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98–306   Schecter, Sandra R. (York U.) **and Bayley, Robert.** Language socialization practices and cultural identity: case studies of Mexican-descent families in California and Texas. *TESOL Quarterly* (Alexandria, VA), **31**, 3 (1997), 513–41.

This article explores the relationship between language and cultural identity as manifested in the language socialisation practices of four Mexican-descent families: two in northern California and two in south Texas. The analysis considers both the patterns of meaning suggested by the use of Spanish and English in the speech and literacy performances of four focal children as well as family and dominant societal ideologies concerning the symbolic importance of the two languages, the way language learning occurs, and the role of schooling – all frameworks in which the children's linguistic behaviours were embedded. All four focal children defined themselves in terms of allegiance to their Mexican or Mexican American cultural heritage. However, the families were oriented differently to the Spanish language as a vehicle for affirmation of this commonly articulated group identity. The differences are emblematic of stances taken in a larger cultural and political debate over the terms of Latino participation in U.S. society. Parents in all of the families endorsed Spanish maintenance and spoke of the language as an important aspect of their sense of cultural identity. Only two of the families, however, pursued aggressive home maintenance strategies. Of the other two families, one used a protocol combining some Spanish use in the home with instruction from Spanish-speaking relatives, whereas the family that had moved most fully into the middle class was the least successful in the intergenerational transmission of Spanish, despite a commitment to cultural maintenance.

98–307   Thordardottir, Elin T., Ellis Weismer, Susan and Smith, Mary E. (U. of Wisconsin-Madison). Vocabulary learning in bilingual and monolingual clinical intervention. *Child Language Teaching and Therapy* (London), **13**, 3 (1997), 215–27.

The study reported here used a single-case alternating treatments design to compare the effectiveness of monolingual and bilingual clinical treatment approaches in teaching English vocabulary to a bilingual child with language impairment. In contrast to the widespread belief that regular exposure to two languages should not be recommended for children with language impairments, recent findings suggest that bilingual acquisition is a reasonable goal for these children in a supportive environment. The bilingual intervention approach in this study was designed to combine the beneficial effects of a positive attitude towards both languages and the use of the first language to learn the second. Results revealed comparable learning of English in the monolingual and bilingual treatment conditions, with a slight advantage in the latter. The results support the view that bilingual intervention does not restrict language growth compared to a monolingual treatment, and is, therefore, desirable since it avoids important negative aspects that result from eliminating either language of children who live in bilingual environments.

98–308   Zéphir, Flore (U. of Missouri-Columbia). Haitian Creole language and bilingual education in the United States: problem, right, or resource? *Journal of Multilingual and Multicultural Development* (Clevedon), **18**, 3 (1997), 223–37.

This article looks specifically at the issue of a meaningful education for Creole-speaking students, particularly the Haitians, in the context of US bilingual programmes. In particular, it addresses the central question of how the home language, that is the Creole language, is used in the school system and what value is attached to it in an attempt to provide this particular group of students with effective instruction. Are the needs of Creole-speaking students being addressed by the schools? Are they being empowered to succeed? By looking at the Creole language as a strong marker of ethnicity for this particular group, it argues that this language has a rightful place in the educational system, and should no longer be perceived as a source of problems. It is the language that keeps the Creole-speaking children connected to their roots and gives them a sense of pride necessary to succeed and reach their full human potential. The article urges educators not to misclassify Creole-speaking students as African Americans, and to take into account their linguistic and cultural perspectives in the educational experience. Instruction in the Creole language is advocated as a model superior by far to the 'sink or swim' model.

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98–309   Ammon, Ulrich (Gerhard-Mercator-Universität, Duisberg) **and Kellermeier, Birte**. Dialekt als Sprachbarriere passé? [Dialect as a language barrier–in the past?] *Deutsche Sprache* (Berlin), **25**, 1 (1997), 21–38.

The topic 'dialect as a language barrier' has all but disappeared from the debate in linguistics and education; instead, dialects and dialect-speaking social milieux now tend to be portrayed in an idyllic light. This paper claims, however, that in reality the conditions criticised in the dialect-as-a-language-barrier discussion in the 1970s have hardly changed at all. In large parts of the German-speaking countries, there are still children who have grown up speaking dialect coming to school with a poor active command of Standard German. These are mainly socially disadvantaged children, their needs not catered for by schools, and disadvantaged in the school selection process. It is further claimed that schools do not provide many of these children with a knowledge of Standard German adequate for their later lives. A new empirical study in the Ruhr shows that even children speaking the Ruhr dialect, which is relatively close to Standard German, have problems at school. For these reasons, the

authors call for a renewal of the discussion on dialect as a language barrier. This discussion must, however, take account of the changes which have taken place since the 1970s in both linguistics and in the position of dialects in society.

