

cultural transformation in the last four decades with the arrival in the predominantly English-speaking community of the new immigrants and refugees, and their children. The third generation children born in this country continue to arrive in the nursery and primary classrooms with fluency in the heritage language but many of them lack an adequate level of competence in English to cope with the demands of the National Curriculum. The purpose of this paper is to examine the tension in the language planning ethos embedded in the National Curriculum between fostering 'bilingualism' and promoting 'English' via 'bilingual support'. The paper is based on a critical appraisal of several government language education-related documents for England; a sociolinguistic analysis of the results of a major project Working With Bilingual Children, and subsequent mini-projects which investigated the conceptualisation of 'bilingualism' and 'bilingual support' in relation to the ethnic minority children in primary schools in England.

00-384 Vermès, Geneviève (Université Paris VIII, France), **Collet, Sylvie-Marie and Huet, Eddy.** *Réflexion métalinguistique en langue minorisée: le cas du créole pour les enfants réunionnais en France.* [Metalinguistic reflection in a minority language: the case of creole for children of La Réunion origin in France.] *Bulletin suisse de linguistique appliquée* (Neuchâtel, Switzerland), **69**, 2 (1999), 73–86.

This article assesses the metalinguistic knowledge of children in France from creole-speaking families originating from La Réunion. These children tend to be encouraged to speak French at home, and their education is conducted entirely in French. Many claim not to speak any creole. Eighteen such children, and a control group of 16 monolingual francophone children, were presented with a set of sentences in creole and in French, and were asked whether they were in French or creole, and whether they were correct or incorrect. Results demonstrated that they were often capable of identifying creole phrases and of judging their grammaticality. The level of metalinguistic knowledge was higher for older children. The authors conclude that, despite the children's claims, they clearly have a level of metalinguistic knowledge in creole. They suggest that either there is a retroactive effect on students' competence as a result of their education in French, or there is a parallel development in metalinguistic competence in the two languages; or that there may exist a threshold level which must be attained in both the home and school languages in order for the development of cognitive metalinguistic skills which the authors claim are necessary for further literacy development.

Sociolinguistics

00-385 Alonso-Nieto, Laly. Language planning for education in Spain. *Vida Hispanica* (Rugby, UK), **20** (1999), 8–14.

Although Castilian has been the official language of Spain in recent history, many areas have their own vernaculars, or regional varieties. Since the setting up of decentralised, autonomous regional governments, efforts are being made to recapture and promote Spain's regional cultures and languages. The aim is for all Spanish citizens to be bilingual, although there are issues to be overcome such as the lower status of many vernaculars, post-war repression of regional languages and differing political stances of regional governments and their attitudes towards the local vernacular. This aim is being achieved by means of language policies encompassing language education, use of vernaculars in regional administration and the media, and linguistic description and codification. Bilingual education is perceived as being particularly important in achieving the normalisation of minority languages, and so education policies and models in Catalan-speaking areas, Galicia and the Basque region are examined in detail. Although the degree of success inevitably varies, the signs for a bilingual future for Spain are felt to be positive.

00-386 Blackledge, Adrian (Westhill Coll. of Higher Ed., Birmingham, UK). Language, literacy and social justice: the experiences of Bangladeshi women in Birmingham, UK. *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **20**, 3 (1999), 179–93.

This paper presents a study of the literacy practices and attitudes of Bangladeshi families in Birmingham, UK. In particular, the study focuses on the extent to which the mothers of 18 six-year-old Bangladeshi children were able to support their children's school-related literacy learning. The paper locates literacy in the context of social justice, and relations of power between majority and minority groups in society. Despite the school's attempts to involve them, the Bangladeshi women were largely excluded from their children's schooling. They did not share the literacy of the school, so they were considered to be 'illiterate'. As they did not possess the linguistic or cultural capital demanded by the school, they were unable to contribute to their children's English literacy learning. The women were committed to their children's English education. At the same time, they reported that they had a clear understanding of how to support their children's Bengali literacy learning. However, the school did not seem to value the mothers' Bengali literacy as a resource. Instead, the women were disempowered by school structures which demanded that they play by the linguistic rules of the dominant-culture school, or put at risk their children's academic progress.

00-387 Ibrahim, Awad El Karim M. (U. of Ottawa, Canada). Becoming Black: rap and hip-hop, race, gender, identity, and the politics of ESL learning. *TESOL Quarterly* (Alexandria, VA, USA), **33**, 3 (1999), 349–69.

This article is about the impact of *becoming Black* on ESL (English as Second Language) learning, that is, the

interrelation between identity and learning. It contends that a group of French-speaking immigrant and refugee continental African youths who are attending an urban Franco-Ontarian high school in southwestern Ontario, Canada, enters a *social imaginary*—a discursive space in which they are already imagined, constructed, and thus treated as Blacks by hegemonic discourses and groups. This imaginary is directly implicated in whom the students identify with (Black America), which in turn influences what and how they linguistically and culturally learn. They learn Black stylised English, which they access in hip-hop culture and rap lyrical and linguistic styles. This critical ethnography, conducted within an interdisciplinary framework, shows that ESL is neither neutral nor without its politics and pedagogy of desire and investment.

00-388 Lin, Angel M. Y. (City U. of Hong Kong). Doing-English-lessons in the reproduction or transformation of social worlds? *TESOL Quarterly* (Alexandria, VA, USA), **33**, 3 (1999), 393–412.

