Table of contents

1	Intro	duction	13		
2	Forei	gner-Directed Speech	15		
	2.1	Terminology and Classifications	15		
	2.2	Studies Conducted to Date	19		
		2.2.1 English	20		
		2.2.2 Spanish	24		
		2.2.3 German	26		
		2.2.4 German / Turkish: Hinnenkamp (1982)	30		
		2.2.5 French: Valdman (1977)	31		
		2.2.6 Dutch: Snow / van Eeden / Muysken (1981)	31		
	2.3	Summary of FDS Characteristics	32		
	2.4	Methods Used in Previous FDS Studies	34		
3	Spanis	h in Argentina	39		
	-	-			
	3.1	Argentina in General	39		
		Córdoba The Use of the conservation of Educational Scottons	43		
	3.3 3.4	The Use of the <i>voseo</i> in the Argentinian Educational System	49 51		
	3.4	Definitions and Attitudes towards <i>Neutral Spanish</i> , with Emphasis on Argentina	31		
1	Methodology 61				
+					
	4.1	Research Questions and Expected Results	61		
	4.2	Study Setup	62		
	4.3	Ethical Issues	65		
	4.4	Transcription	66		
		4.4.1 General Comments	66		
	15	4.4.2 HIAT and the Transcription System Used in this Study	67		
	4.5	Analysis	71 72		
	4.6	Participants of the Study	12		
5	Analysis				
	5.1	Problems of Disambiguation	77		
	5.2	Neutralisation	78		
	5.3	Use of English	84		

	3.4	Comprehension checks	92
	5.5	Linguistic Explanations	100
	5.6	Or-choice Questions	112
	5.7	Providing of Words	120
	5.8	Paraphrases and/or Synonyms	130
	5.9	Correction	133
	5.10	Decomposition	138
	5.11	Colloquial Forms of Address	141
	5.12	Use of usted and tuteo	144
	5.13	Dealing with Misunderstandings	147
	5.14	Answering for Others	153
	5.15	Speaking About Others Rather than To Them	155
6	Discu	assion and Comparison of the Results with Those of Other Studies	159
7	7 Conclusions		
R	deferences		