than that of their monolingual counterparts, both bilingual and monolingual participants appear to use an 'approximative' academic register that is still clearly in a state of development.

99–514 van Hell, Janet G. and de Groot, Annette M. B. (U. of Amsterdam, The Netherlands). Conceptual representation in bilingual memory: effects of concreteness and cognate status in word association. *Bilingualism: Language and Cognition* (Cambridge, UK), **1**, 3 (1998), 193–211.

The question of how the meanings of words in the two languages of a bilingual are organised in memory has elicited considerable debate in the research literature. The focus of the word association experiment reported here is on the representation of meanings of words with different characteristics in bilingual memory. In particular, the study examined the conceptual representation of abstract *vs.* concrete translation pairs, of cognates *vs.* noncognates, and of nouns *vs.* verbs. Dutch-English bilinguals associated twice to nouns and verbs that varied on concreteness and cognate status, once in the language of the stimuli (within-language), and once in the other language (between-language). Within- and between-language associations for concrete words and cognates were more often translations of one another than those for abstract words and noncognates, and nouns evoked more translations than verbs. In both within- and between-language association, retrieving an associate was easier to concrete than to abstract words, to cognates than to noncognates, and to nouns than to verbs. These findings suggest that conceptual representation in bilingual memory depends on word-type and grammatical class: concrete translations, cognates, and noun translations more often share, or share larger parts of, a conceptual representation than abstract translations, noncognates, and verb translations. The results are discussed within the framework of distributed memory representation.

99–515 Verhallen, Marianne and Schoonen, Rob (U. of Amsterdam, The Netherlands). Lexical knowledge in L1 and L2 of third and fifth graders. *Applied Linguistics* (Oxford, UK), **19**, 4 (1998), 452–70.

Lexical knowledge is an important predictor of school success. The study reported here focuses on aspects of the lexical knowledge of bilingual children in both their first (L1) and second (L2) language. It not only compares the amount of knowledge they have, but also deals with qualitative aspects of their lexical knowledge. Data were obtained from 40 bilingual Turkish-Dutch children (9- and 11-year-olds) living in the Netherlands who were asked to explain the meaning of some common Dutch and Turkish nouns in an extended word definition task. The meaning aspects the children mentioned in their responses were analysed according to a classification scheme developed by the authors. It turns out that there are important differences

between the available lexical knowledge in L1 and L2: children allot to L1 words less extensive and less varied meaning aspects than to L2 words, L2 being the language of education. These findings are added to earlier findings that the L2 knowledge of bilingual Turkish children lags behind that of monolingual Dutch children. The overall conclusion is that the L1 knowledge of the bilingual children cannot counterbalance their poor lexical knowledge in L2. Some educational implications are discussed.

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99–516 Abu-Rabia, Salim (U. of Haifa, Israel). The influence of the Israel-Arab conflict on Israeli-Jewish students learning Arabic as a third language. *Language, Culture and Curriculum* (Clevedon, UK), **11**, 2 (1998), 154–64.

The study reported here investigated attitudes towards learning Arabic and towards co-existence with Arabs within Israel of Israeli-Jewish students, with reference to specific reading topics and to evaluation of characters appearing in the reading material. Participants were 100 Jewish high school students in Israel aged 16-17 years; the language of instruction at school was Hebrew, and they studied English as a foreign language and Arabic as a third language. The students were found to possess low instrumental and low indoors integrative motivation, but their army service motivation and outdoors integrative motivation were high. They were interested in reading familiar texts, where their understanding was higher than that of unfamiliar texts; and they evaluated the Prophet Mohammed significantly more positively than the British character. It is suggested that the study may be of interest to educators in designing suitable materials for second language learning in problematic social contexts where the majority has to learn the language of the minority and vice-versa.

99–517 Ariza, Eileen N. (Florida Atlantic U., USA). Role reversal: the problems of a Spanish-speaking Anglo teaching Spanish to English dominant Puerto Rican children. *Foreign Language Annals* (New York, USA), **31**, 3 (1998), 431–36.

This article describes the unique situation of an Anglo, Spanish-speaking teacher assigned to teach Spanish to a group of non-Spanish-speaking youngsters of Puerto Rican descent in a bilingual school (Kindergarten to grade 12). The teacher reflects on the irony that the children have been raised in the dominant Anglo culture of the mainland United States and are in Puerto Rico against their wishes. Broken families and relocations have caused tremendous strife and have hindered the children's acceptance of the culture and Spanish language. Successful strategies that overcame the socio- and psycho-linguistic barriers are listed as the teacher describes how she went about creating a non-threatening learning environment.

