

and the rest of the cohort. Headteachers and language unit teachers were asked about levels of involvement of bilingual parents in school or unit life, about the level of provision available for bilingual children in the local education authority (LEA) and about the adequacy of this provision. Qualitative analysis of 'themes' indicated that differences existed between head and unit teachers in patterns of answers in all of these areas. However, relating these qualitative results to quantitative data from a questionnaire survey of English LEAs revealed that attitudes and knowledge also varied according to the location of the school (in a Greater London, metropolitan or non-metropolitan LEA). It is thus suggested that these differences in attitude may be linked to the experience that unit and headteachers have of bilingual children and their families.

00-222 Franson, Charlotte (U. of Birmingham, UK). Mainstreaming learners of English as an Additional Language: the class teacher's perspective. *Language, Culture and Curriculum* (Clevedon, UK), **12**, 1 (1999), 59-71.

This paper discusses some of the issues regarding the 'mainstreaming' or locating of English as a Second (ESL) or Additional (EAL) Language in the mainstream curriculum classroom. It gives the perspective of the class teachers who are responsible for their language and learning development and reports on interviews with three primary school teachers who have experience of teaching EAL pupils in suburban contexts. The author suggests that, although the practice of 'mainstreaming' has taken place for at least two decades in state education in England, there are still questions to be asked regarding its effectiveness in the light of these teachers' interviews, which explore their attitudes to and perceptions of their roles and responsibilities in relation to EAL learners in their classrooms. It is suggested that for EAL learners equality of presence in the classroom does not necessarily mean equality of access to educational achievement.

00-223 Kondo, Kimi (U. of Hawai'i, USA). Motivating bilingual and semi-bilingual university students of Japanese: an analysis of language learning persistence and intensity among students from immigrant backgrounds. *Foreign Language Annals* (New York, USA), **32**, 1 (1999), 77-88.

Foreign language (FL) teachers in the USA often encounter the problem of how best to assist their bilingual and semi-bilingual students from immigrant backgrounds. Interviews with American *Shin Nisei* (new second-generation Japanese) university students reveal how strongly motivation influences their persistence in taking Japanese courses and the intensity with which they use Japanese outside the classroom. Firstly, valency and self-efficacy are critical in predicting students' persistence in studying Japanese at the university, while self-confidence influences powerfully their use of Japanese for verbal communication outside the classroom. Secondly, most students do not have specific

short-term language goals other than passing Japanese courses with good grades, although many do have non-specific long-term language goals which influence their active learning in speaking Japanese, but not in reading and writing. The conclusion stresses problems facing *Shin Nisei* students in traditional college FL classes and discusses how teachers can help improve students' motivation.

00-224 Martin, Deirdre (U. of Birmingham, UK). Bilingualism and literacies in primary school: implications for professional development. *Educational Review* (Abingdon, UK), **51**, 1 (1999), 67-79.

The issues discussed in this paper concern the implications for professional development of teachers involved in the development of literacies with linguistic minority learners, with particular reference to teachers of pupils aged 5 to 11 developing English as an Additional Language in the UK. The paper presents the two main approaches to understanding literacy and explores the dominant discourses which teachers are familiar with about literacy and being bilingual in England. The paper argues that teachers need to reflect on the principles of teaching/learning, which build on the experiences of learners, to make their practice effective and children's learning relevant. Examples of bilingual literacies' pedagogy are discussed together with the implications for including parents. At a time when the dominant discourse around literacy development is becoming more prescriptive in England, it is seen as important to consider other pedagogies which include rather than exclude learners' knowledge.

Sociolinguistics

00-225 Ahulu, Samuel. The evaluation of errors and 21st century structure and usage. *English Today* (Cambridge, UK), **15**, 3 (1999), 33-39.

First, the importance of global English, multiple varieties of English of equal status, and its predicted growth in the 21st century are discussed. While acknowledging the importance of descriptive approaches to linguistics, the author suggests that some degree of prescription is required in order to establish standard and non-standard forms as a basis for language teaching and testing. The issue of correctness, and hence the need for prescription, is exemplified through a discussion of differences in grammar between varieties of English before the key question is raised: how can reasonable prescription be achieved? To do this, four criteria are proposed by which a teacher can judge whether or not a form is acceptable: contravenes current formal rules; usage clash between two existing prescriptive rules; linguistically unjustifiable; real world context prevails. Examples of current usage which break prescriptive rules, but which should be permissible in the classroom are considered, followed by a consideration of forms in current

usage which do not conform to these criteria and which should not be acceptable in the classroom. The article concludes with a call for compromise between description and prescription to take language study and teaching into the next century.

