

Sociolinguistics

97-403 Abu-Rabia, Salim (U. of Haifa). Druze minority students learning Hebrew in Israel: the relationship of attitudes, cultural background, and interest of material to reading comprehension in a second language. *Journal of Multilingual and Multicultural Development* (Clevedon), **17**, 6 (1996), 415–26.

This study investigated Israeli–Druze students’ reading comprehension in Hebrew as a second language as related to their attitudes and cultural background and the interest of the material. The Druze are unique in Israel in being a cultural and linguistic Arab minority, but they are highly identified with the Israeli–Jewish destiny. Seventy-six Druze students participated in the study. They were administered attitude questionnaires, individual interest questionnaires, Arab and Jewish cultural stories and ten multiple-choice comprehension questions about each story. The results indicated strong positive attitudes towards learning Hebrew and towards Israeli

society. However, the subjects revealed higher positive interest in reading the culturally Arab stories than the culturally Jewish stories, and their reading comprehension scores accorded with their preference. The conclusion is that cultural familiarity with text and readers’ individual interest in text are related and essential variables in second-language learning. Thus, interest in reading is text-based, a fact that should be considered in minority education. In the case of the Druze minority in Israel, measures beyond ‘self-reported questionnaires’ are needed to validate the contradictions between their feelings and attitudes and their reading and interest scores.

97-404 Ahulu, Samuel. General English: a consideration of the nature of English as an international medium. *English Today* (Cambridge), **13**, 1 (1997), 17–23.

This paper examines the concepts of standard (i.e. US and UK native speaker) English and New Englishes spoken by non-native speakers world-wide, and suggests that the current definition of standard English does not reflect the educational and social contexts of many English speakers. New Englishes are defined according to native speaker norms, and while the native speaker instinct for correctness is not disputed, it is suggested that there is a need for a norm which recognises and is able to incorporate

international varieties of English. A new concept of General English is therefore proposed. This concept would enable the international innovations and developments in English to be recorded so that a grammar of General English could be compiled. It is suggested that newspapers, which are a topical, written source of national varieties, could be gathered from countries where English is spoken as a second or official language to form a corpus for the grammar of General English.

97-405 Banda, Felix (Free U., Brussels). In search of the lost tongue prospects for mother tongue education in Zambia. *Language, Culture and Curriculum* (Clevedon), **9**, 2 (1996), 109–19.

This paper highlights the major problems associated with the implementation of mother tongue education in Zambia where the majority are inclined to speak urban forms of Zambian languages (or English) and are not competent in the formal tribal/ethnic languages taught in schools. Particularly, urban Zambians appear to have lost their ‘roots’ in language and hence their social identity. This is also suggested by the results of a recent comparative study on language use, ethnicity and attitudes in Zambia, Kenya and Tanzania. The argument is that the formal Zambian languages risk

remaining ‘classroom’ and ‘village’ languages unless there is planned intervention to bridge the growing gulf between rural and urban forms of Zambian languages. The intervention can be in the form of re-standardisation and ‘loading’ of the rural forms, taking advantage of the extensive repertoire of urban forms. The idea is that, by narrowing the gap between town and country, Zambian languages will be more palatable to the majority of Zambians, unlike the current situation in which the use of the formal ‘mother tongues’ only serves to alienate the speakers from the mainstream.

97-406 Boyle, Joseph (Chinese U. of Hong Kong). The use of mixed-code in Hong Kong English language teaching. *System* (Oxford), **25**, 1 (1997), 83-9.

This paper reviews the use of mixed-code teaching in Hong Kong schools. The situation of English language teaching is complicated, since English must be preserved for business purposes, but the Chinese medium of instruction was receiving greater emphasis as Hong Kong neared the date of its takeover by China. The government has consistently advocated either the Chinese or English medium in education and has condemned using a mixed-code of Cantonese and English. Despite government policy, teachers have increased their use of mixed-code in

the classroom. Academics have supported the teachers' practice with research that favours mixed-code for Hong Kong's complex language teaching situation. Nevertheless, the government's Education Commission, in a series of reports, has refused to change its position on mixed-code teaching. The article outlines the efforts of educators interested in languages in contact to persuade the government to accept mixed-code as not only inevitable, but as preferable in most Hong Kong schools.