99–518 Burt, Susan Meredith (U. of Wisconsin, Oshkash, USA). Monolingual children in a bilingual situation: protest, accommodation, and linguistic creativity. *Multilingua* (Berlin, Germany), **17**, 4 (1998), 361–78.

The *homestay* is a common second language learning situation: non-native speakers live in families of native speakers in the hope of improving knowledge of both language and culture. This paper explores language use in a homestay in which host family members know or are learning the language of the visitor, drawing on a case-study of a year's homestay by a German teenager living with an American host family. Accommodation in language choice is one issue in this situation: the extent to which guest and hosts attempt to converge to the other's language is explored. While there is not much convergence by the host family to the guest's language, there is nonetheless significant accommodation to the guest in re-using her linguistic creations in the host language such as jokes and idiom translations. Native speaker and non-native speaker are thus seen as collaborating in the joint construction of an intercultural micro-community variety, which differs from interlanguage, foreigner talk and micro-community speech norms.

99–519 Dare, Adeyeye Samson (Ogun State U., Nigeria). English and the culture of Yoruba. *English Today* (Cambridge, UK), **15**, 1 (1999), 17–22.

This article examines some linguistic and socio-cultural differences between English and the Nigerian Oyo dialect and subculture known as Yoruba. It explores ways in which these may influence and/or manifest themselves in the learning of English as a foreign language focusing specifically on greetings, politeness and kinship terms. In Yoruba greetings are more frequent and more demonstrative yet respectful than in English. Thus, elaborate Yoruba expressions may be translated literally into English. Unlike in English, honorifics and reciprocal and non-reciprocal T and V forms are important means of expressing power relations and solidarity in Yoruba. Although this can be confusing at first, the transition may be aided by the absence of T and V forms in certain contexts (e.g. religion) in Yoruba. Indeed, judicious use of this difference may be made by codeswitching when power relations are uncertain. Kinship terms in Yoruba describe relations between people rather than using the precise vocabulary of English. The article suggests that it would be culturally imperialistic to insist on 'English English' and that the adaptation of English to the Yoruba culture is evidence to support the emergence of Nigerian English as a variety of English.

99–520 Dushku, S. (U. of Tirana, Albania). ELT in Albania: project evaluation and change. *System* (Oxford, UK), **26**, 3 (1998), 369–88.

Following the collapse of communism, the implementation of aid for English Language Teaching (ELT) in the countries of Central and Eastern Europe, funded by foreign aid agencies, has promoted the introduction of new methodologies and the renovation of ELT programmes. Beside these new ELT developments, research has recognised several ecological issues related to the appropriateness and sustainability of ELT aid projects, e.g., the need for a context-sensitive approach by aid donors and the importance of carrying out formative and summative evaluation prior to and during aid implementation in these countries. This paper aims to identify and evaluate some of these issues in the design and implementation of the British Council ELT aid project at the author's institution. Through an analysis of the British Council project design and the appropriateness of its methodology to the Albanian social and professional context, the paper sheds light on some of the factors that account for the ephemeral nature of such projects. This research also reveals the need for the aid-providing countries to set aside the assumptions that the needs of all these countries are identical, and to undertake serious research taking into consideration the local culture, in order to increase aid projects' relevance and effectiveness.

99–521 Granville, S. (U. of the Witwatersrand, South Africa), **Janks, H., Mphahlele, M., Reed, Y., Watson, P., Joseph, M. and Ramani, E..** English with or without g(u)ilt: a position paper on language in education policy for South Africa. *Language and Education* (Clevedon, UK), **12**, 4 (1998), 254–72.

This paper examines the implications of language in education policy in post-apartheid South Africa for both schools and universities. Particular attention is paid to the recommendations of the Language Task Action Group (LANTAG) delegated by the Minister of Education in 1995 to establish South Africa's language-related needs and policies across different domains in the society. The LANTAG document, *Towards a National Language Plan for South Africa*, proposed a national language policy designed to promote the development and status of the historically disadvantaged African languages, and to counter the hegemony of English. This paper supports the general policy but challenges LANTAG's implementation strategies. It makes three recommendations, as follows. All students should have the right of access to the language of power (English at present); and planned and effective provision for its delivery must be made an explicit part of language policy. Secondly, all students must learn at least one African language as subject throughout the years of compulsory schooling. Finally, an African language as a language of learning and teaching should be a long-term goal. The authors of this paper suggest that these recommendations should lead to effective implementation of LANTAG's multilingual policy.