Apart from the technical concern for efficiency in the Teaching of English to Speakers of Other Languages (TESOL), the present author contends that a far more diverse range of questions needs to be addressed, including whether English is implicated in the reproduction of social inequalities in different contexts in the world and, if so, how. This article tells a story of four classrooms situated in different socio-economic backgrounds. Drawing on the theoretical notions of *cultural capital*, *habitus*, *symbolic violence*, and *creative, discursive agency* as analytic tools, the story focuses on the classroom dilemmas in which students and teachers found themselves, as well as the creative, discursive strategies they used to cope with these dilemmas. The implications of their strategies are discussed with reference to whether the students and teachers were 'doing-English-lessons' in the reproduction or in the transformation of the students' social worlds.

00-389 Masgoret, Anne-Marie and Gardner, R. C. (U. of Western Ontario, Canada). A causal model of Spanish immigrant adaptation in Canada. *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **20**, 3 (1999), 216–36.

The study reported here was conducted to investigate the role of several sociocultural variables involved in the acculturation process and their relation to second language learning and well-being. Previous studies have supported several of the proposed relationships between these variables; however, there is a need for integrative research assessing the relationships among all of them simultaneously. The sample consisted of 248 Spanish immigrants who completed questionnaires assessing Language Ability, Attitudes, Contact, Modes of Acculturation, Self-Ratings of English Proficiency, and Well-Being. A causal modelling analysis indicated that an Assimilation mode of acculturation was positively related to self-rated English proficiency and preference for responding to the questionnaire in

English. Furthermore, Integration and Assimilation were found to be positively related to Well-Being whereas Rejection was negatively related to both Well-Being and preference for the English questionnaire. These results are discussed in terms of their implications for research on acculturation, second language acquisition, and the general well-being of immigrants.

00-390 Modiano, Marko (Gävle U., Sweden). Standard English(es) and educational practices for the world's lingua franca. *English Today* (Cambridge, UK), **15**, 4 (1999), 3–13.

This article challenges the notion that there are two main forms of standard English, British English (BrE) and American English (AmE). It calls for definitions of standard English to be revised based on descriptions of the language as it is used by native speakers and proficient non-native speakers, so that English can begin to function as a true international lingua franca. Views and attitudes of some native speakers of BrE in particular towards standard English and other varieties are explored. The article then discusses what standard English is, and asserts that written language is tending to converge towards an internationally accepted standard form, while for spoken language the opposite is the case. It is therefore suggested that standard spoken English should be defined according to comprehensibility among proficient speakers rather than native speaker dialects. A model for English as an international language (EIL) is proposed which incorporates features of native and non-native varieties and highlights a common core of mutually intelligible language features. The article concludes with some implications of EIL for teaching, such as revising current models of motivation and the importance of developing new educational standards. [See also abstract 99-662.]

00-391 Nelson, Cynthia (U. of Technology, Sydney, Australia). Sexual identities in ESL: queer theory and classroom inquiry. *TESOL Quarterly* (Alexandria, VA, USA), **33**, 3 (1999), 371–91.

Within ESL (English as a Second Language), interest has been growing in the pedagogical implications of poststructuralist theories of identity and in the need for gay-friendly teaching practices. However, research on identity has largely neglected the domain of sexual identity, and efforts to develop gay-friendly pedagogies have not yet engaged with poststructuralism. This article introduces some of the key concepts of queer theory, which draws on poststructuralism, and suggests implications for teaching. The central argument is that a queer theoretical framework may be more useful pedagogically than a lesbian and gay one because it shifts the focus from inclusion to inquiry, that is, from including minority sexual identities to examining how language and culture work with regard to all sexual identities. The article then comments on an ESL class discussion in the United States that focused on lesbian and gay identities.

00-392 Shehadeh, Ali (U. of Aleppo, Syria). Gender differences and equal opportunities in the ESL classroom. *ELT Journal* (Oxford, UK), **53**, 4 (1999), 256-61.

This article begins with the premise that there is good evidence from cross-gender conversations between the various possible combinations of native speakers and non-native speakers to suggest that men and women tend to use conversation for different purposes. It would appear that men take advantage of the conversation in a way that allows them to promote their performance/production ability, whereas women utilise the conversation to promote their comprehension ability. The main pedagogical conclusion drawn by the present author from the available evidence is that the English second/foreign language (ESL/EFL) teacher, equipped with a good syllabus and a good methodology, should be able to engineer situations that create equal opportunities for both males and females in all aspects of classroom interaction. However, this article also suggests that more empirical research needs to be done into (a) the origin(s) of gender difference (biological/innate, psychological, or socio-cultural), and (b) its effect on second language learning.

Pragmatics

00-393 Suh, Jae-Suk (Mokdong APT #113-108, Yangchengu, Seoul, Korea). Pragmatic perception of politeness in requests by Korean learners of English as a second language. *IRAL* (Heidelberg, Germany), **37**, 3 (1999), 195-213.

The focus of this paper is on determining the differences between English native speakers and ESL (English as a Second Language) Korean learners in the use of politeness strategies in a variety of situations where social and psychological factors are variables. Ten adult native speakers of American English and 20 Korean adult ESL learners participated in the study. The findings show that, although in most situations the Korean learners did not differ from the native speakers of English in their use of politeness strategies, in some situations where a requester-requestee relationship is both socially and psychologically close, e.g., in a close friendship, they were not able to use politeness strategies in a way similar to the native speakers. The results are discussed, together with their implications for the teaching of politeness strategies in requests in ESL classrooms in Korea.