. Blaise Pascal, Clermont-Ferrand II). Position sociale de compétence fictive et production en langue étrangère: le rôle de la métacognition et des ressources attentionnelles. [The social position of perceived competence and production in a foreign language: the role of metacognition and attention.] *Revue de Phonétique Appliquée* (Mons, Belgium), **115-17** (1995), 169-81.

The questions addressed here are (a) whether a person's cognitive activity is influenced by their perception of their linguistic competence relative to

that of whoever they are communicating with, and (b) whether a subject pays more attention to their use of language than to the wider situation – i.e. is

less in control of the situation – when interacting with someone perceived as more proficient in the language than themselves. The method and results of two experiments are described and discussed. The results supported the hypothesis that one's perceived level of competence relative to that of one's interlocutor affects one's performance – and thus, social status – in a foreign language, even though

both have the same level of competence. In conclusion, it is argued that social status must be taken into account in any study of cognition, which will inevitably have pedagogical implications. What these are, however, cannot be deduced from the very small amount of research carried out in this area to date.

96–392 de Groot, Annette M. B. and Hocks, C. J. (U. of Amsterdam). The development of bilingual memory: evidence from word translation by trilinguals. *Language Learning* (Cambridge, MA), **45**, 4 (1995), 683–724.

The paper investigates the relation between foreign-language (FL) proficiency and multilingual lexicosemantic organization, using two sets of 48 unbalanced Dutch–English–French trilingual adults as participants. Dutch was the participants' native language. Of their two FLs English was the strongest. The authors tested a developmental hypothesis that assumes a 'word-association' lexical structure for the native language and a relatively weak FL, here French, but a 'concept-mediation' structure for the native language and a stronger FL, here English. Support for the hypothesis derived from the participants' performance in two versions

of the word-translation task: 'translation production' and 'translation recognition'. Translation was from Dutch to both of the FLs. The critical experimental manipulation was word concreteness. It was hypothesized that a concept-mediation structure would predict an effect of this manipulation, whereas a word-association organization would not. In accordance with the developmental hypothesis, a clear concreteness effect obtained in Dutch to English translation, but not in Dutch to French translation. Overall, the data suggest that FL proficiency indeed determines multilingual lexicosemantic organization.

96–393 Ellis, Nick C. (U. of Wales, Bangor). Sequencing in SLA: phonological memory, chunking, and points of order. *Studies in Second Language Acquisition* (Bloomington, Ind.), **18**, 1 (1996), 91–126.

This paper provides an overview of sequencing in second language acquisition (SLA). It contends that much of language acquisition is in fact sequence learning (for vocabulary, the phonological units of language and their phonotactic sequences; for discourse, the lexical units of language and their sequences in clauses and collocations). It argues that the resultant long-term knowledge base of language sequences serves as the database for the acquisition of language grammar. It next demonstrates that SLA of lexis, idiom, collocation, and grammar are all

determined by individual differences in learners' ability to remember simple verbal strings in order. It outlines how interactions between short-term and long-term phonological memory systems allow chunking and the tuning of language systems better to represent structural information for particular languages. It proposes mechanisms for the analysis of sequence information that result in knowledge of underlying grammar. Finally, it considers the relations between this empiricist approach and that of generative grammar.

96–394 Genesee, Fred and others (McGill U.). Language differentiation in early bilingual development. *Journal of Child Language* (Cambridge), **22**, 3 (1995), 611–31.

It has been claimed that children simultaneously acquiring two languages go through an initial stage when they are unable to differentiate between them. Such claims have been based on the widely-documented observation that at times virtually all bilingual children mix elements (e.g. lexical, morphological) from their two languages in the same utterance. Although such code-mixing is not well understood or explained, there are a number of

explanations unrelated to lack of language differentiation that may explain it. Moreover, while language differentiation is widely attested among bilingual children once functional categories emerge, usually during the third year, there is still some question as to how early in development differentiation is present. In this study, language differentiation in five bilingual children was examined prior to the emergence of functional

categories (they ranged in age from 1;10 to 2;2 and in mean length of utterance from 1.23 to 2.08). They were observed with each parent separately and both together, on separate occasions. The results indicate that while these children did code mix, they

were clearly able to differentiate between their two languages. There was no evidence that their mixing was due to parental input, but there was some evidence that language dominance played a role.

96-395 Iaquinta, G. (U. of Poitiers). Stratégies attentionnelles dans l'interprétation consécutive. [Attention strategies in consecutive interpreting.] *Revue de Phonétique Appliquée* (Mons, Belgium), **115-17** (1995), 228-38.