99–522 Haggan, Madeline (Kuwait U.). Islam and learning English: the approach-avoidance dimension. *ITL Review of Applied Linguistics* (Leuven, Belgium), **121-122** (1998), 85–120.

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This paper focuses on the situation of undergraduates from a conservative Muslim society (Kuwait) majoring in English Language and Literature. Informal observations indicate that requiring of such students an appreciation of values and traditions contrary to those upheld and practised in their religion and society may present a predicament. A questionnaire was administered to a group of Kuwait University students to explore how this might impact on their English studies. Responses revealed considerable unease among the students regarding some of the material their studies required them to read. Their coping strategies are detailed: a distancing strategy is commonly reported, which would seem to adversely affect their most commonly stated aim, i.e. to perfect their English skills. It is suggested that the concept of the English degree in such an environment might need re-thinking. The paper concludes with a look at the types of individual who place themselves in such a conflict situation – and remain there. The participating students took a personality test in which they scored highly on certain variables, suggesting that they may be (unconsciously) self-selected from a certain personality type. This in turn may in part explain their ability to operate both within their chosen field of study and their socio-religious traditions.

99-523   Hickey, Tina (ITÉ / Linguistics Institute of Ireland). Tuismitheoirí agus an Tum-Réamhscolaíocht. [Parents and the immersion pre-school.] *Teangeolas* (Dublin, Ireland), **37** (1998), 30–37.

Parents have made a significant contribution to the spread of immersion education, particularly in the lesser-used languages. However, due to low abilities in the target language, many parents in early immersion education may feel that their main role is to provide political and financial, rather than educational, support. In order to assist more effectively the parents of children in immersion, the author of this article suggests that we need to learn more about them. The article looks specifically at parents involved in early immersion in Ireland. Data were gathered from 1,807 parents of children in Irish-medium pre-schools, including their Irish ability, occupation, their reasons for choosing early immersion, and the assistance they would welcome. The author in an earlier paper showed that parents' ability in, and use of, the target language had a significant effect on their children's Irish scores in the *naíonra* (nursery school), and, conversely, parents reported that their child's attendance at a *naíonra* increased their own use of the language in the home. The reciprocal nature of this relationship between parents and immersion programmes is explored.

99-524   Hornberger, Nancy H. (U. of Pennsylvania, USA). Language policy, language education, language rights: indigenous, immigrant, and international perspectives. *Language in Society* (Cambridge, UK), **27**, 4 (1998), 439–58.

Indigenous languages are under siege, not only in the USA but around the world – in danger of disappearing because they are not being transmitted to the next generation. Immigrants and their languages worldwide are similarly subjected to seemingly irresistible social, political and economic pressures. This article discusses a number of such cases, including Shawandawa from the Brazilian Amazon, Quechua in the South American Andes, the East Indian communities of South Africa, Khmer in Philadelphia, Welsh, Maori, Turkish in the UK, and Native Californian languages. At a time when phrases like 'endangered languages' and 'linguicism' are invoked to describe the plight of the world's vanishing linguistic resources in their encounter with the phenomenal growth of world languages such as English, the cases reviewed here are considered to provide consistent and compelling evidence that language policy and language education serve as vehicles for promoting the vitality, versatility and stability of these languages, and ultimately promote the rights of their speakers to participate in the global community on and *in* their own terms.

99-525   McArthur, Tom (U. of Exeter, UK). English in the world, in Africa and in South Africa. *English Today* (Cambridge, UK), **15**, 1 (1999), 11–16.

Although the world's languages currently number approximately five or six thousand, methods of counting those languages are subject to variables such as culture and politics which means that boundaries separating languages can become 'fuzzy'. As with these world languages, varieties of English across the world are variously categorised and are perceived as having varying status according to the socio-political context in which they exist. This article considers the case of African English: firstly a geolinguistic definition of African English is given; secondly the historical development of African English is examined; and then the terms African English and Asian English are considered together. The oral tradition or 'orature' of language in Africa is set against the power of the English language complex which is backed by the forces of the computer, telecommunications and media. Finally, social and educational factors are presented and the issue of linguistic engineering is introduced. It is suggested that consciousness of the value of the regional African languages should be raised in order to avoid losing the cultural heritage contained therein.

99-526   McCourtie, Lena (U. of Winnipeg, Manitoba, Canada). The politics of Creole language education in Jamaica: 1891-1921 and the 1990s. *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **19**, 2 (1998), 108–27.

