Sociolinguistics

97–252 Barkhuizen, Gary P. (Rhodes U.) and Gough, David (U. of the Western Cape). Language curriculum development in South Africa: what place for English? *TESOL Quarterly* (Alexandria, VA), **30**, 3 (1996), 453–71.

As in other parts of the world, language-in-education planning in South Africa is composed of two interrelated domains: decisions about languages taught as subjects and decisions about languages used as media of instruction (or 'languages of learning', as they have come to be known in South Africa). Alternative political ideologies and educational philosophies have clearly determined the nature of each of these decisions and their implementation, a point especially true of the South African situation. This article focuses on the changing role and status of English within new language-in-education policies in South Africa. Because the imple-

mentation of new policies needs to be understood in the light of past policies and their effects, current policy debates are first briefly set in their historical context. The authors then present a model which aims to provide a descriptive framework for analysing and evaluating decisions made relating to language-in-education planning. Existing constraints on policy implementation in the South African context are discussed, and the authors conclude by identifying issues related to the process of language-in-education planning which they discovered through ongoing assessment of the planning process itself.

97–253 Bloor, Thomas (Aston U., Birmingham) and Tamrat, Wondwosen (Kotobe Coll. of Teacher Ed., Addis Ababa). Issues in Ethiopian language policy and education. *Journal of Multilingual and Multicultural Development* (Clevedon), **17**, 5 (1996), 321–38.

In Ethiopia, the overthrow of the military government of the Dergue in 1991 ushered in a period of political reforms which are still in progress, including a policy of recognition of a range of indigenous languages other than the traditionally dominant national language, Amharic. This paper addresses the question of language planning and education in this pluralist, multilingual state. It presents a profile of some of the many languages in use within the country, both indigenous and foreign, and briefly considers their historical role in the education system, touching on the associations of Amharic and the classical Ethiopian language Giiz

with Orthodox 'Coptic' Christianity, and of Arabic with Islam. An evaluative appraisal of the new policy is offered which, whilst acknowledging the enlightened nature of the reforms in light of current political and linguistic concerns for 'linguistic human rights', considers a number of major obstacles to the implementation of the policy, and questions in particular the moves towards the preference of the Roman alphabet to the well-established Ethiopic syllabic writing systems. The article points out that, contrary to the intentions of the reforms, the outcome should benefit English at the expense of a significant African language.

97–254 Freeman, Rebecca D. (Pennsylvania U.). Dual-language planning at Oyster Bilingual School: "It's much more than language". *TESOL Quarterly* (Alexandria, VA), **30**, 3 (1996), 557–82.

This article describes how Oyster Bilingual School's two-way Spanish-English language plan functions in its sociopolitical context. Language planning and implementation at Oyster Bilingual School constitute a dynamic, multilevel, multidirectional process in which language minority and language majority members of the Oyster community collaborate in their efforts to define bilingualism and cultural pluralism as resources to be developed. The Spanish-English language plan which this study

examined from kindergarten through to sixth-grade is one part of a larger identity plan that aims to promote social change by socialising children differently from the way children are socialised in mainstream U.S. educational discourse. In addition, it is suggested that the ethnographic/discourse analytic approach presented can be applied in investigating how other language plans function in their sociopolitical contexts.

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97–255 Heller, Monica (Inst. of Pedagogic Studies, Ontario, Canada). L'école et la construction de la norme en milieu bilingue. [Schools and the establishing of the norm in a bilingual situation.] *Aile* (Paris), **7** (1996), 71–93.

This article concerns the establishing of the French norm in a French-Ontarian school within an English-speaking society. The political mobilisation of the French-Ontarians since the 1960s has aimed (among other things) at developing and maintaining French-English bilingualism by means of monolingual French-speaking institutions, especially schools. The article seeks to demonstrate how interaction between teachers and learners in the everyday life of the school contributes to the establishment of this monolingual norm, and also to the definition of 'good French', and how the speakers deal with the contradictions between institutional monolingualism and the bilingual reality of their outside life. A tension is noted between two visions of Ontarian French speech: as monolingual and 'international', or as inherently bilingual.

97–256 Lambert, Wallace E. and Taylor, Donald M. (McGill U.). Language in the lives of ethnic minorities: Cuban American families in Miami. *Applied Linguistics* (Oxford), **17**, 4 (1996), 477–500.

