theory combined with theories of narrative identity. In the teacher narratives more than 30 subject positions were identified, in addition to four identity constructions: 'the caring and kind teacher'; 'the creative and innovative teacher'; 'the professional teacher'; 'the typical teacher'. Through discussions of excerpts from the teacher narratives the article argues that the negotiation between multiple identities is a necessary part of the construction of teacher identity. This illumination of teacher identity as multifaceted and constructed has several implications, as it excludes the belief that teacher education, school leaders, teacher unions or curriculum can provide teachers with ready-made and universal identities which they should fit in to. Instead, the perception of identity reflected in this article allows teachers to construct identities that might be experienced as unique, relevant and meaningful.

http://www.tandf.co.uk/journals

07–302 TIN, TAN BEE (U Auckland, NZ: tb.tin@auckland.ac.nz), **Looking at teaching through multiple lenses**. *ELT Journal* (Oxford University Press) 60.3 (2006), 253–261. doi:10.1093/elt/ccl005

The article reports on a project conducted with a group of MA-ELT students during their teaching practicum. Many student–teachers, like many teachers in general, rarely see and hear themselves or experience the lessons they conduct from the other side of the fence. When teachers themselves are asked to do the things they normally assign to their students, many are reluctant to do so, in particular the writing tasks they have so readily and willingly assigned as homework to their students. This project put student–teachers in multiple roles to encourage them to look at their lessons through multiple lenses, and to produce written texts which can be used as resources for teaching writing. The article discusses the findings and insights gained from the project. Suggestions are also made for teacher education programmes.

http://www.eltj.oxfordjournals.org

07–303 TWISELTON, SAMANTHA (St Martin's College, Lancaster, UK; s.twiselton@ucsm.ac.uk), **The problem with English: The exploration and development of student teachers' English subject knowledge in primary classrooms**. *Literacy* (Blackwell) 40.2 (2006), 88–96. doi:10.1111/j.1467-9345.2006.00437.x

This paper explores the relationship between student teachers' behaviour and their underlying thoughts and beliefs as they learn to teach English in the primary school. It draws on data from a study involving student teachers at a range of points in their Initial Teacher Education programmes at a university in England. It uses these data to explore the knowledge frameworks that appear to underpin the actions that participants take in the classroom as they teach primary English. This is related to an exploration of the values, beliefs

and professional identity held by the student teachers, and conclusions are drawn concerning key factors to be considered in the construction of Initial Teacher Education programmes.

http://www.blackwellpublishing.com/jnl_default.asp

07–304 WATSON, CATE (U Aberdeen, UK), **Narratives of practice and the construction of identity in teaching**. *Teachers and Teaching: Theory and Practice* (Routledge/Taylor & Francis) 12.5 (2006), 509–526. doi:10.1080/13540600600832213

The importance of the concept of professional identity lies in its relationship to professional knowledge and action, but these links are complex. A traditional notion of identity is of something essential about ourselves, a fixed and stable core of 'self'. More recently, however, identity has been seen as an ongoing and performative process in which individuals draw on diverse resources to construct selves. This process is seen as emerging in and through narratives of practice. This paper, based on research into teachers' professional identities in relation to behaviour management, presents a narrative analysis showing how 'Dan' draws on available resources to construct himself as a teacher and how this process is shaped by the institutions in which he is situated.

http://www.tandf.co.uk/journals

Bilingual education & bilingualism

doi:10.1017/S0261444807264286

07–305 ALLEN, SHANLEY E. M. (Boston U, USA), **MARTHA CREGG & DIANE PESCO**, **The effect of majority language exposure on minority language skills: The case of Inuktitut**. *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 9.5 (2006), 578–596. doi:10.2167/beb381.0.

