English. *English Today* (Cambridge, UK), **56**, 4 (1998), 55–58.

This article reconsiders the broad categorisation of English into English as a Native Language (ENL), i.e. the first language of most people in a country; English as a Second Language (ESL), where it is used for intranational communication, e.g. in former colonies; and English as a Foreign Language (EFL), where it is used for international communication. It is suggested that these definitions are ambiguous and unhelpful, and do not reflect the linguistic context of most developing countries. In examining the taxonomy in detail, the author refutes the implicit notion of uniformity, highlighting in particular the socio-cultural and linguistic diversity of ESL and EFL contexts. He goes on to discuss what he sees as the flaws of Kachru's updated model of classification of global English, a set of concentric (inner, outer and expanding) circles, which closely resembles the traditional typology; he suggests that the outer circle should be redefined not only according to geographical region but according to educational and socio-economic status, paying special attention to the third world varieties of the language and non-formal usage.

99–323   Vilar Sánchez, Karin (Universidad de Granada, Spain). Diglossische Prozesse (zwischen Deutsch und Spanisch) unter spanischen Emigranten der 2. Generation in Deutschland: Eine soziolinguistische Studie. [Diglossic processes (between German and Spanish) among 2nd generation immigrants in Germany: a sociolinguistic study.] *IRAL* (Heidelberg, Germany), **36**, 3 (1998), 197–212.

This article reports on the results of a sociolinguistic study into the relationship between sociocultural factors and Spanish language maintenance and loss in young second generation Spanish immigrants in Germany. The study involved recorded interviews with 27 participants, based on 181 questions designed to elicit information on (1) general language competence and specific grammatical phenomena, and (2) personal and sociocultural factors. Participants were also given a picture story task, and were asked to read a text aloud. The author notes an impoverished competence in relation to verb forms and their functions (past tense, gerund, conditional, modal use of forms, imperfect subjunctive), and reduced syntactic versatility. There was little phonetic or phonological loss, and no change in the use of fillers. A clear relationship is reported between sociocultural factors (ethnolinguistic identity, age, length of residence in Spain and age on arrival in Germany, and institutional support in Germany for Spanish language and culture) and language competence. (Details of the quantitative analysis are not included.) The author reports clear evidence of a diglossic Spanish/German situation and clear signs of Spanish language loss. She suggests that there may be a complex interaction between language loss and arrested development, as well as between developmental and

cross-linguistic factors; and that language loss will continue unless ethnolinguistic vitality is increased through institutional support in the host country.

Applied linguistics

99–324   Edge, Julian and Richards, Keith (Aston U., UK). May I see your warrant, please? Justifying outcomes in qualitative research. *Applied Linguistics* (Oxford, UK), **19**, 3 (1998), 334–56.

Despite both resistance from the dominant orthodoxy and complications caused by the competing claims of new paradigm diversity, the authors of this paper affirm a pressing need for researchers in TESOL (the Teaching of English to Speakers of Other Languages) to engage productively with the richness of intellectual opportunity currently available in the human sciences. They see three possible avenues of growth: to extend conventional research parameters; to align one's work with a recognised radical alternative; to develop an individual stance. They see any effective response as having to address questions of *position* (the research position in terms of which one wishes to be evaluated), *voice* (in terms of who is given space to speak), and *representation* (the form of discourse chosen). Taken together, these form the basis of *legitimisation* (in terms of disputable argument) and *authentication* (in terms of contextualised credibility). They are, therefore, fundamental to the provision of adequate justification, or *warrant*, for the research in which TESOL needs to be involved. This question of what constitutes a warrant is seen as the central issue.

99–325   Kress, Gunther, Ogborn, Jon and Martins, Isabel (Inst. of Ed., U. of London, UK). A satellite view of language: some lessons from science classrooms. *Language Awareness* (Clevedon, UK), **7**, 2/3 (1998), 69–89.