Working-class and middle-class mothers of Cuban heritage were questioned about their modes of accommodation to America in terms of language proficiencies. Specifically, they were asked about their own language fluency, in both Spanish and English, and that of their children. The focus was on the within-family dynamics of the accommodation process, and the links between mothers' and children's language fluencies and children's school performance. Two distinct patterns emerged. For working-class mothers, the emphasis was more on encouraging their children to learn English in order to 'succeed' in America, especially in school: a 'subtractive' form of bilingualism and biculturalism where advances in English appear to be at the expense of Spanish fluency and heritage culture maintenance. In contrast, for middle-class mothers, success was associated more with the encouragement of Spanish competence, not English: a form of 'additive' bilingualism where the heritage language and culture are protected as the process of Americanisation runs its course.

97–257 Landick, Marie (Royal Holloway, U. of London). Primary French in Jersey and the challenge from *Jèrriais*. *Francophonie* (Rugby), **14** (1996), 23–8.

French still has a strong position at all levels of education in Jersey, but it has declined from being a medium of instruction in the last century to being taught as a foreign language since the turn of the century. Although Jersey law states that French should be taught throughout primary school, some schools delay its introduction to between 7 and 9 years old, and there is a shortage of teachers. Against this, a recent upsurge of interest in Jèrriais, the old *langue d'oïl* language of Jersey, has led to a proposal that it should be taught as an extra-curricular subject. The main problems with Jèrriais would seem to be its similarity to French, which makes the usefulness of its being taught in parallel with French questionable, and its lack of status because (a) it is seen as a variant of, and therefore subordinate to, French, and (b) it has never been an official language. The historical background to the language situation is reviewed and a comparison made with the situation, in many ways similar, in the Isle of Man.

97–258 Lotherington, Heather (Monash U., Australia). A consideration of the portability and supportability of immersion education: a critical look at English immersion in Melanesia. *Journal of Multilingual and Multicultural Development* (Clevedon), **17**, 5 (1996), 349–59.

This paper considers the pedagogical validity of English immersion education in two Melanesian countries of the South Pacific: Vanuatu and the Solomon Islands, questioning the appropriateness of implementing a policy of English language immersion education in a postcolonial, multilingual Third World context where the implicit supports for first language maintenance as well as second language instruction are inadequate. It then draws contextual comparisons between English immersion education in these Pacific small island states and early total French immersion education in Canada. In so doing, the paper engages in the wider debate on the relationship between school and community in language education policy and planning.

97–259 Niang, Gilbert (Dakar, Senegal). Introduction des langues nationales dans l'enseignement élémentaire: une expérience au Sénégal. [The introduction of national languages in elementary education: an experiment in Senegal.] *Etudes de Linguistique Appliquée* (Paris), **103** (1996), 329–38.

After its independence in 1960 Senegal started moving away from the use of French as the medium of instruction. In the experiment described here, which was begun in the late 1970s, Woloff was to be introduced as the language of instruction at primary level, followed later by the addition of French as a foreign language and a subsequent gradual changeover in the roles of the two languages. A comparison was made of two groups of teachers: one specially-trained group teaching classes that received no audio-visual support, and another group teaching classes whose lessons were based on television courses. It is concluded that, although television greatly motivated both teachers and pupils, for a variety of reasons the results were less satisfactory than hoped, in both sets of classes. It is argued, however, that valuable lessons were learned and that now, some 15 years on, socio-economic developments in the country may have led to a more propitious environment for this idea.

97–260 Oliviéri, Claude (U. of Paris III). Les enjeux linguistiques et politiques du programme LINGUA. [The linguistic and political stakes in the LINGUA programme.] *Études de Linguistique Appliquée* (Paris), **103** (1996), 291–303.

The LINGUA programme facilitates exchanges within Europe for (mainly) students, teachers and researchers. This article describes its political origins, its relationship to other programmes (COMETT, ERASMUS, PETRA etc.), its existing subdivisions, and its future, when it will be merged with SOCRATES but retain its own identity, with new divisions or 'actions'. Technical and legal details are provided, as are selected statistics, such as the number of language-teaching assistants going to and from France under the programme in 1995-6. LINGUA has achieved less than hoped in purely quantitative terms, but has had many successes, helped many students and teachers at all levels (but few translators), supported (to some extent) such minority languages as Irish and Luxembourgeois, and forced European states to think seriously about language policies. Its weaknesses include administrative complexity and the practical difficulties of applying for funds.

97–261 Phillipson, Robert and Skutnabb-Kangas, Tove (Roskilde U., Denmark). English only worldwide or language ecology? *TESOL Quarterly* (Alexandria, VA), **30**, 3 (1996), 429–52.