Psycholinguistic studies have shown that language activities in second language (L2) involve a greater degree of attention focus at the lower processing levels [decoding/encoding phonology, lexis, syntax], which are automatic in the first language (L1), at the expense of the higher cognitive levels such as context and extratextual knowledge. The case study described here produced results that were borne out by data from other sources – viz. that, in consecutive interpreting, interpreters' production is adversely affected by misunderstanding of the source language (usually L1) as well as by interference from L1 in L2.

It is argued that, because of the importance given to translation in language teaching (particularly for interpreters) and the way translation is taught – concentrating on the structure and lexis of language at the expense of broader understanding of the message – interpreters tend to operate at lower cognitive levels in L1 as well as in L2. This poses the problem of the role of translation in the teaching of a foreign language. The implication drawn is that, if the teaching of translation hinders consecutive interpreting, it may well also hinder other language processes such as oral production and free writing.

96-396 Lanza, Elizabeth (U. of Oslo). Input parental et différenciation linguistique chez une bilingue de deux ans: interactions dyadiques et triadiques. [Parental input and language differentiation in a bilingual two-year-old: dyadic and triadic interactions.] *Aile* (Paris), **6** (1995), 11-37.

Recent work on the simultaneous acquisition of two languages has called for a focus on the nature of the input bilingual children receive and the potential effect it may have on the child's establishment and maintenance of both languages. Many children acquiring two languages simultaneously from birth are raised in families in which each parent has a different language which s/he addresses to the child (the 'one person-one language' strategy), resulting in 'family bilingualism'. The parental response to the child's language use is a crucial aspect in investigating the very young child's language differentiation. To fully understand the young

bilingual child's language choice, one must examine the child's socialisation. Despite the recent shift in early bilingual studies to parental input, this has mainly been done with the underlying assumption of a dyadic model of communication. The author queries whether such a model draws on the data in which both parents are present; and whether, for example, a parent responds to the child's conversational contributions in the same way in dyadic and in triadic interactions. The case-study of a two-year-old bilingual (English-Norwegian) presented here shows that there is a difference.

96-397 Littlewood, William (U. of Hong Kong). The re-emergence of language production in a bilingual child. *Multilingua* (Berlin), **15**, 1 (1996), 1-11.

This article presents the results of a small-scale study which investigated the re-emergence of German production in a bilingual child. In the period preceding the study, the child had received ample exposure to German input but used almost exclusively English in her productive performance. It was found that, when a change of environment made it necessary for her to communicate productively in German, she first produced German utterances which were mainly well-formed but restricted in their functional variety and syntactic range. Later, the functional variety and syntactic

range were extended, but the utterances showed a greater proportion of deviant features. Later still, the child's utterances regained their well-formedness whilst retaining their syntactic and functional range. Two explanations are put forward for the observations that emerged from the study. One explanation draws on the notion of monitoring. The other explanation is in terms of different ways in which an individual relates to language: as an external tool or an internal system of cognitive structures.

96-398 Long, Steven H. (Case Western Reserve U.) and **Hand, Linda** (U. of Sydney). Acquisition of lexical semantic fields: an evaluation of the PRISM-L procedure. *Child Language Teaching and Therapy* (London), **12**, 2 (1996), 206-29.

While developmental approaches to language treatment are prevalent in the domains of grammar and phonology, they are rare and poorly organized in the area of vocabulary. This is due both to a lack of data on lexical acquisition and to the difficulty of developing a practical clinical procedure for assessing and remediating lexical deficits. One of the few available procedures, Crystal's (1982) PRISM-L, has been largely neglected. This study evaluated PRISM-L's developmental arrangement of lexemes by coding spontaneous speech data obtained in the Mount Gravatt Project (Hart, Walker, and Gray,

1977) from Australian children 2;6 to 6;6 years of age. Results showed regular developmental changes for all groups, with the exception of some anomalies among children 4;6 years old. Comparison of the number of lexeme types to the sequence predicted by PRISM-L produced a statistically significant but low correlation ($r = 0.229$). By reorganizing the PRISM-L chart to retain a linguistically coherent structure but better match the obtained data, a substantially better correlation ($r = 0.763$) was achieved. This revised chart is recommended for future clinical use.

96-399 McQuillan, Jeff and Tse, Lucy (U. of Southern California, Los Angeles). Child language brokering in linguistic minority communities: effects on cultural interaction, cognition, and literacy. *Language and Education* (Clevedon, Avon), **9**, 3 (1995), 195-215.