98–310   Boyle, Joseph (Chinese U. of Hong Kong). Native-speaker teachers of English in Hong Kong. *Language and Education* (Clevedon), **11**, 3 (1997), 163–81.

This article considers the role of native-speaker English language teachers in Hong Kong. Part 1 examines the concept of native-speaker and offers five criteria which determine whether a person can be classed as native-speaker or not. Changing attitudes to the place of native-speakers in English language teaching, and the relative merits of native-speaker and non-native-speaker teachers of English are next discussed. The situation of English language teachers in Hong Kong is outlined, with attention to the attitudes of local non-native-speaker teachers of English. The second part of the article then focuses on the use of native-speaker English teachers in Hong Kong, with particular reference to a project known as the Expatriates English Teachers Scheme (EETS). This is critically examined and the reactions from the local teaching profession are given. The attitude of the Hong Kong Education Department is also reviewed, from the evidence of a series of Reports by the Government's Education Commission over the past decade. The article maintains that the EETS has been largely ineffective, and that the most recent attempt to revive and expand the scheme is unlikely to succeed. In trying to solve Hong Kong's English language problems, it is suggested that more attention should be given to new ideas on the definition and role of native-speakers and to their ancillary relationship with local teachers.

98–311   Driessen, Geert (Instituut voor Toegepaste Sociale Wetenschappen, Nijmegen). Indicatoren van etniciteit in relatie tot predictoren van taalvaardigheid in het basisonderwijs. [Indicators of ethnicity in relation to predictors of language proficiency in primary education.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **56**, 1 (1997), 89–103.

Policy and research are confronted with a growing indistinctness in respect of the definition of ethnic minorities; it proves increasingly difficult to identify this category in an unambiguous way. This article describes several indicators of ethnicity and relates them to each other. These indicators relate to the situation of the parents, *viz.* country of birth, nationality, self-identification, home language, language proficiency, and also educational level. The indicators are correlated bivariate and multivariate to the language proficiency of their children. The national representative sample analysed consists of 7,197 pupils in group 4 (age 8-9) of primary education. The results of the analyses show that the use of different indicators leads to very large differences in

size of the category of ethnic minorities. It becomes clear that the home language criterion (i.e. the language the parents speak to each other) offers good prospects as an indicator of ethnicity and as a predicator of differences in language proficiency. The practical value of the criterion, however, seems more important for research than for policy.

98–312   Hulsen, Madeleine (Katholieke U., Nijmegen). Taalbehoud en taalverschuiving: een onderzoek bij drie generaties Nederlandse immigranten in Nieuw Zeeland. [Language maintenance and shift: a study of three generations of Dutch immigrants in New Zealand.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **56**, 1 (1997), 75–88.

This paper presents results of a study which investigated sociolinguistic language use patterns and structural characteristics of the language of three generations of Dutch immigrants to New Zealand. Language maintenance is defined as the maintenance of the first language at one or more levels of language use; while language shift can be defined as the change in language use by an individual or a group of speakers. In a sociolinguistic questionnaire, the participants were asked to report on their Dutch language use in domains both inside and outside the home. An oral interview was also conducted to establish the amount of structural language loss. The results were found to support the hypothesis based on earlier work that predicted a high level of intra- and inter-generational language shift. Structural-linguistic language loss was found to be limited, which is also in line with other findings.

98–313   Omodiaogbe, S. A. (Coll. of Ed., Agbor, Nigeria). A crisis of policy, poverty and pedagogy. *English Today* (Cambridge), **13**, 4 (1997), 36–9.

This paper examines the present state of English language teaching (ELT) in the Nigerian school system. English continues to occupy pride of place in schools and society, in spite of interest in the promotion of indigenous languages. It would appear that the policy of promoting local languages has, ironically, promoted the popularity of English in Nigeria, as many Nigerians prefer the 'neutral' English to an indigenous language which is one among many. The writer claims that ELT in Nigeria is in dire straits, in spite of near consensus about the necessity and desirability of the language. Many factors militate against its effective teaching, including large class sizes; lack of facilities; an inadequate number of qualified teachers; a common perception that ELT can be undertaken by anyone; the unhelpfulness of the mass media; and the lack of a reading culture in Nigeria. The author suggests that, unless and until these inhibiting factors are removed, and Nigeria gets some assistance from the ancestral homes of English, ELT will continue to be ineffective, if not counter-productive.