This paper is included in a special issue of *Language Awareness* which deals with the topic of LA in an integrated framework of interaction, context and communication. What brings the four contributions together is a concern with the relationship between what is communicated in and through language *vis-à-vis* other semiotic systems and how these different systems are mobilised in the instructional setting for metacommunicative purposes. The present paper proposes that LA cannot be fully developed if it rests on a view of language 'from within'. It is argued that adopting a 'satellite' view of language affords a perspective which shows it as one communicational mode among many—and not necessarily the most central. Language awareness 'from without' thus contrasts the possibilities of this mode with those of others. The paper examines two science textbook extracts and a sequence of two science lessons as instances of the 'specialisation' of communicational and representational functions of differing semiotic modes. This specialisation may derive, on the one hand,

from the 'aptness' of a mode for particular purposes of the maker of the text. In a learning and teaching interaction, specific modes will make certain aspects of the curriculum seem evidently so, and the uses of different modes for specific purposes can therefore have espistemological motivation, and effects. It is concluded that this complex set of interactions needs to be seen, as always, in the social and historical context in which those who make texts are interacting. *[see also abstracts 99–326, 99–327, 99–328]*

99–326   Roberts, Celia (Thames Valley U., London, UK). Awareness in intercultural communication. *Language Awareness* (Clevedon, UK), **7**, 2/3 (1998), 109–27.

This paper is included in a special issue of *Language Awareness* which deals with the topic of LA in an integrated framework of interaction, context and communication. The present paper extends the notion of language awareness to include intercultural communicative awareness. The author first briefly reviews some of the interconnections of language and culture drawing on discourse and pragmatic perspectives as they relate to intercultural communication and, specifically, to issues of awareness-raising programmes for professionals working in institutional settings. The need to extend language awareness to intercultural awareness by including metapragmatics in a more complete notion of 'awareness' is then discussed. The second half of the paper looks at the potential for misunderstandings in intercultural communication and charts some of the attempts to develop educational programmes and enhance intercultural awareness. *[see also abstracts 99–325, 99–327, 99–328]*

99–327   Sarangi, Srikant (Cardiff U., UK). 'I actually turn my back on (some) students': the metacommunicative role of talk in classroom discourse. *Language Awareness* (Clevedon, UK), **7**, 2/3 (1998), 90–108.

This paper is included in a special issue of *Language Awareness* which deals with the topic of LA in an integrated framework of interaction, context and commu-

nication. The present paper starts from the premise that classroom communication is best characterised as a social activity where interpersonal relationships are created, maintained and even changed through teacher-student interactions. A close analysis of some of the discourse features–using data from a two-year ethnographic classroom project in the UK vocational education sector–suggests that what differentiates the way teachers interact with 'more successful' and 'less successful' students is the extent to which they focus on 'task talk' and 'procedural talk'. Because these two modes of talk sometimes function metacommunicatively, any switching between them can potentially trigger the operation of a mutually reinforcing circle, with 'labelling' and 'patterns of interaction' working on each other. *[see also abstracts 99–325, 99–326, 99–328]*

99–328   van Lier, Leo (Monterey Inst. of Internat. Studies, CA, USA). The relationship between consciousness, interaction and language learning. *Language Awareness* (Clevedon, UK), **7**, 2/3 (1998), 128–45.

This paper is included in a special issue of *Language Awareness* which deals with the topic of LA in an integrated framework of interaction, context and communication. The present paper looks at the relationship between consciousness, language learning and social interaction from an ecological perspective. It is argued that consciousness and language learning are integral parts of the human ecology, i.e. they can be defined in terms of social activity and relationships among people, as well as in terms of mental operations or cerebral processes. Several levels of consciousness are discussed, from both a cognitive and a social perspective. Language, especially in the form of social interaction, is related to consciousness and learning via an analysis of several transcribed data extracts from different settings. It is concluded that interactions with others constantly provide pedagogical moments or learning opportunities. For teachers this means that interactions with learners in classrooms should allow learners to be perceiving, thinking, acting, and interacting persons, rather than passive recipients of knowledge. *[see also abstracts 99–325, 99–326, 99–327]*