are shaped by existing literacy practices in English, as English is the language of formal education. However, new spaces are also emerging in society for the use of literacy in the mother tongue. This paper examines the impact of mother-tongue literacy on attitudes towards, and uses of, written text in the Bafut, Kom and Nso' language communities of Northwest Cameroon. The paper is based on qualitative case study research conducted in these communities in 2002–2003. The paper concludes with a discussion of the future of mother-tongue literacy in the Bafut, Kom and Nso' language communities.

http://www.multilingual–matters.net

07–335 WANG, HONGYUAN & YING YANG (Yulin College, Shaanxi, China), **Using letter words in China**. *English Today* (Cambridge University Press) 22.3 (2006), 51–52.
doi:10.1017/S0266078406003075

In *English Today* 58.2 (April 1999), there appeared an article entitled 'English everywhere in China', in which Kang Jianxiu has not only cited many examples to show that English is extensively used in China, but also lists several reasons for using the language and predicts that the phenomenon is unstoppable. From the date of its publication to the present time, more than six years have passed. What has happened in China during those years concerning the use of English? Has Kang's predication been proved right? We have been following the phenomenon, and would like to discuss these questions.

http://journals.cambridge.org/jid_ENG

07–336 YIAKOUMETTI, ANDROULA (U Cambridge, UK), **A bidialectal programme for the learning of Standard Modern Greek in Cyprus**. *Applied Linguistics* (Oxford University Press) 27.2 (2006), 295–317.
doi:10.1093/applin/aml012

This study addresses bidialectism by investigating the linguistic situation on the bidialectal island of Cyprus where Standard Modern Greek (SMG) and the regional Cypriot dialect (CD) are both routinely used. The study implemented a language programme that embraced both sociolinguistic and educational factors and was designed to teach SMG by using the CD as a facilitating tool, while simultaneously ensuring the maintenance of the CD. A quasi-experimental design was used in the application and evaluation of this bidialectal method, comparing a control group and an experimental group of final-year primary-school students in terms of phonology, morphology, syntax, and lexis. Quantitative analysis of the results revealed that the method had a marked positive effect on the oral and written production of the standard variety. This was due to explicit and conscious comparison of learners' regional dialectal mother tongue with the standard target variety.

http://www.applij.oxfordjournals.org

176

Sociolinguistics

07–337 AIELLO, GIORGIA (U Washington, USA) & CRISPIN THURLOW, **Symbolic capitals: Visual discourse and intercultural exchange in the European Capital of Culture scheme**. *Language and International Communication* (Multilingual Matters) 6.2 (2006), 148–162.
doi:10.2167/laic234.0

In multilingual Europe, visual discourse may function as a cross-culturally strategic form of communication, thanks in part to its perceptual and iconic availability. In this regard, we offer a social semiotic critique of a range of visual resources deployed in the official promotional texts of 30 of the 43 cities either nominated or competing for the title of European Capital of Culture between 2005 and 2011. In considering the political/cultural/economic ideologies that underpin the production of a supposedly an-European identity, we also show how these branding exercises manage local/global tensions by exploiting the intercultural meaning potentials of visual discourse.

http://www.multilingual–matters.net

07–338 ARMSTRONG, NIGEL (U Leeds, UK; n.r.armstrong@leeds.ac.uk) & PHILIPPE BLANCHET, **Special issue: The dynamics of levelling and diversity in French/Dynamiques de 'standardisations partielles' en français**. *Journal of French Language Studies* (Cambridge University Press) 16.3 (2006), 247–250.
doi:10.1017/S0959269506002523

This thematic issue of *JFLS* takes as its subject the connected linguistic phenomena of levelling and diversity in the French of the Hexagon. Diversity in language is obvious enough, is indeed part and parcel of all living languages, since social difference finds expression in linguistic difference. Levelling is, however, harder to define in a way that applies across languages and even more difficult to adapt across languages: the French term NIVELLEMENT is spontaneously understood as 'elimination of all differences' i.e. 'standardisation in the strong sense', whereas the English term LEVELLING has the sense rather of 'standardisations partielles' (the plural is important) and could perhaps be better translated in this way.

http://journals.cambridge.org/jid_JFL

07–339 DALTON-PUFFER, CHRISTIANE & NIKULA TARJA (U Vienna, Austria), **Pragmatics of content-based instruction: Teacher and student directives in Finnish and Austrian classrooms**. *Applied Linguistics* (Oxford University Press) 27.2 (2006), 241–267.
doi:10.1093/applin/aml007