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98–314 Norton, Bonny (U. of British Columbia). Language, identity, and the ownership of English. *TESOL Quarterly* (Alexandria, VA), **31**, 3 (1997), 409–29.

This article serves as the introduction to the special-topic issue of *TESOL Quarterly* (1997: 31, 3) on Language and Identity. The author first discusses her interest in the topic, drawing on theorists who have been influential in her work. A short vignette illustrates the significant relationship among identity, language learning, and classroom teaching. The five articles in the issue are then examined [cf. abstracts 98–180, 98–197, 98–205, 98–219, 98–306], and notable similarities and differences in conceptions of identity are highlighted. In particular, the different ways in which the authors frame identity are noted: social identity, sociocultural identity, voice, cultural identity, and ethnic identity. These differences are explored with reference to the particular disciplines and research traditions of the authors, and the different emphases of their research projects. The final section draws on the issue as a whole to address a prevalent theme: the ownership of English internationally. The central question addressed is the extent to which English belongs to White native speakers of standard English or to all the people who speak it, irrespective of linguistic and sociocultural history. The author concludes with the hope that the issue will help address the current fragmentation in the literature on the relationship between language and identity, and encourage further debate on this important topic.

98–315 Roos, Riana (U. of South Africa). Vive la difference!? Language challenges in South Africa. *Language Awareness* (Clevedon), **6**, 2/3 (1997), 171–82.

The so-called 'New South Africa' has a complex and idealistic language policy which provides for the use of 11 official languages. While this policy attempts to recognise the linguistic diversity within the country, it also poses greater challenges, since several of these languages have not yet been developed for use in a wide variety of discourse domains. Furthermore, the process of development is complicated by negative attitudes which hold that indigenous languages are somehow 'inferior' to English and other Western languages. This paper explores the role that Language Awareness and Critical Language Awareness components could play in addressing these challenges as part of a teacher education curriculum.

98–316 Siegel, Jeff (U. of New England, Australia). *Formal vs. non-formal vernacular* education: the education reform in Papua New Guinea. *Journal of Multilingual and Multicultural Development* (Clevedon), **18**, 3 (1997), 206–22.

A community-based non-formal education movement in Papua New Guinea has led to hundreds of the country's more than 800 languages being used to teach initial literacy in local preschool and adult education programmes. The central government, with the help of overseas aid donors, has now embarked on a massive reform of the English-only formal education system. The first three years of formal education will be in vernacular languages at newly established Elementary Schools, run by local communities. But there is a great deal of controversy about the feasibility of the reform and its potential effects on the highly successful non-formal Vernacular education movement. This paper describes this movement, the proposed reform and the conflicts between them, demonstrating the importance of community support and non-government organisations in educational language planning initiatives.

98–317 Toolan, Michael (U. of Birmingham). Recentering English: New English and Global English. *English Today* (Cambridge), **13**, 4 (1997), 3–10.

As English continues to spread across the world, some varieties have become more commonplace. This article focuses on two such varieties: the 'mainstream' public discourse of mainly English-speaking countries, 'New English', and public international English as used by professionals, 'Global English'. The author argues that, as text has become more a part of our everyday lives, so there has been increased scrutiny of language standards and usage. In addition, more people have become involved in language debate, thus assuming more 'ownership' of their own language and 'democratising' the formation of language varieties. Many factors influence language varieties, including the increase in cross-national discourse between professionals and the increase in travel to other countries. However, the most significant influence is the advance in technology, which has created the need to communicate with distant parts of the world. Finally, as fewer and fewer speakers of English are English in nationality, it is possible that American influences on the pronunciation, syntax and vocabulary of standard English will increase, resulting in a 'recentred' standard English.

98–318 Tung, Peter (City U. of Hong Kong), **Lam, Raymond and Tsang, Wai King.** English as a medium of instruction in post-1997 Hong Kong: what students, teachers, and parents think. *Journal of Pragmatics* (Amsterdam), **28**, 4 (1997), 441–59.

This paper reports on the results of a large-scale survey of the attitudes of students, teachers, and parents towards the use of English as a medium of instruction in Hong Kong secondary schools, where Chinese is the native language of the great majority of the students. The findings indicated that, while Hong Kong was to revert to Chinese rule in the middle of 1997, students and their parents consistently valued English over Chinese as a teaching medium for pragmatic reasons, although they agreed with the teachers that instruction in Chinese was educationally more effective. The findings of the study are interpreted in the light of an historical overview of the place of English in Hong Kong education since Britain's occupation of the territory in

1841, and a review of previous findings on the attitudes of students, teachers, and parents on this issue.