97-407 Canagarajah, A. Suresh (City U. of New York). Challenges in English literacy for African-American and Lankan Tamil learners: towards a pedagogical paradigm for bidialectal and bilingual minority students. *Language and Education* (Clevedon), **11**, 1 (1997), 15-37.

This paper compares two separate classroom ethnographies in higher educational institutions: one on African-American students learning Academic writing and another on Lankan Tamil students learning English for General Purposes. Explicating the similarities of challenges and responses in English academic literacy for these students, the paper attempts to overcome the separation of the concerns of bilingual and bidialectal minority students in English language teaching. Although both groups of students are initially highly motivated, they experience conflicts for their identity, values, and group membership in internalising an 'alien' discourse. They therefore adopt a formalistic learning approach of mastering

the abstract structural rules and ignoring the communicative uses of the language in order to oppose its ideological thrusts. Through this ambivalent strategy, they attempt to attain the English proficiency needed for social mobility, while retaining their cultural and ideological integrity. The paper proposes that, while minority students should be encouraged to analyse the limitations of their own attitudes and values, the pedagogy should also sustain an interrogation of the ideologies represented by English discourses. Such students should reposition themselves in relation to English and use it according to their own discursive background in order to empower themselves while pluralising English/academic discourses.

97-408 Holmes, Janet (Victoria U. of Wellington). Keeping tabs on language shift in New Zealand: some methodological considerations. *Journal of Multilingual and Multicultural Development* (Clevedon), **18**, 1 (1997), 17-39.

Research on language maintenance and shift among ethnic minorities in New Zealand is still relatively sparse. Although the need for such research has been repeatedly invoked by those involved in discussions of New Zealand's incipient language policy, there are many communities about whose patterns of lan-

guage use very little is known. This paper evaluates methods that have been used by New Zealand researchers to collect data on community languages, examines the relationship between theory and methodology, and suggests directions for future research.

97-409 Hornberger, Nancy H. and King, Kendall A. (U. of Pennsylvania). Language revitalisation in the Andes: can the schools reverse language shift? *Journal of Multilingual and Multicultural Development* (Clevedon), **17**, 6 (1996), 427-41.

Quechua, often known as the language of the Incas, remains today a vital language with over 10 million speakers in several Andean republics. Nevertheless, census records and sociolinguistic studies document

a continuous cross-generational shift from Quechua monolingualism to Spanish monolingualism in the latter half of the twentieth century, at both individual and community levels. An increasing awareness

of the potential threat to the language has led to a variety of new initiatives for Quechua revitalisation in the 1990s, initiatives which go beyond earlier experimental bilingual education projects designed primarily to provide mother tongue literacy instruction to indigenous children (in transitional or maintenance programmes) to larger or more rooted efforts to extend indigenous language and literacy instruction to new speakers as well. Drawing on

documents, interviews, and on-site participant observation, this paper reviews and comments on two recent such initiatives: Bolivia's 1994 national educational reform incorporating the provision of bilingual intercultural education on a national scale; and a community-based effort to incorporate Quechua as a second language instruction in a school of the Ecuadorian highlands.

97-410 Landry, Rodrigue, Allard, Réal (Moncton U.) and **Henry, Jacques** (U. of Southwestern Louisiana). French in South Louisiana: towards language loss. *Journal of Multilingual and Multicultural Development* (Clevedon), **17**, 6 (1996), 442-68.

This paper presents a study of the ethnolinguistic vitality of the French community in Louisiana. After a brief overview of the history of French Louisiana and of a model of bilingual development based on the ethnolinguistic vitality framework, the present vitality of the French community in Louisiana is analysed in terms of its demographic, economic, political, and cultural capitals. The aforementioned provide the background of a study in which 403 high-school students participated. Four groups of students were formed on the basis of the proportion of francophones in their families. Measured contacts with French through the social network, the media, and schooling were low for all student groups. Except for schooling in French which was uniformly low for all groups, the above results on social and

media contacts with French, as well as the scores on self-rated oral French competence, use of French, French identity, and beliefs indicative of the desire to integrate the French community, co-vary as a function of the proportion of francophones in the family. Nonetheless, the average scores for even the group with the strongest proportion of francophone family members are only in the moderate to low range. This is hypothesised to be due to the generally low contacts with French, even when the proportion of francophones in the family is high. Overall, the results show that the present generation of youths of Cajun and French descent is one which will not be able to transmit the French language to its children.