Children who are native speakers of minority languages often experience stagnation or decline in that language when exposed to a majority language in a school or community situation. This paper examines such a situation among the Inuit of arctic Quebec. All eighteen participants in the study were native speakers of Inuktitut, living in home environments that were functionally monolingual in Inuktitut. Half lived in communities with relatively high exposure to the majority language (English), while the other half lived in communities with low exposure. One third of each group were in Grade 3 (first year of school exposure to majority language), one third in Grade 8/9 (sixth year of school exposure) and one third were adults. Each participant narrated a 24-page wordless picture book (Frog Story) in Inuktitut. Narrations were analysed for

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story length, lexical diversity, grammatical complexity and narrative structure – all measures that are expected to increase or show improvement with increased language ability. Results are inconclusive; some suggest that higher exposure to English leads to stagnation in Inuktitut, while others do not. Methodological issues are discussed, and suggestions for further research are provided.

http://www.multilingual–matters.net

07–306 BARKHUIZEN, GARY (U Auckland, New Zealand), UTE KNOCH & DONNA STARKS, **Language practices, preferences and policies: Contrasting views of Pakeha, Maori, Pasifika and Asian students**. *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 27.5 (2006), 375–391.
doi:10.2167/jmmd450.1

Although the majority of New Zealanders speak English, and only English, the 1987 Maori Language Act and immigration from both Asia and the Pacific have had a significant impact on New Zealand society. Because increasing numbers of children are entering school with limited English language ability, students are arguably the group with the most exposure to New Zealand's changing social and linguistic demography. Yet little is known about how these emerging members of New Zealand society view the languages within their midst, and the effect of ethnicity on their views. This paper examines the language attitudes, preferences and language use of intermediate and high school students from various ethnic backgrounds. The findings point to a society where ethnicity plays a strong role in language preferences, and where students from the dominant ethnic group, New Zealand European, show conservative views on multilingualism. After discussing how these findings highlight issues of language diversification within the New Zealand context, we conclude that students can serve as a useful resource both for understanding language issues and for informing language policy in the New Zealand context.

http://www.multilingual–matters.net

07–307 BEDORE, LISA M. (U Texas at Austin, USA; lbedore@mail.utexas.edu), CHRISTINE E. FIESTAS, ELIZABETH D. PENA & VANESSA J. NAGY, **Cross-language comparisons of maze use in Spanish and English in functionally monolingual and bilingual children**. *Bilingualism: Language and Cognition* (Cambridge University Press) 9.3 (2006), 249–261.
doi:10.1017/S1366728906002616

Maze use appears to be higher in bilingual speakers than in their functionally monolingual peers. One question is whether this is due to the speaker's bilingual status or to the characteristics of the bilingual's language(s). Narratives for 22 Spanish–English bilingual four to six-year-olds and their functionally monolingual age-matched peers were analyzed for maze use. Bilingual and functionally monolingual children used similar percentages and patterns of mazes. Children produced more grammatical revisions in Spanish than English. Bilingual and functionally monolingual children used similar grammatical revision strategies in Spanish and English. Children's maze use in each language was correlated with measures of language productivity such as mean length of utterance and number of words used in the sample. These findings suggest that the role of language is important in maze use and that bilingual children do not necessarily have greater levels of linguistic uncertainty than do their functionally monolingual peers.

http://journals.cambridge.org/jid_BIL

07–308 BOUMANS, LOUIS (Radboud U, Nijmegen, the Netherlands; l.boumans@let.ru.nl), **The attributive possessive in Moroccan Arabic spoken by young bilinguals in the Netherlands and their peers in Morocco**. *Bilingualism: Language and Cognition* (Cambridge University Press) 9.3 (2006), 233–247.
doi:10.1017/S1366728906002604

Moroccan Arabic has two competing syntactic constructions for possessive marking: a synthetic one and an analytic one. The distribution of these constructions is investigated in semi–spontaneous narratives (frog stories) from four Moroccan cities and from the diaspora community in the Netherlands. This distribution is found to depend very much on the individual lexical items that head the construction, and on the form of the dependent, pronominal dependents favouring the synthetic form. Regional variation in Morocco is linked to the sociolinguistic history of the regions. The northern town of Tangier, where language contact with Berber (and Late Latin) had the greatest impact on the formation of Arabic dialects, shows the greatest preference for the analytic genitive. The immigrant community in the Netherlands shows an increased preference for the analytic form in comparison with their peers in Morocco. This concerns possessives with NP dependents in particular, which suggests a direct influence of Dutch as the socially dominant language.

