

in the educational systems of developing societies. English language learning has therefore been portrayed either as a fundamental tool that unquestionably brings professional success or one that oppresses us under capitalism, neoliberalism and the global market. Without questioning the veracity of both descriptions, indeed precisely for this reason, this paper argues for a critical pedagogy of English as a Global Language. The use of English as a common language, but not as a lingua franca, can provide us with opportunities for acting as responsible cosmopolitan citizens, without implying the loss of our cultural and ideological roots or the transformation of the English language into a neutral, disengaged or unaffiliated medium. This paper attempts to theorise this hypothesis based upon the ideas of authors such as Santos on globalisation and the World Social Forum, as well as the statements of EFL teachers on curriculum development.

<http://www.multilingual-matters.net>

07-636 STROUD, CHRISTOPHER & LIONEL WEE (National University of Singapore; ellweeha@nus.edu.sg), **A pedagogical application of liminalities in social positioning: Identity and literacy in Singapore.** *TESOL Quarterly* (Teachers of English to Speakers of Other Languages) 41.1 (2007), 33–54.

A growing body of research recognizes the pervasive difficulties involved in accommodating multilingual practices in the English language classroom and acknowledges that one aspect of this conundrum is the role that languages play in the constitution of student identities. Such studies point to how students use off-stage spaces to covertly engage identities that are devalued in on-stage classroom interaction that comes under the teacher's authority. In this article, we examine data on Singapore English classrooms at the secondary school level. By analyzing interactions in both off- and on-stage spaces, we discuss how the work that students do in constructing identities can be integrated into the linguistic mediation of learning. We do this by offering an interpretation of Rampton's notion of crossing, emphasizing how this concept promises to link theoretical analysis and practical classroom pedagogy in a socioculturally sensitive way, one that considers the Singaporean multilingual situation and the importance of languages for identity work.

<http://www.tesol.org>

Applied linguistics

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07-637 BANERJEE, SUDIPTA (C-DAC, India; subhakanp@yahoo.com) & **B. MULLICK, Word sense disambiguation and WordNet technology.** *Literary and Linguistic Computing*

(Oxford University Press) 22.1 (2007), 1–15.
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This paper discusses the problem of word sense disambiguation in Bangla and its resolution being WordNet like structures. We made AsiaNet, an Machine Readable Dictionary (MRD) and Abhidhan, a thesaurus in Bengali for this purpose and revised the HOMOGRAPH definition. In this work, we aimed for a success rate of 92%.

<http://lc.oxfordjournals.org>

07-638 CAO, DEBORAH (Griffith U, Brisbane, Australia; d.cao@griffith.edu.au), **Inter-lingual uncertainty in bilingual and multilingual law.** *Journal of Pragmatics* (Elsevier) 39.1 (2007), 69–83.
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Uncertainty, linguistic or otherwise, may lead to legal disputes. More complications are likely to arise when more than one language is involved. Inter-lingual uncertainty such as ambiguity, vagueness and other meaning indeterminacy is an area that has not received sufficient attention, in particular with regard to language used in law. This essay focuses on inter-lingual uncertainty with specific reference to legislative texts. It identifies three sources of gap in meaning in bilingual and multilingual laws, and discusses how the courts in Canada, Hong Kong and the European Court of Justice approach and construe meaning in such cases of linguistic uncertainty. It argues that judicial interpretation in the case of linguistic uncertainty is unique and is constrained by established laws, statutory interpretive rules, policy and other considerations. This is particularly the case for bilingual and multilingual law for the reconciliation of legal meanings and harmonisation of laws. The court has to resolve linguistic uncertainties to provide the uniform interpretation that the law requires. This has implications for the study of legal language, legal translation and pragmatics.

<http://www.elsevier.com>

07-639 DE VEGA, MANUEL (U La Laguna, Tenerife, Spain), **MIKE RINCK, JOSÉ M. DÍAZ & INMACULADA LEÓN, Figure and ground in temporal sentences: The role of the adverbs when and while.** *Discourse Processes* (Erlbaum) 43.1 (2007), 1–23.
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Multiclausal sentences with the temporal adverbs while or when referring to simultaneous events (e.g. 'While [when] John was writing a letter, Mary comes into the room') were compared in German and Spanish. Following Talmy (2001), we assumed that the event in the main clause is the figure (F; the event to be located in time), and the event in the adverbial clause is the ground (G; the event used as temporal reference). Germans judged as more acceptable the

while (während) sentences with the longer duration event as G (e.g. writing a letter) and the shorter duration event as F (e.g. coming into the room) than vice versa. However, they judged when (als) sentences quite acceptable in both duration conditions, suggesting that this adverb is temporally less constrained than while. Spaniards produced a similar, although less conspicuous, pattern. We discuss the results in terms of the temporal metrics that underlie F–G relations in adverbial sentences, as well as crosslinguistic differences between Spanish and German.