97-411 Mompean, Annick Rivers. Pronouncing English in Brazil: the impact and implications of British and American pronunciation models in South America's largest country. *English Today* (Cambridge), **13**, 1 (1997), 28-35.

This paper examines the factors which might affect Brazilian learners' selection of norms for spoken English, and whether an 'ideal norm' exists. First, the varieties of English spoken in Brazil, i.e. Received Pronunciation (RP), General American (GA) and International English, are discussed. Then the study, which uses a questionnaire and elicitation test to gather samples of spoken English, is described. In order to determine which variety is most suited to the Brazilian context, a comparative analysis of the data from the resulting corpus is conducted according to two main categories: vocabulary and phonol-

ogy. The first tallies the number of RP vocabulary items compared with GA lexis. The second analyses six phonological features: rhoticity, diphthongs, vowels, nasalisation, vocalisation, and /t/ voicing. Findings suggest that GA represents the more suitable second language model because of the USA's close geographical proximity and the similarity of some GA phonemes to those of Brazilian Portuguese. However, the author acknowledges that pedagogical decisions rest with individual teachers and will depend on learners' preferences and the local situation.

97-412 Mushi, Selina L. P. (OISE, Toronto). Some general ideas informing second language teaching globally: obstacles to their utilisation in Tanzania. *Language, Culture and Curriculum* (Clevedon), **9**, 2 (1996), 133-47.

This paper examines the teaching of English in Tanzania under four main headings: (1) changing view of language and language syllabus design; (2)

the role of socio-linguistic environments in second language (L2) learning; (3) the role of objectives in L2 teaching; and (4) the emerging trend of docu-

menting L2 teachers' classroom practices. It is suggested that in Tanzania there are major obstacles under each of these areas to the application of new principles and ideas that inform L2 teaching around the world. A rigid, structural syllabus dominates, the sociolinguistic context for the use of English is misconstrued and therefore the environment is not con-

ducive to learning, contradictory objectives are pursued in the teaching of English, and there is a lack of awareness about, or motivation to document, teachers' classroom practices. The paper discusses some implications for the preparation of English teachers in Tanzania, and suggests some possible remedial strategies.

97-413 Read, Julia (U. of New England). Recent developments in Australian late immersion language education. *Journal of Multilingual and Multicultural Development* (Clevedon), **17**, 6 (1996), 469-84.

The success of immersion language instruction in Canada has inspired a number of immersion language programmes in Australia. An overview is provided of recent developments, contrasting the Australian experience with that of other countries. Particular attention is paid to some developments that may have significance for the future of foreign language teaching, such as 'cold-start' late immersion programmes in secondary schools; teacher education through immersion; in-country intensive/immersion language programmes; a study comparing the effectiveness of intensive and immersion approaches; the emergence of the Australian Association of

Language Immersion Teachers; and publication of the AALIT journal as a forum for discussion. It is concluded that there is a danger that the lack of monitoring of the effectiveness of the immersion experiments at primary and secondary level could lead to the interest of funding authorities waning. The most promising developments at tertiary level are thought to be the development of teacher education programmes with content-based instruction in the target language, and an emerging focus on combining intensive and immersion instruction at tertiary level.

97-414 Reeder, Kenneth, Hasebe-Ludt, Erika and Thomas, Lynn (U. of British Columbia). Taking the next step: toward a coherent language education policy for British Columbia. *The Canadian Modern Language Review* (Toronto, Ont.), **53**, 2 (1997), 373-402.

As a response to the recent release (1994) of the British Columbia Ministry of Education's Language Education policy document, this paper explores some important issues pertaining to policy-making in language education. Beginning with a brief look at the history of language education policy in British Columbia and the current international situation, the paper goes on to discuss implications of educational language policy for teacher education and examines the knowledge bases and related resources required for policy development. The authors note

that this policy document does not elaborate on some crucial points related to language education, and that many aspects of the document point to a greater concern with developing inter-cultural tolerance and favourable attitudes towards language learning than language proficiency. Possible future actions in the development of a more defined provincial language education policy are proposed, with an emphasis on the need for consultation and collaboration.