http://journals.cambridge.org/jid_BIL

07–309 DE KLERK, VIVIAN (Rhodes U, Grahamstown, South Africa), **Codeswitching, borrowing and mixing in a corpus of Xhosa English**. *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 9.5 (2006), 597–614.
doi:10.2167/beb382.0

The paper analyses selected aspects of the codeswitching behaviour in a spoken corpus of the English of 326 people, all of them mother-tongue speakers of Xhosa (a local African language in South Africa), and all of whom

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would see themselves as Xhosa/English bilinguals. The corpus comprises approximately 550,000 transcribed words of spontaneous, relaxed, oral discourse in English between pairs of Xhosa-speaking interlocutors, discussing a wide range of topics. While the usual pattern in bilingual speech is to use the L1 as matrix language and the L2 as embedded language, in this corpus the opposite is the case, as interlocutors were interviewed in English (the L2). The corpus therefore offers a 'mirror image', in a sense, of normal codeswitching behaviour. Using Wordsmith (a concordancer programme), all incidences of codeswitching into Xhosa during these conversations were identified and analysed in an effort to reveal underlying patterns. Examination of the amount and nature of codeswitching in the corpus promised to throw some light on the extent to which participants are genuinely bilingual, in terms of their ability to converse comfortably in English.

http://www.multilingual-matters.net

07–310 DORIAN, NANCY C., **Negative borrowing in an indigenous-language shift to the dominant national language**. *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 9.5 (2006), 557–577. doi:10.2167/beb380.0

Receding languages in contact with an expanding language are susceptible to various forms of transfer, including covert transfer or negative borrowing, the elimination of features not shared by the expanding language. Retention of two Scottish Gaelic grammatical features with English parallels and of two grammatical features without English parallel is compared in the Gaelic of bilingual speakers across a 55-year age-and-proficiency continuum. Both kinds of features show change in progress, but only very modest support for negative borrowing emerges, chiefly among speakers who were less than fully fluent in Gaelic by reason of incomplete acquisition or long disuse. The roles of simplification and gender-related speech style in producing these results are considered. The former appears to play a very limited role, while the latter may play a larger role in the unexpectedly strong retention of one unmatched structure among young and imperfect female speakers. Insofar as structural congruity increases the likelihood of negative borrowing, the quite different structures of Gaelic and English may contribute to its weak presence in this case. Long-term language contact before the period of obsolescence may be more productive of negative-borrowing effects than late-stage obsolescence itself.

http://www.multilingual-matters.net

07–311 FFLUR HUWS, CATRIN, ADRAN Y GYFRAITH & ADEILAD HUGH OWEN (Ceredigion, Wales, UK; trh@aber.ac.uk), **The Welsh language act 1993: A measure of success**. *Language Policy* (Springer) 5.2 (2006), 141–160. doi:10.1007/s10993-006-9000-0

The Welsh Language Act 1993 is now 12 years old. Accordingly, the time is ripe to measure its success in terms of facilitating the use of the Welsh language in the courts. This can be measured in a number of different ways. Firstly, it is possible to measure its success by contextualising the Act within what is achievable and desirable on an international level and by comparing Wales with other similar jurisdictions. Secondly, it is possible to consider whether the Act has succeeded in fulfilling its own objectives, by comparing the substantive sections of the statute with its long title and whether and how the practices of the institutions accord with the objectives of the statute. Within this context, it is also possible to identify aspects omitted from the Welsh Language Act 1993 that have an impact upon linguistic behaviour in the courts.

http://www.springer.com

07–312 FINKBEINER, MATTHEW (Harvard U, USA), **JORGE ALMEIDA, NIELS JANSSEN & ALFONSO CARAMAZZA**, **Lexical selection in bilingual speech production does not involve language suppression**. *Journal of Experimental Psychology: Learning, Memory, and Cognition* (American Psychological Association) 32.5 (2006), 1075–1089.