<http://www.leaonline.com/loi/dp>

07-640 L'HAIRE, SÉBASTIEN (U Geneva, Switzerland; sebastien.lhaire@lettres.unige.ch), **Fipsortho: A spell checker for learners of French.** *ReCALL* (Cambridge University Press) 19.2 (2007), 137–161. doi:10.1017/S0958344007000420

This paper presents FipsOrtho, a spell checker targeted at learners of French, and a corpus of learners' errors which has been gathered to test the system and to get a sample of specific language learners' errors. Spell checkers are a standard feature of many software products, however they are not designed for specific language learners' errors. After a brief review of the state of the art, we describe the system's architecture and interfaces. Then we describe our error typology and detail the techniques used to retrieve words and to order proposals appropriately: alphacode, phoneticization, ad-hoc, capitalization, apostrophe, and word separation error methods. Proposals are sorted by a score depending on the method(s) used to retrieve them, on the expected lexical category, gender, number and person, and on the string proximity with the unknown word. Then the test results are presented: a list of individual words containing errors was submitted to the alphacode and phoneticization methods; a corpus of authentic learners' errors was gathered and analyzed. Finally we conclude the paper with some limitations of the system and ideas for future research.

http://journals.cambridge.org/jid_REC

07-641 LÓPEZ-VARELA AZCÁRATE, ASUNCIÓN (U Complutense Madrid, Spain; alopezva@filol.ucm.es), **Didactic patterns for electronic materials in the teaching of interculturalism through literature: The experience of the research group LEETHi.** *ReCALL* (Cambridge University Press) 19.2 (2007), 121–136. doi:10.1017/S0958344007000328

This paper is a descriptive summary of a research project on blended learning in the Faculty of Arts at the University Complutense Madrid. The project was conducted as action research in 2002–06 by the research group LEETHi. LEETHi's projects focus

on the teaching of literature from an intercultural perspective while helping to develop new media competence. The project also addresses – among other objectives – the intercultural potential of literary tests used in second language acquisition where their practical applications include the development and use of digital material for the study of European literatures with the integration of multiple languages and perspectives. A central issue is the potential of blended learning (i.e. the integration of e-learning and contact learning) and the development of autonomy and communication between students and instructor. The online scenario focuses on the performance of tasks following sociocultural and constructivist theories and concepts borrowed from research on multimodality.

http://journals.cambridge.org/jid_REC

07-642 MING-MING, PU (U Maine at Farmington, USA), **The distribution of relative clauses in Chinese discourse.** *Discourse Processes* (Erlbaum) 43.1 (2007), 25–53. doi:10.1207/s15326950dp4301_2

The particular forms of relative clauses (RCs) in Mandarin Chinese lead to particular cognitive, semantic, pragmatic, and discourse constraints on speakers and writers. In this study, analyses of oral and written Mandarin Chinese narratives demonstrate that SS structures (subject head noun phrase [NP] modified by a subject RC) are produced more frequently than OS (object head NP modified by subject RC) and OO structures (object head NP modified by object RC), which are more frequent than the rare SO (subject head NP modified by an object RC) structure. These patterns can be explained by the interaction of cognitive strategies of closure and the semantic and discourse functions of RC constructions. In particular, the center-embeddedness of Mandarin Chinese RCs likely leads to greater cognitive load for speakers than writers, and the fact that head NPs are more likely to refer to humans helps predict the predominance of the SS pattern.

<http://www.leaonline.com/loi/dp>

07-643 OAKES, MICHAEL (U Sunderland, UK; michael.oakes@sunderland.ac.uk) & **MALCOLM FARROW**, **Use of the chi-squared test to examine vocabulary differences in English language corpora representing seven different countries.** *Literary and Linguistic Computing* (Oxford University Press) 22.1 (2007), 85–99. doi:10.1093/lc/fql044

The chi-squared test is used to find the vocabulary most typical of seven different ICAME corpora, each representing the English used in a particular country. In a closely related study, Leech and Fallon (1992, *Computer corpora – what do they tell us about culture? ICAME Journal*, 16: 29–50) found differences in the vocabulary used in the Brown Corpus of American English and that the Lancaster–Oslo–Bergen Corpus of