97-415 Willemyns, Roland (Vrije U., Belgium). Language shift through erosion: the case of the French-Flemish 'Westhoek'. *Journal of Multilingual and Multicultural Development* (Clevedon), **18**, 1 (1997), 54-66.

This paper discusses the consequences of 'language shift through erosion' on the basis of an analysis of the development of the situation in French Flanders. This part of northern France used to be part of Dutch-speaking Flanders until 1678, when it was annexed by the French crown. Although the language shift process started almost immediately, it

only gained momentum after the French Revolution, as a consequence of a deliberate Frenchification policy and legislation on the part of the French authorities. Recent inquiries and research reveal that we are currently witnessing the ultimate stages of language loss, preceding the complete extinction of Dutch as a native language in



France. The final part of the paper attempts to sketch the theoretical language-in-contact framework, breaking down the chronological evolution into diglossic, bilingual and (almost) monolingual phases,

taking into account the geographic, social and functional variables by which language shift and loss is characterised.

97-416 Yau, Frances Man-siu (City U. of Hong Kong). Code switching and language choice in the Hong Kong Legislative Council. *Journal of Multilingual and Multicultural Development* (Clevedon), **18**, 1 (1997), 40-53.

This paper investigates the language choice and code-switching behaviour of the councillors and officials in the Legislative Council of Hong Kong during 1991-95. This period provides interesting data for investigation because it is set in a context where, with the transfer of sovereignty in 1997 and the injection of the first batch of directly elected members into the Council, the old power relationship is unstable and the conventional code-norm

open to challenge. The referees who used to exert influence on the speaker have lost their importance. It is argued that this change in power relationship between the referee, the addressee and the speaker results in the selection of new code choice by the councillors and officials. Code-switching behaviour is also part of the negotiation process for a new code-norm.

Pragmatics

97-417 Cheng Geok, Lim (Nat. U. of Singapore). Successful intercultural negotiations: a matter of attitude. *Journal of Language for International Business* (Glendale, AZ), **8**, 1 (1997), 19-31.

Many linguistic studies on intercultural negotiation discourse tend to focus on establishing the causes for communication breakdown. While these provide valuable insights, they do not account for the many intercultural negotiations that are successful. This paper considers three intercultural role-played business negotiations between British and Singaporean businessmen, examining the rhetorical strategies used. These are compared with three intracultural British and three intracultural Singaporean negotiations. The results show that, although all three inter-

cultural negotiations demonstrate similar levels of mismatch in the strategies employed, only one of the negotiations is rated negatively. Following Johnstone, the study postulates that this is more the result of failures of goodwill, the will to adapt and understand, rather than the result of intercultural differences. It is suggested that intercultural business educators, in addition to providing knowledge about cultures, should also provide training in sensitivity to and flexibility in adapting to the different strategies used.

97-418 Cordelia, Marisa (Monash U., Australia). Confrontational style in Spanish arguments: pragmatics and teaching outlook. *Language, Culture and Curriculum* (Clevedon), **9**, 2 (1996), 148-62.

This study investigates the conversational style of arguing of three groups of language learners. Students in the first group, G1, were from a Hispanic background; those in the second group, G2, lived for a year in a Hispanic country; and those in the third group, G3, were in contact with the language only as part of their tertiary-level education. Each group was composed of third- and fourth-year university students, ranging in age from 21 to 25 years. They were asked to talk freely on 'the role of men and women in society'. Their conversations were recorded and analysed following García,

Kockman, and Brown & Levinson's theories and ideas on confrontational style and face-threatening acts. The linguistic choices of both G1 and G2 students revealed a similar argumentative style, which contrasted with the discourse style of G3. Examples of confrontational and non-confrontational styles are shown in order to explain the different linguistic forms that each group uses to accomplish this event. Attention is given to the social function that this device plays in the groups under investigation. Implications for language learning and curriculum design are discussed.