98–319   van der Walt, Christa (Vista U., Pretoria, South Africa). English as a language of learning in South Africa: whose English? Whose culture? *Language Awareness* (Clevedon), **6**, 2/3 (1997), 183–97.

It is commonly accepted that a language reflects a particular culture and that learners should be made aware of the implicit values and beliefs of that culture in contrast to their own. However, in countries where English is used as a language of wider communication, the users of English increasingly imbue that language with the accent, lexical items and value systems of their first language, particularly when English is also taught by non-native speakers. One has to ask to what extent such teachers are aware not only of the cultural aspects of English language teaching, but also of the first-language cultural values reflected in their teaching and use of English. This paper would like to argue that critical awareness of the role and function of the emergent South African English is dependent upon (1) the acknowledgement of the first languages of learners to prevent loss or downgrading of first-language cultures, and (2) the development of techniques by which learners' first languages can be used more explicitly in classrooms where English is used as a language of learning and instruction.

Pragmatics

98–320   LoCastro, Virginia (Internat. Christian U., Japan). Politeness and pragmatic competence in foreign language education. *Language Teaching Research* (London), **1**, 3 (1997), 239–67.

Anecdotal evidence indicates that some native speakers of English are uncomfortable with what they perceive to be the lack of linguistic politeness forms in the speech of some Japanese speakers of English. A common example is found in the expression of desires and wants, when a Japanese speaker will say 'I want you to do X' rather than 'I'd like you to do X'. As it is possible that the learning materials Japanese students used in secondary school EFL had an influence on their ability to use politeness markers in their second language, this paper reports on an analysis of evidence of politeness in senior high school textbooks. First, in order to go beyond the anecdotal evidence, there is a review of some of the relevant literature on linguistic politeness. The analysis which follows shows that there is a noticeable absence of politeness. Finally, five speculations on explanations for the absence of linguistic politeness markers are suggested in an effort to raise the awareness of language educators about this component of pragmatic competence.

98–321   Peeters, Bert (U. of Tasmania). Les pièges de la conversation exolingue. Le cas des immigrés français en Australie. [The pitfalls of exolinguistic conversation. The case of French migrants in Australia.] *Bulletin Suisse de Linguistique Appliquée* (Neuchâtel, Switzerland), **65** (1997), 103–18.

In the everyday speech of French-speaking migrants in Australia (as in that of any migrant in any country where a language different from the migrant's native tongue is spoken), three 'codes' come into play: the first language, the interlanguage, and the language of the natives. The non-adoption of the natives' communicative norms and cultural values may lead to communicative conflict, or even to pragmatic failure. The latter is of two types: pragma-linguistic and socio-pragmatic failure; and the distinction between them may be linked up with a similar distinction between pragma-linguistic and socio-pragmatic norms. The latter, but not the former, are based on cultural values which differ from one nation or community to the other. The paper concludes with a Wierzbickian analysis of the Australian routine *How are you?* and of its so-called French counterpart *Ça va?*.

98–322   Saito, Hidetoshi (The Ohio State U.) **and Beecken, Masako**. An approach to instruction of pragmatic aspects: implications of pragmatic transfer by American learners of Japanese. *The Modern Language Journal* (Madison, WI), **81**, 3 (1997), 363–77.

The study reported here investigated pragmatic transfer in American learners of Japanese responding to compliments. A closed role-play was used to collect interlanguage data from the learners (20 Americans learning Japanese, 10 in their second semester of study, 10 after three and a half years' study) and normative data from Japanese and American native speakers. An Initial Sentence Analysis indicated that the learners transferred non-use of avoidance strategies but not of positive strategies. The American normative data suggested a dominant use of positive strategies, whereas a mixture of three strategies was found in the Japanese normative data. A Semantic Formula Analysis further revealed qualitative differences between the learners and the native speakers. Based on the findings, suggestions concerning the instruction of speech act performance are made for second and foreign language instructors. The study instantiates a utility of pragmatic transfer research for improving instructional approach and course content.

98–323   Willing, Ken (Macquarie U., Sydney). Modality in task-oriented discourse: the role of subjectivity in 'getting the job done'. *Prospect* (Macquarie U., Sydney), **12**, 2 (1997), 33–42.

On the basis of native/non-native speaker discourse data from goal-oriented ('problem-solving') interactions in Australian workplaces, this paper argues that modality is inherently a centrally important function in such discussions, and that appropriately nuanced expression of