the mid-1980s. One of the most important consequences of Taiwan's democratisation is the Tai-yü language movement, which aims to revive this major local language and which symbolises the recent, rapid growth of local identity awareness. The promoters of the movement reject the official definition of Tai-yü as a 'dialect'. For them, bilingual education and the establishment of a Tai-yü pronunciation and writing system are crucial to the rebirth of the language. The movement has posed a threat to the status of Mandarin as the national language and the symbol of Chinese identity and political dominance of the ruling Nationalist Party. This paper analyses the official language policy, which had exalted Mandarin and suppressed other local languages, and the efforts to revive Tai-yü. It is pointed out that the Tai-yü language movement shares with the official policy a language ideology which is based on the nation-state idea. The dynamics of the Tai-yü language movement reveals a pressing problem facing Taiwan: how to balance national cohesion with multingualism and multiculturalism.

98–475   Kamwangamalu, Nkonko M. (U. of Natal). Multilingualism and education policy in post-apartheid South Africa. *Language Problems and Language Planning* (Amsterdam), **21**, 3 (1997), 234–53.

When South Africa liberated itself from apartheid in April 1994, one of the immediate problems that it faced was what it would do with the two languages, English and Afrikaans, which it inherited from the previous colonial and apartheid governments. This paper examines South Africa's answer to the problem, the recently adopted eleven-official-languages policy, with a focus on the current debate on mother-tongue education *vs.* education in a foreign language, English or Africaans. It is argued that, for the new education policy to achieve its intended objective, which is to promote mother-tongue education, then mother-tongue education needs to be 'cleansed' of the stigma with which it was associated in the apartheid era. Suggestions are made as to how this can be done without undermining the role and importance of English and Afrikaans in the country's efforts to build a new, and more equitable, nation.

98–476   Shaaban, Kassim and Ghaith, Ghazi (American U. of Beirut). An integrated approach to foreign language learning in Lebanon. *Language, Culture and Curriculum* (Clevedon), **10**, 2 (1997), 200–7.

This article describes the procedures followed in developing a theme-based English as a Foreign Language (EFL) curriculum to be implemented nation-wide in the Republic of Lebanon. In contemporary Lebanon, EFL instruction starts with the beginning of schooling (kindergarten), and English gradually replaces the native language, Arabic, as the medium of instruction in many of the country's major institutions of higher learning. The description given here covers the procedures followed in forming curricular objectives, devel-

oping perspectives on instruction, setting criteria for material selection and adaptation, and devising evaluation guidelines. These objectives were grounded in some national policy initiatives and based on a variety of curricular plans. Similarly, the perspectives on instruction, material development, and evaluation guidelines were developed based on widely accepted theoretical views and effective applications in foreign language education.

Pragmatics

98–477   Adachi, Yumi (Weber State U.). The effects of semantic difference on cross-cultural business negotiation: a Japanese and American case study. *Journal of Language for International Business* (Glendale, AZ), **9**, 1 (1998), 43–52.

Much discussion has centred on differences between Japanese and American negotiation style. However, little attention has been given to how and to what degree language plays a role in a cross-cultural negotiation. Unfortunately, the majority of monolingual people believes the myth that any language can be completely translated into another language. In fact, one's native language and culture play a role in second language and cultural learning and acquisition. Even though the influence of the native language on a second language is not necessarily negative, it cannot be ignored. Traditionally, business negotiations between Americans and Japanese use English as a communication tool. The purpose of this paper is to study how and to what degree English-language proficiency levels affect the discourse of American and Japanese negotiation, as well as how semantic differences between English and Japanese affect its outcome. Ten native Japanese speakers participated in the study.

98–478   Lazenby Simpson, Barbara (Trinity Coll., Dublin). A study of the pragmatic perception and strategic behaviour of adult second language learners. *Language Awareness* (Clevedon), **6**, 4 (1997), 233–37.

This paper considers initial findings of a research study examining the strategic behaviour of non-native speakers of English when they are faced with situations requiring pragmatic competence in a second language. The complete study involves 24 adult learners of English as a Foreign Language, five of whom are discussed here. The development of first language pragmatic competence is first described, then the acquisition of pragmatic competence by adult second language learners is examined and some qualitative data samples are discussed. Finally, some relevant pedagogical issues are briefly considered.

98–479 LoCastro, Virginia (Internat. Christian U.). Pedagogical intervention and pragmatic competence development. *Applied Language Learning* (Monterey, CA), **8**, 1 (1997), 75–109.

The purpose of the exploratory case-study reported here was to investigate the extent to which pedagogical intervention can facilitate the development of pragmatic competence in English among foreign language learners. First-year university students enrolled in an intensive English-language programme in Japan tape-recorded group discussions at the beginning and end of a nine-week term during which attempts were made to increase both their level of awareness of and their ability to use markers of politeness in English. Utilising a discourse/pragmatic analysis perspective, the data were analysed for possible effects of the lessons. The results did not indicate the anticipated positive change in the learners' language behaviour. Discussion focuses on the linguistic resources the learners did use to construct the speech event and on suggestions for the absence of linguistic politeness in the data examined.