The 'hard problem' in bilingual lexical access arises when translation-equivalent lexical representations are activated to roughly equal levels and, thus, compete equally for lexical selection. The language suppression hypothesis (D. W. Green 1998) solves this hard problem through the suppression of lexical representations in the nontarget language. Following from this proposal is the prediction that lexical selection should take longer on a language switch trial because the to-be-selected representation was just suppressed on the previous trial. Inconsistent with this prediction, participants took no longer to name pictures in their dominant language on language switch trials than they did on nonswitch trials. These findings indicate that nontarget lexical representations are not suppressed. The authors suggest that these results undermine the viability of the language suppression hypothesis as a possible solution to the hard problem in bilingual lexical access.

http://www.apa.org

07–313 HAMEL, RAINER ENRIQUE (U Autónoma Metropolitana, Mexico) **& NORBERT FRANCIS**, **The teaching of Spanish as a second language in an indigenous bilingual intercultural curriculum**. *Language, Culture and Curriculum* (Multilingual Matters) 19.2 (2006), 171–188.

This paper reports on the implementation of an ambitious bilingual instructional programme in the P'urhepecha-speaking region of Michoacán state in Mexico, the Meseta Tarasca. A curriculum of indigenous language preservation and cultural affirmation, overturning the previous Spanish-only programme, has been developed by a group of

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indigenous teachers in two P'urhepecha elementary schools, 'Miguel Hidalgo' of San Isidro and 'Benito Juárez' in the neighbouring village of Uringuitiro. Today, the P'urhepecha language is the nucleus of the curriculum. With the previous curriculum largely discredited, the bilingual teachers embarked on a project that would both provide instruction to children in a language they understand, and contribute to the preservation of their indigenous language, which in these communities, in all cases, is children's first language (L1). Being cognizant of the importance of learning Spanish as a second language, a major current planning and curriculum design priority is to find a way to integrate Spanish language instruction into the academic subject areas in accordance with current models of content-based second language teaching.

http://www.multilingual–matters.net

07–314 Ho, Debbie G. E. (U Brunei, Brunei), **'I'm not west. I'm not east. So how leh?'** *English Today* (Cambridge University Press) 22.3 (2006), 17–24.
doi:10.1017/S026607840600304X

While recent articles and research studies on Singapore Colloquial English (SCE, or simply 'Singlish') have so far tended to focus on the structure, grammar and the functional roles of Singlish in Singapore, this paper presents an insider's viewpoint of this local variety from a perspective that incorporates both linguistic ideology and cultural politics. Focusing on the spoken version at the basilectal end of the English speech continuum, the article attempts to explore Singlish from a cultural-political viewpoint and challenges popular belief that Singlish encapsulates an established Singapore identity. In the process, it throws up some insights about language, identity and culture. Based on two significant contributing factors to the unmarked use of Singlish in Singapore, the paper argues that – more than just a language used for wider intra-communication in this tiny republic and city state – this variety, with its odd mix of English and local ethnic languages, mirrors a people who find themselves struggling with a myriad conflicting and contrasting cultures, a people in cultural and linguistic flux, who are still searching – desperately – for an identity, and a language they can call their own.

http://journals.cambridge.org/jid_ENG

07–315 Hohenstein, Jill (King's College London, UK; jill.hohenstein@kcl.ac.uk)**, Ann Eisenberg & Letitia Naigles, Is he floating across or crossing afloat? Cross-influence of L1 and L2 in Spanish–English bilingual adults**. *Bilingualism: Language and Cognition* (Cambridge University Press) 9.3 (2006), 263–280.
doi:10.1017/S1366728906002628

Research has begun to address the question of transfer of language usage patterns beyond the idea that people's native language (L1) can influence the way they produce a second language (L2). This study investigated bi-directional transfer, of both lexical and grammatical features, in adult speakers of English and Spanish who varied in age of L2 acquisition. Early and late learners of English watched and orally described video depictions of motion events. Findings suggest bilinguals' patterns of motion description lexically and grammatically resemble those of monolinguals in each language. However, although participants showed bi-directional lexical transfer, they displayed only L1-to-L2 grammatical transfer. Furthermore, learning L2 post-puberty affected L2 lexical choice, but both early and late L2 learners showed L2 influence on L1 lexical choice. Finally, the findings of grammatical transfer and age of acquisition were mixed. We discuss results with reference to theories of cross-language transfer.