British English. They were mainly interested in those vocabulary differences which they assumed to be due to cultural differences between the United States and Britain, but we are equally interested in vocabulary differences which reveal linguistic preferences in the various countries in which English is spoken. Whether vocabulary differences are cultural or linguistic in nature, they can be used for the automatic classification according to variety of English of texts of unknown provenance. The extent to which the vocabulary differences between the corpora represent vocabulary differences between the varieties of English as a whole depends on the extent to which the corpora represent the full range of topics typical of their associated cultures, and thus there is a need for corpora designed to represent the topics and vocabulary of cultures or dialects, rather than stratified across a set range of topics and genres. This will require methods to determine the range of topics addressed in each culture, then methods to sample adequately from each topical domain.

<http://llc.oxfordjournals.org>

07-644 TRUSCOTT, JOHN (National Tsing Hua U, China; truscott@mx.nthu.edu.tw), **Optionality in second language acquisition: A generative, processing-oriented account.** *International Review of Applied Linguistics in Language Teaching* (Walter de Gruyter) 44.4 (2006), 311–330. doi:10.1515/IRAL.2006.014

The simultaneous presence in a learner's grammar of two features that should be mutually exclusive (optionality) typifies second language acquisition. But generative approaches have no good means of accommodating the phenomenon. The paper proposes one approach, based on Truscott and Sharwood Smith's (2004) MOGUL framework. In this framework, development involves items being written in the lexicon during processing, in accordance with UG principles embodied in the processors, and their resting activation levels gradually rising as a consequence of repeated use. Stored items compete with one another for inclusion in the representations constructed during processing, with success based on resting levels plus demands of the current processing task. Optionality occurs when two rival items coexist and neither has yet achieved a resting level at which it consistently triumphs over the other. The account is applied to various cases of optionality in second language acquisition.

<http://www.degruyter.de>

Pragmatics

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07-645 FÉLIX-BRASDEFER, J. CÉSAR (Indiana U, Bloomington, USA; cfelixbr@indiana.edu), **Linguistic politeness in Mexico: Refusal strategies among male speakers of Mexican**

Spanish. *Journal of Pragmatics* (Elsevier) 38.12 (2006), 2158–2187.

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This study investigates the linguistic strategies employed by monolingual native speakers (NSs) of Mexican Spanish of one community in Mexico in refusal interactions in formal/informal situations. The study focuses on three aspects of politeness: (1) degree of formality; (2) politeness systems and strategy use; and (3) politeness and the notion of face in Mexico. Twenty Mexican male university students participated in four role-play interactions; each participant interacted with two NSs of Spanish, with one NS in formal situations and with a different interlocutor in informal situations. The production data were supplemented by verbal reports to examine speakers' perceptions of refusals. The findings show that in this community politeness is realized by means of formulaic/semi-formulaic expressions employed to negotiate face (Watts 2003). An analysis of the refusal interactions indicates that among these speakers, the negotiation of face is accomplished largely by various indirect attempts at (re)negotiating a successful resolution. Also, face needs are oriented towards the group, emphasizing involvement over independence (Scollon & Scollon 2001). Finally, the notion of negative face, as proposed in Brown & Levinson (1987), is re-examined in light of the data.

<http://www.elsevier.com>

07-646 FUKUSHIMA, KAZUHIKO (Kansai Gaidai U, Osaka, Japan; kaz@kansai.gaidai.ac.jp), **Conspiracy of form and context for proper semantic interpretation: The implications of lonesome numeral classifiers in Japanese.** *Journal of Pragmatics* (Elsevier) 39.5 (2007), 960–989. doi:10.1016/j.pragma.2006.04.009

Semantic flexibility and pragmatic dynamism of numeral classifiers in Japanese are witnessed through their unexpected behaviour in giving rise to 'unusual looking' constituents. The unusual constituents are pernicious from a point of view upholding the concept of rigid/stereotypical syntactic constituency often presupposed by traditional theories of syntax. Following Fukushima (2002, 2003), it is argued that, in order to capture such apparently odd behaviour of numeral classifiers, an 'inclusive' grammatical framework is effective and adequate, which is capable of simultaneously synthesizing information pertaining to both form and context.

<http://www.elsevier.com>

07-647 GRAHAM, SAGE LAMBERT (U Memphis, USA; sgraham2@memphis.edu), **Disagreeing to agree: Conflict, (im)politeness and identity in a computer-mediated community.** *Journal of Pragmatics* (Elsevier) 39.4 (2007), 742–759. doi:10.1016/j.pragma.2006.11.017