The multilingualisms of the United Nations, the European Union, and postcommunist Europe are very different phenomena. English plays a key role in each and is being actively promoted. The language map of Europe and linguistic hierarchies are evolving and are in need of scrutiny so that research and policy in Europe can benefit from insights that come from theoretically informed study of language planning, policy, and legislation. Overall there seem to be two language policy options, a 'diffusion-of-English paradigm' and an 'ecology-of- language paradigm'. It is suggested that the first is characterised by triumphant capitalism, its science and technology, and a monolingual view of modernisation and internationalisation. The ecology-of-language paradigm involves building on linguistic diversity worldwide, promoting multilingualism and foreign language learning, and granting linguistic human rights to speakers of all languages. This article explores the assumptions of both paradigms and urges English language teaching professionals to support the latter.

97–262 Pousada, Alicia (U. of Puerto Rico). Puerto Rico: on the horns of a language planning dilemma. *TESOL Quarterly* (Alexandria, VA), **30**, 3 (1996), 499–510.

This article considers a number of factors that have contributed to the long-standing conflict between Spanish and English in Puerto Rico. Among them are the historical imposition of English as part of what is seen as a heavy-handed Americanisation plan, the critical role of party politics in the consideration of linguistic and cultural questions, the socioeconomic schisms in Puerto Rican society and their linguistic and educational ramifications, and a host of pedagogical problems that stem from an overly centralised and politicised school system in economic crisis. The author then notes ways in which a language planning perspective could help defuse the conflict and arrive at functionally adequate policies in keeping with the Puerto Rican people's desire for self-determination. Finally, the article specifies concrete roles for English language professionals in the planning effort.

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97–263 Ricento, Thomas K. (U. of Texas, San Antonio) **and Hornberger, Nancy H.** (Pennsylvania U.). Unpeeling the onion: language planning and policy and the ELT professional. *TESOL Quarterly* (Alexandria, VA), **30**, 3 (1996), 401–27.

The field of language planning and policy (LPP) provides a rich array of research opportunities for applied linguists and social scientists, but may appear quite theoretical and far removed from the lives of English language teaching (ELT) practitioners. This article attempts to unravel the processes of LPP and the role of ELT professionals in them. The authors examine how ELT professionals are already actively engaged in deciding language policies, how they promote policies reaffirming or opposing hierarchies of power that reflect entrenched historical and institutional beliefs, and how they might affect changes in their local contexts. It is suggested that, in general, the principle of linguistic self-determinism – the right to choose (within limits) what languages one will use and be educated in – is not only viable but desirable for LPP decision-making, because it both promotes social equity and fosters diversity.

97–264 Richer, Jean-Jacques (French Cooperation Mission, the Seychelles). Enseigner en créole: le cas des Seychelles. [Education through creole: the case of the Seychelles.] *Etude de Linguistique Appliquée* (Paris), **103** (1996), 339–50.

In 1981 the government of the Seychelles decided to change the existing relationship between French, English and Creole – the languages bequeathed to the Seychelles by history – by promoting Creole to the status of a national language and the language of education. Resistance to the use of Creole in education focused on the lack of books in the language and the transitory nature of its use as a medium of education. In 1995 these criticisms led to a reduction in the hours allocated to the study of Creole, possibly foreshadowing the banishment of the language from schools. The experience of the Seychelles would seem to confirm that it is difficult for a vernacular which lacks an extensive and varied written literature to acquire a dominant position. The support of the French Ministry of Cooperation was important for educational publishing in Creole. It is suggested that this support, now very low-key, should be maintained as far as publishing is concerned, since this is an important area for a language which seeks to assert itself.

97–265 Simich-Dudgeon, Carmen (Indiana U.) **and Boals, Timothy** (Indiana Dept. of Ed.). Language and education policy in the State of Indiana: implications for language minority students. *TESOL Quarterly* (Alexandria, VA), **30**, 3 (1996), 537–55.

In the U.S., education issues are considered the purview of the states, with the federal government maintaining an important leadership role. However, without a coherent federal language-in-education policy and with an increasing number of language minorities in schools, the states have enacted language policies and guidelines that they believe meet the educational needs of these students. Although language policies in states with large numbers of language minority students have received much-deserved attention, there has been no systematic study of language planning and policy in states with small, unevenly distributed, yet growing numbers of language minority students. This article reports on a study of Indiana's language and education policies for language minority students from 1976, when the state bilingual education law was passed, to 1995. The goal of the study was to determine how and why language policy decisions were made and what the effect of those decisions was on the delivery of educational services for language minority students attending public schools. Drawing on legal documents and interviews with legislators and advocates, the article documents the process and outcome of the state's language policy decisions.