00-226 Mann, Charles (U. of Surrey, UK) and **Wong, Gabriella**. Issues in language planning and language education: a survey from Macao on its return to Chinese sovereignty. *Language Problems and Language Planning* (Amsterdam, The Netherlands), **23**, 1 (1999), 17–36.

This paper presents an overview of current language policy and planning in Macao, as well as the language situation, especially in relation to language in education. The situation of the four principal types of (language-medium) schools is also reviewed, with a view to assessing how efficiently they might be said to be achieving their proclaimed goals, and what problems they may be facing, with the approach of the return to Chinese rule. The paper also highlights and discusses the findings of a questionnaire- and interview-based mini-survey on language use, language preference, and language attitudes undertaken on a sample population of secondary-level pupils and teachers, university students and lecturers, and education administrators in the territory. Finally, some recommendations and prognoses are made, based on the trends of these findings, on the way forward in dealing with some of the problems this potentially conflictual situation (and the transitional phase of it) may create.

00-227 Ramanathan, Vai (U. of California, Davis, USA). 'English is here to stay': a critical look at institutional and educational practices in India. *TESOL Quarterly* (Alexandria, VA, USA), **33**, 2 (1999), 211–31.

Studies of World Englishes in the 1980s and 1990s have called attention to the growing number of Englishes used internationally. A key assumption has been that the 'inner circle' of countries (Britain, the U.S.A., Canada and Australia) with native speakers of the language sets English language standards for countries in the 'outer circle' (e.g., India and parts of Africa), where English is used nonnatively but extensively and has been given official-language status. Extending the study of hegemonic practices associated with English language use to the outer-circle country of India, this article examines how, even within an outer-circle country, an English-related inner-outer power dichotomy appears to exist. Based on an ongoing ethnographic project, the article examines ways in which the Indian middle class, with its relatively easy access to English, represents an inner circle of power and privilege that for a variety of reasons remains inaccessible to particular groups of people in India. Specifically, the data revealed that certain institutional and teaching practices keep English out of the reach of lower income and lower caste groups and push them into outer circles. The students central to this article are Dalit (lower-caste) students and students from

the so-called Other Backward Classes who have been socialised in Gujarati-medium schools in Grades K-12 and who have to contend with English at the tertiary level.

00-228 Shaaban, Kassim and Ghaith, Ghazi (American U. of Beirut). Lebanon's language-in-education policies: from bilingualism to trilingualism. *Language Problems and Language Planning* (Amsterdam, The Netherlands), **23**, 1 (1999), 1–16.

The debate about language-in-education policies and practices in Lebanon has witnessed in the very recent past a shift from emphasis on the cultural-linguistic struggle between Arabic and French/English to emphasis on the practical attitudes towards language education which is leading the country in the direction of full-fledged multilingualism in society as well as in education. This paper discusses the decrees and regulations issued by the various governments in Lebanon as well as the prevalent practices in order to throw light on the related issues of national identity, upward mobility, and educational opportunities and equality.

00-229 Victor, Mbodouma (Higashi Hiroshima, Japan). Learning English in Gabon: the question of cultural content. *Language, Culture and Curriculum* (Clevedon, UK), **12**, 1 (1999), 23–30.

The Gabonese, some 1.3 million people in Central Africa, are polyglots, speaking several Gabonese languages as well as French. Gabonese students, who speak French as a second language and are educated through the medium of French, learn English using textbooks designed for students in France. Despite the obvious reasons that can be advanced to justify this, an unresolved issue remains concerning cultural content, i.e., whether materials designed for learners in France, which lies in such close geographic and cultural proximity to Britain, can be relevant to Gabonese students in equatorial Africa. This paper examines the pedagogical issues, the goals that Gabonese students have in learning English, and the linguistic and sociolinguistic context in which the learning of English takes place. Materials used for the teaching of English in Gabon are claimed to be incompatible with learners' needs from cognitive, linguistic, and semantic points of view. The problem is well-known to teachers of English, and also the lines along which a solution will have to be found.

00-230 Youssef, Valerie and Carter, Beverly-Anne (U. of the West Indies, St. Augustine, Republic of Trinidad & Tobago). Confronting local dialect and culture issues in the EFL classroom. *Language, Culture and Curriculum* (Clevedon, UK), **12**, 1 (1999), 31–41.