Socio-cultural views of learning suggest that the acquisition and display of knowledge is context dependent. This study examines the contexts of cultural interaction and the development of cognition and language among linguistic minority (LM) children who 'brokered' for their limited English speaking parents. Unlike formal translators, language brokers mediate rather than merely transmit information among the parties involved. Nine subjects who brokered for their parents as

children were interviewed to determine the effects of brokering. Brokers reported increased first and second language acquisition, comprehension of second language texts far above their grade level, and assumption of parental duties in regard to their schooling and other functions. The results are discussed in terms of current theories of learning as well as possible implications for the schooling of LM students.

96-400 Paradis, Johanne and Genesee, Fred (McGill U.). Syntactic acquisition in bilingual children: autonomous or interdependent? *Studies in Second Language Acquisition* (Bloomington, Ind.), **18**, 1 (1996), 1-25.

Recent research on syntactic and pragmatic development in bilingual 2-year-olds has shown that these children have differentiated language systems. However, it remains to be shown whether their grammars develop autonomously or inter-dependently from 2 years onward. The present study investigates the potential interference between the grammars of French-English bilingual children aged 2-3 years. Their acquisition of functional categories was examined, specifically the properties of

inflection (finiteness and agreement) and negation, as these grammatical properties differ in both adult French and English and child French and English. The results indicate that the bilingual children show no evidence of transfer, acceleration or delay in acquisition, and support the hypothesis that their grammars are acquired autonomously. Some implications of these findings for the debate on continuity in the emergence of functional categories are discussed.

96-401 Xu, Fei and Pinker, Steven (Mass. Inst. of Tech.). Weird past tense forms. *Journal of Child Language* (Cambridge), **22**, 3 (1995), 531-56.

It is often assumed that children go through a stage in which they systematically overapply irregular past tense patterns to inappropriate verbs, as in *bring-brang* and *walk-has walken*. Such errors have been interpreted both as reflecting over-use of minor

grammatical rules, and the operation of a connectionist pattern associator network that superimposes and blends patterns of various degrees of generality. But the actual rate, time course, and nature of these errors have never been documented.

20,000 past tense and participle usages from nine children in the CHILDES database were analysed, to look for overapplications of irregular vowel-change patterns, as in *brang*, blends, as in *branged*, productive suffixations of *-en*, as in *walken*, gross distortions, as in *mail-memled*, and double-suffixation, as in *walkeded*. These errors were collectively quite rare and were made with few stable patterns: the errors were not predominantly word-substitutions, did not occur predominantly with irregular stems, showed

no consistency across verbs or ages, and showed no clear age trend. Most of the errors were based closely on existing irregular verbs; gross distortions never occurred. It is suggested that both rule-theories and connectionist theories have tended to overestimate the predominance of such errors. Children master irregular forms quite accurately, presumably because irregular forms are just a special case of the arbitrary sound-meaning pairings that define words, and because children are good at learning words.

Pragmatics

96-402 Placencia, Maria E. (Birkbeck Coll., London). Politeness in Ecuadorian Spanish. *Multilingua* (Berlin), **15**, 1 (1996), 13-34.

This paper examines politeness phenomena in Ecuadorian Spanish as reflected in the language of telephone conversations, and attempts to add another cultural perspective to the discussion of politeness issues and of Brown and Levinson's much criticized theory, in particular. It highlights some of the difficulties involved in the application of that theory to actual conversational data in Ecuadorian Spanish, such as the frequent occurrence of strategy embeddedness, which brings into question their notions of positive and negative politeness strategies as clear-cut categories, and the lack of a one-to-one correspondence between certain forms and their politeness value, which poses problems for generalisations. It also explores the motivations

behind participants' use of certain strategies and questions Brown and Levinson's notion of face. In addition, it considers some features of politeness at the macro-speech act level, which Brown and Levinson do not seem to take into account. Finally, it suggests that it might be fruitful to seek explanations for some aspects of linguistic politeness in fields that deal with social behaviour and patterns of social interaction. It nevertheless also suggests that, to arrive at a more adequate characterization and understanding of politeness phenomena in Ecuadorian Spanish, it might be useful to examine some aspects of its history and the development of what today constitute its key social institutions.

96-403 Wortham, Stanton E. F. (Bates Coll., Lewiston, ME). Mapping participant deictics: a technique for discovering speakers' footing. *Journal of Pragmatics* (Amsterdam), **25**, 3 (1996), 331-48.

This article presents a systematic technique for uncovering interactional patterns in conversation. While an indefinite number of verbal and paralinguistic cues can potentially establish interactional structure, one type of form often plays a central role. Deictics systematically index aspects of the context, and these forms often sketch out the framework of an interactional event. This article

discusses and illustrates the methodological usefulness of one type of deictic in particular – participant deictics, or 'personal pronouns'. It analyzes five minutes of a classroom conversation, and shows how systematic attention to participant deictics helps uncover the interactional dynamics. The paper ends by considering the limitations of this methodological technique.