Using a pragmatic framework, this paper examines how directives are performed by teachers and students in Finnish and Austrian CLIL classrooms, that is settings where a foreign language (in this case English) is used as the medium of instruction in non-language subjects such as history or chemistry. We explore how interpersonal aspects of communication get realized in the performance of directives, and the way contextual factors such as the object of directives (information/action) or the type of classroom register (instructional/regulative) affect speakers' directness choices. The findings show that both these contextual factors interact systematically with speakers' use of directives. For example, demands for information seem to be fully sanctioned by the educational context and are therefore normally performed directly by both teachers and students whereas demands for action require more interpersonal work, evidenced by the more indirect strategies used. Moreover, while there are student demands for information in both instructional and regulative register, students' right to perform directives for action seems to be restricted to regulative register. Our results show how the specific conditions of classroom discourse affect the language environment in CLIL classrooms and we argue this should be taken into account when formulating language goals for this educational approach.

http://www.applij.oxfordjournals.org

07–340 **Pereira De S. Thiago, Elisa Maria Costa** (U São Paulo, Brazil), **Indigenous writing in Brazil: Towards a literacy of vision and transformation**. *Language and International Communication* (Multilingual Matters) 6.2 (2006), 113–123. doi:10.2167/laic231.0

This paper argues that knowledge is culturally articulated and varies according to the locus of enunciation. Its proposition is that knowledge should cease to be seen as neutral, scientific and universal. Such a change in the way knowledge is seen requires a discussion of literacy and writing as also being culturally specific. The argument forwarded in this paper in favour of a renewed perspective on knowledge as culturally marked derives from the study of a particular phenomenon: the multimodal narratives produced by indigenous teachers in the context of indigenous schools in Brazil.

http://www.multilingual–matters.net

Applied linguistics

doi:10.1017/S0261444807284289

07–341 **Al-Kufaishi, Adil** (Copenhagen U, Denmark; adil@hum.kd.uk), **A pedagogic model of translating expository texts**. *Babel* (John Benjamins) 52.1 (2006), 1–16.

The aim of this paper is to present a semantically-based and pragmatically-oriented model of translating

expository texts, to expound its main components and to establish links between its subcomponents. The model is discourse-centered. It caters for the properties of meaning, semantic relationships, rhetorical patterns and discoursal values, and considers the cognitive processes of interpretation which involve interaction and negotiation between schemata- the system of prior conceptual knowledge and the textual information. The model considers both the macro- and micro-dimensions of discourse analysis. It starts with macro-structure analysis, i.e. the discoursal organizational patterns and proceeds to micro-structure analysis, i.e. the intersentential relationships that bind together the portions of the text and the lexical items which encode the imparted meaning. The model takes into account the four translation processes of discourse decomposition, conversion restructuring and editing. It views the text as a subcomponent of the communicative context which in turn is a subcomponent of the context of culture. The analytical procedure proceeds in terms of three levels: level 1 involves discourse decomposition (Component A), level 2 involves communicative context analysis (Component B) and level 3 involves cultural restructuring (Component C). To properly comprehend a text, a trainee translator has to: (a) decompose the intricate network of semantic and textual relationships, (b) consider the parameters of the communicative context that are relevant to discourse interpretation and (c) link the text to its cultural context.

http://www.benjamins.com

07–342 **Anderson, Wendy** (U Glasgow, UK), **'Absolutely, totally, filled to the brim with the Famous Grouse'**. *English Today* (Cambridge University Press) 22.3 (2006), 10–16. doi:10.1017/S0266078406003038

The Scottish Corpus of Texts and Speech (SCOTS) has been available online since November 2004. It currently contains over 2.3 million words of texts in varieties of Broad Scots and Scottish English. Regular additions are made to the textual content of the corpus and the integrated search and analysis software is continually undergoing improvement. Over the next year, the corpus will grow to around 4 million words, 20% of which will comprise spoken language in the form of conversations and interviews.

http://journals.cambridge.org/jid_ENG

07–343 **Boudreault, Patrick** (California State U, Northridge, USA ; patrick.boudreault@csun.edu) **& Rachel I. Mayberry**, **Grammatical processing in American Sign Language: Age of first-language acquisition effects in relation to syntactic structure**. *Language and Cognitive Processes* (Routledge/Taylor&Francis) 21.5 (2006), 608–635. doi:10.1080/01690960500139363

Sentence processing in American Sign Language (ASL) was investigated as a function of age of first language