The underachievement of ethnic minorities has been the subject of much reflection and action by educators and researchers worldwide. This two-part study uses archival and empirical research to focus on the acquisition of English by another group, speakers of Jamaican Creole: a unique typology which can neither be cate-

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gorised as foreign language nor mother tongue teaching. Both English and Creole share a common lexis, but Creole speakers need expert help in acquiring the phonology, morphology and syntax of English. In Part 1, archival/historical data drawn primarily from the Annual Reports of 'Her Majesty's Inspectors' for a part of the colonial period, 1891-1921, highlight the systemic failure of pupils to acquire English in elementary schools. But in Part 2, an investigation conducted by the author in the 1990s in 'secondary' schools in post-colonial independent Jamaica finds a similar cycle of underachievement among Creole speakers. The inference drawn is that successive generations of these language learners have left schools as an 'undereducated underclass' (Skutnabb & Cummins, 1988). The paper analyses the issues which have bedevilled the education of Creole speakers in both centuries. It then outlines new political initiatives designed to effect change and redress the iniquities of the past before the twenty-first century begins.

99–527 Norton, Bonny (U. of British Columbia, Canada). Rethinking acculturation in second language acquisition. *Prospect* (Macquarie U., Sydney, Australia), **13**, 2 (1998), 4–19.

This article contrasts the language practices in two immigrant families in Canada: in one, subtractive bilingualism took place; in the other, bilingualism flourished. Drawing on research conducted by the author, the insidious effects of racism on language loss are discussed and some central assumptions about acculturation in the field of second language acquisition (SLA) are questioned. It is argued that there is a fundamental tension between theories of acculturation in SLA and theories of bilingualism, the former giving implicit support to cultural assimilation, the latter placing greater emphasis on the importance of validating the histories, identities, and contributions of immigrant groups. It is further argued that theories of acculturation in SLA do not pay sufficient attention to the inequitable relations of power that exist between second language (L2) learners and target language speakers. Despite their investment in the target language, L2 learners may have little opportunity to interact with target language speakers and to improve their language learning. Finally it is argued that teachers and researchers need to be proactive in bringing research on subtractive and additive bilingualism to the attention of immigrant parents.

99–528 O Fathaigh, Mairtin (U. Coll., Cork, Ireland). Irish language attitudes, competence and usage among UCC staff: some empirical findings. *Teangeolas* (Dublin, Ireland), **37** (1998), 38–46.

The purpose of the research project described here was to discover attitudes to, and usage of, the Irish language among staff at the author's institution – UCC, a constituent college of the National University of Ireland, which has a special long-standing commitment to the promotion of Irish among students and staff. A questionnaire distributed to 900 members of staff in 1994

received a 61% response (551 replies). The results were compared with those of earlier nationwide sociolinguistic surveys and indicated generally more positive attitudes and higher levels of competence reported in the language as compared with those prevailing in the general population. It is argued that the UCC's *An Bord na Gaeilge* (a statutory body charged with the promotion of Irish in the University) has contributed substantially to the promotion of a bilingual ambience and environment and to high levels of competence and language use. It is further suggested that receptive bilingualism is a key element in the promotion of bilingualism in any society or community.

99–529 Redouane, Rabia (Ontario Inst. for Studies in Ed., U. of Toronto, Canada). Arabisation in the Moroccan educational system: problems and prospects. *Language, Culture and Curriculum* (Clevedon, UK), **11**, 2 (1998), 195–203.

Morocco, like other countries, faces large national problems. The national language question is one of the most important because it is central to national unity. Two native languages, Berber and Arabic, and an international language of wider communication, French, are currently predominant in the country. Recently, the Moroccan government has devoted considerable effort to crafting a careful and elaborate multi-sector language policy, with particular significance for the educational system, which aims at promoting Arabic as the language of literacy and wider communication. This paper examines the background to the new policy and its implications.

99–530 Richards, Brian (U. of Reading, UK) **and Yamada-Yamamoto, Asako**. The linguistic experience of Japanese preschool children and their families in the UK. *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **19**, 2 (1998), 142–57.

Large numbers of Japanese nationals and their families are sent overseas by the companies they work for. Concerns have been expressed about the educational and linguistic implications of residence abroad for the children – particularly for their Japanese if they are to succeed at school on their return to Japan. The research reported here surveys 320 Japanese families with children, 178 of them preschool. This sample represents about 5.5% of Japanese families who have children and who are temporarily resident in the UK. The survey examines the language use and language needs of the parents and the priority they attach to their children's learning of the two languages. It also looks at English and Japanese in the children's linguistic environment, including the language used with the family, language tuition, the role of child-minders and nannies, audio-visual media, nursery and playgroup, and contact with speakers outside the family. Results suggest that parents value equally the acquisition of English and Japanese by their children, but that on average children are exposed to considerably more Japanese than English during the preschool years.