This article describes the experience of preparing Venezuelan EFL (English Foreign Language) students at Lower Intermediate level to perform a Trinidadian dialect play before an international audience during a

short course. The exercise was used to teach local culture in relation to the native culture of the students and also to teach functional and grammatical relations between the local Standard and Creole varieties. It also served to enhance a focus on pronunciation, stress and intonation. The process was enthusiastically pursued by the entire group, bringing them to a greater communicative awareness than might have been achieved by other means in equivalent time. The use of local drama for the purposes outlined is recommended in the broader context of a need to equip twenty-first century students with the tools to manipulate the international variety(ies) most pertinent to their specific situation and needs.

00-231 Zépher, Flore (U. of Missouri-Columbia, USA). Challenges for multicultural education: sociolinguistic parallels between African American English and Haitian Creole. *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **20**, 2 (1999), 134–54.

This article looks at the issue of Black native languages in the educational system in the context of curricular reforms emanating from the multicultural education movement. It examines how multicultural education has dealt with the needs and concerns of African Americans and Haitians. It first looks at well-publicised African American and Haitian educational events which demonstrate that the native languages of these two particular groups are not perceived as legitimate modes of expression worthy of being vehicles of instruction in the educational system. These include the *King* case in Ann Arbor, Michigan; the 'Ebonics' Issue in Oakland; and the Haitian class action lawsuit in New York. Second, it looks at a number of educational indices which point to the lack of academic achievement on the part of these particular students, thus persuasively suggesting that the schools are failing to provide them with a meaningful education that can prepare them for academic success. Third, it briefly reviews the research conducted about the positive role that the native language plays in raising academic achievement, with particular attention to the integration of vernacular languages in school. Finally, in the light of this research, it is strongly argued that a comprehensive model of multicultural education, which places diversity at its core and which purports to reshape the power structures by advocating a liberatory or emancipatory pedagogy, needs to take into account language issues or, more specifically, Black language issues, in its conceptual and operational framework.

Pragmatics

00-232 Chang, Yu-Ying (U. of Michigan, USA) and **Hsu, Yi-Ping**. Requests on email: a cross-cultural comparison. *RELC Journal* (Singapore), **29**, 2 (1998), 121–51.

The study reported here investigates differences in request emails written in English by Chinese English

learners and native American English speakers. The results show that, while Chinese English learners treat email communications like either formal letters or telephone conversations, native American English speakers regard them as closer to written memos. It was also found that, although the native American English speakers structure their email request messages in a rather direct sequence, the linguistic forms they employ to express their requests are more indirect. In contrast, the Chinese English learners structure their request messages in an indirect sequence, but use more direct linguistic forms. Given this contrast, it is not surprising that some of the request samples written by Chinese English learners were judged as very impolite by the native English-speaking evaluators in this study. The findings of the study are taken to demonstrate the importance of studying requests within the overall discourse in which they occur. It is claimed that studying only the linguistic forms used in phrasing the request itself cannot provide a full picture of the cultural differences inherent in making requests.

00-233 Kasper, Gabriele (U. of Hawai'i, USA) and **Rose, Kenneth R.** Pragmatics and SLA. *Annual Review of Applied Linguistics* (Cambridge, UK), **19** (1999), 81–104.

This paper is a survey of research into interlanguage pragmatics: the study of nonnative speakers' use and acquisition of second language (L2) pragmatic knowledge. The studies examined fall into two broad methodological groups: cross-sectional and longitudinal. Cross-sectional research has typically focused on the development of pragmatic awareness in the acquisition and use of speech acts, investigated in elicited data; a number of studies have shown that learners, irrespective of proficiency, have access to the same range of speech act realisation strategies as native speakers, but differ in the conventions of form used to implement these strategies. Longitudinal studies typically focus on interaction in authentic—particularly classroom—settings, and have illuminated the relationship between pragmatic transfer and development. Preliminary results suggest that pragmatic and morphosyntactic development interact. Research has also endorsed the teachability of pragmatic features. Two lines of enquiry for the future are suggested. Examining how principles of L2 learning and instruction apply to pragmatics should shed light on cognitive and interactional processes involved in pragmatic development; and investigation of the links between culture, individual differences and pragmatic learning should determine whether and how acculturation and disidentification processes change over time, and how these, too, interact with such development.

Applied linguistics

00-234 Grotjahn, Rüdiger (Ruhr-Universität Bochum, Germany). Thesen zur empirischen Forschungsmethodologie. [Suggestions for