97–266 Vigner, Gérard (Académie de Caen, France). Politiques linguistiques, actions de projet et contraintes scolaires. [Language policies, curriculum development and school constraints.] *Études de Linguistique Appliquée* (Paris), **103** (1996), 357–84.

Decisions about the use of particular languages in schools can have major political consequences affecting the future of those languages. This applies most obviously in multilingual contexts such as Francophone Africa, the main focus of the article, but also in France (Occitan, Basque etc.). The sociolinguistic status of languages can be measured on two dimensions, degree of recognition and degree of use, and categories such as official language, vernacular, *lingua franca*, emergent language and creole can usefully be distinguished. (Examples and statistics are provided.) It is argued

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that school policies must balance the rights of individuals, especially rights to education in one's own language, with practicalities and future needs. This can lead to various choices, ranging from a single language of schooling for an entire country to separate schools for each language community. To be used as a medium in schools, a language has to fulfil certain criteria: wide and up-to-date vocabulary, adequate phonological and grammatical description, good writing system, and extensive and varied literature; languages can be helped towards this status, a process Calvet calls *équipement de la langue*. A practical programme is outlined for implementing new language policies in schools, especially in developing countries, with a checklist of procedures and a flowchart to allow for different conditions. Different kinds of bilingualism and their educational effects are also discussed.

97–267   Wiley, Terrence G. and Lukes, Marguerite (California State U.). English-only and standard English ideologies in the U.S. *TESOL Quarterly* (Alexandria, VA), **30**, 3 (1996), 511–35.

This article probes assumptions underlying dominant U.S. ideologies regarding language diversity (both between English and other languages and among varieties of English) and their impact on language planning and policy from a historical-structural perspective by analysing and synthesising a broad base of literature. It compares and contrasts two popularly accepted ideologies. The first is the ideology of English monolingualism, which the authors see as framing policy issues in an immigrant paradigm in order to portray language diversity as an alien and divisive force; the second involves a standard language ideology that is used to position speakers of different varieties of the same language within a social hierarchy. The article discusses the connection between assumptions underlying linguistic ideologies and other social ideologies related to individualism and social mobility through education. It discusses limitations in the immigrant paradigm and considers the instrumental role that schools play in positioning students by using language assessment and classification schemes. Dilemmas and opportunities for contesting these ideologies are addressed.

97–268   Zimmer, Armand (Cross-border Documentation and Training Centre for Learning Neighbouring Languages). Les langues aux frontières: l'exemple de la coopération transfrontalière de proximité Moselle-Sarre. [Language across frontiers: Moselle-Sarre crossborder cooperation.] *Etudes de Linguistique Appliquée* (Paris), **103** (1996), 267–84.

The Department of Moselle in France and the Land of Sarre in Germany are cooperating to develop programmes specially designed to establish Franco-German bilingualism in the Moselle-Sarre border region. The programmes are based on the recognition and fostering of a specific regional identity, taking into account the characteristics peculiar to each of the partners and the constraints to which they are subject, and maximising the advantages afforded by their close proximity. The education authorities of both regions have equipped themselves to achieve the common goal by setting up the appropriate structures. Cross-border cooperation in the field of education strengthens action already taken. Local communities in particular are actively supporting the project.

Pragmatics

97–269   Davidson, Brad (Stanford U., CA). 'Pragmatic weight' and Spanish subject pronouns: The pragmatic and discourse uses of 'tú' and 'yo' in spoken Madrid Spanish. *Journal of Pragmatics* (Amsterdam), **26**, 4 (1996), 543–65.

Spanish is a pro-drop language in which first and second person subject pronouns are frequently omitted (80%); traditionally the function of overt subject pronouns has been regarded as adding emphasis or to contrast explicit statements. This paper argues that their function is more similar to that of topicalised noun phrases, referred to as X-Forms by Klein-Andreu, and that their appearance is governed by their conversational function as discourse topics; they are used pragmatically and meta-linguistically to switch reference, for purposes of emphasis and negotiating conversational turns, and to add 'pragmatic weight' to frames of reference, epistemic parentheticals and potential speech act verbs. The notion of 'pragmatic weight' is introduced as a label that describes the ways in which subject pronouns are used to signal utterances as 'less abstract' or 'more personally relevant'. Finally, some predictions are made as to what this description of the use of subject pronouns may imply for other, structurally similar pro-drop languages.

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