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99–531   Wang, Yinquan (Nanjing Agricultural U., China). 'College English' in China. *English Today* (Cambridge, UK), **15**, 1 (1999), 45–51.

The learning of English is now seen by authorities in China as being a key element of higher education in all academic disciplines including Science and Technology. At university level in China, English is taught in two bands: English for majors and English for non-majors or what is termed here 'College English'. The latter group receive only around four hours of instruction per week and the highest priority in their classes is given to an intensive reading course. Reading (and its linguistic or structural analysis) is valued so highly because it is considered that this is the medium through which the majority of Science or Engineering students collect information from English specialists in their field. English instruction also relies heavily on the government-compiled textbook and is strongly influenced by the College English Test. Other factors which deeply affect the nature and quality of the English as a Foreign Language (EFL) provision for College English include issues relating to the supply of suitably qualified and proficient teachers and also knowledge of appropriate cultural background information. Finally, the sheer size of the learner population increases the significance of EFL development in China as a whole.

99–532   Warschauer, Mark (U. of Hawai'i, USA). Technology and indigenous language revitalisation: analysing the experience of Hawai'i. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **55**, 1 (1998), 139–59.

Hawaiian educators have made ambitious attempts to use new on-line technologies in language revitalisation programmes. These efforts have included developing one of the first bulletin board systems in the world to operate completely in an indigenous language. This paper reports on two years of ethnographic research on the results of these efforts. Issues addressed include the role of the Internet in promoting or hindering linguistic diversity, the relationship of multimedia computing to non-Western patterns of communication, and the use of the Internet as a medium for exploring cultural and social identity. The results are consistent with a critical theory of technology which emphasises that technology is neither culturally neutral nor determinist but rather a site of social struggle.

Applied linguistics

99–533   Bialystok, Ellen (York U., Ontario, Canada). Coming of age in applied linguistics. *Language Learning* (Malden, MA, USA), **48**, 4 (1998), 497–518.

It is argued in this article that further progress in applied linguistics and second language acquisition

(SLA) will be achieved through collaboration with researchers in other fields. Three examples are given of research problems that would profit from collaboration with applied linguists: the definition of language proficiency, the neural basis of language functioning, and the relation between cognitive and language abilities, especially in education. It is claimed that these issues are being investigated by specialists in other fields who lack the necessary expertise in bilingualism, SLA and representation of multiple languages. The article identifies specific areas of expertise that applied linguists could bring to these research programmes.

99–534   Block, David (Inst. of Ed., U. of London, UK). Exploring interpretations of questionnaire items. *System* (Oxford, UK), **26**, 3 (1998), 403–25.

Publications about questionnaires tend to focus on technical issues such as item wording, overall format and the construction of scales. Only a few authors such as Low (1988, *Evaluation and Research in Education*, **2**, 69–79) and Alderson (1992, *Working Paper* **15**, Lancaster U., UK) have researched and discussed the issue of how respondents actually interpret questionnaire items. This paper presents the results of a small-scale study carried out to investigate how a representative sample of 24 students at a large language school in Barcelona interpreted the items on an end-of-course evaluation form. The study aimed to explore two key questions: (1) the extent to which individuals would interpret questionnaire items in similar fashion, and (2) the extent to which they would invest the same meaning in the numbers on a 1–5 rating scale. In both cases, a high degree of variance was found across the respondents.

99–535   Catford, J. C. (U. of Michigan, USA). *Language Learning* and applied linguistics: a historical sketch. *Language Learning* (Malden, MA, USA), **48**, 4 (1998), 465–96.

This article reviews the history of applied linguistics together with the history of the journal *Language Learning*, indicating the journal's particular place in that larger history and honouring its 50th anniversary. A chronological perspective is adopted, starting from antiquity but focusing on developments in Europe and North America in the later 19th and 20th centuries. Evidence is offered that, from the late 1940s onwards, *Language Learning* played a distinctive role in the popularisation and widespread adoption of the term *applied linguistics*, as well as the systematic, theoretical and research orientation associated with it.

99–536   Klein, Wolfgang (Max-Planck-Institut für Psycholinguistik, Nijmegen, The Netherlands). The contribution of second language acquisition research. *Language Learning* (Malden, MA, USA), **48**, 4 (1998), 527–50.

During the last 25 years, second language acquisition (SLA) research has made considerable progress, but it is still far from proving a solid basis for foreign language