http://journals.cambridge.org/jid_BIL

07–316 Huguet, Ángel (U Lleida, Spain), **Attitudes and motivation versus language achievement in cross-linguistic settings. What is cause and what effect?** *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 27.5 (2006), 413–429.
doi:10.2167/jmmd426.1

In the bilingual contexts of two regions of Spain, Asturias (Asturian/Spanish) and Eastern Aragon (Catalan/Spanish), and given the relationship between language attitudes and linguistic proficiency, our study has two objectives. Firstly, the attitudes to the two contact languages are described. Secondly, the variables that can explain such attitudes are studied. A questionnaire that had been successfully implemented in other areas was adapted and applied to a sample of 231 pupils in Asturias and 163 pupils in Eastern Aragon, all in their second year of secondary schooling (aged 13–14). In each case, the results showed globally favourable attitudes to both languages in contact, although these are determined by (1) a significant influence derived from attending Asturian lessons in Asturias or Catalan classes in Eastern Aragon and (2) the subjects' home language.

http://www.multilingual–matters.net

07–317 Lee, Borim (Wonkwang U, Korea; brlee@wonkwang.ac.kr), **Susan G. Guion & Tetsuo Harada, Acoustic analysis of the production of unstressed English vowels by early and late Korean and Japanese bilinguals**. *Studies in Second Language Acquisition* (Cambridge University Press) 28.3 (2006), 487–513.
doi:10.1017/S0272263106060207

The production of unstressed vowels in English by early and late Korean- and Japanese-English bilinguals was investigated. All groups were nativelike in having a lower fundamental frequency for unstressed as opposed to stressed vowels. Both Korean groups made less of an intensity difference between unstressed and stressed

vowels than the native speakers (NSs) of English as well as less of a difference in duration between the two types of vowel than the NSs. The Japanese speakers, whose native language has a phonemic length distinction, produced more nativelike durational patterns. Finally, the vowel quality (first and second formant frequencies) of unstressed vowels was different from the NS group's for the late bilinguals, for whom unstressed vowels were widely dispersed in the vowel space according to their orthographic representations, and from the early Korean bilinguals, who substituted the Korean high central vowel. The results are discussed in terms of the effect of the phonological status of first language phonetic features and age of acquisition.

http://journals.cambridge.org/jid_SLA

07–318 McCarty, Teresa L. (Arizona State U, Phoenix, USA)**, Mary Eunice Romero-Little & Ofelia Zepeda, Native American youth discourses on language shift and retention: Ideological cross- currents and their implications for language planning**. *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 9.5 (2006), 659–677. doi:10.2167/beb386.0

This paper examines preliminary findings from an ongoing federally funded study of Native language shift and retention in the US Southwest, focusing on in-depth ethnographic interviews with Navajo youth. We begin with an overview of Native American linguistic ecologies, noting the dynamic, variegated and complex nature of language proficiencies and practices across a continuum of socio-cultural settings. We then examine two pairs of youth discourses that illuminate social-psychological and macro-structural influences on language practices. These discourses juxtapose language identity with language endangerment, and language pride with language shame. As such, they expose the ways in which language allegiance is tied to the distribution of power and privilege in the larger society. Youth discourses, we argue, represent a powerful call to action for communities and schools serving Native American students. We conclude with the implications for future research and for language education planning in Indigenous and other endangered-language communities.

http://www.multilingual-matters.net

07–319 Mills, Kathy A. (Christian Heritage College, Australia)**, 'Mr travelling-at-will Ted Doyle': Discourses in a multiliteracies classroom**. *Australian Journal of Language and Literacy* (Australian Literacy Educators' Association) 29.2 (2006), 132–149.

This paper reports research findings of a critical eth-nography concerning interactions between discourse, diversity and access to multiliteracies. The research was conducted in a culturally and linguistically diverse

year six classroom. The findings concern the degree to which culturally nondominant students drew from their existing cultural resources and conditions on the use of home discourses. This is contrasted with the way in which culturally dominant students were familiar with classroom discourses and the implications of this for the distribution of access to multiliteracies. The article concludes with a call for teachers to use cultural differences as a resource for multiliteracies.

http://www.alea.edu.au

07–320 Ngai, Phyllis Bo-Yuen (U Montana, USA)**, Grassroots suggestions for linking native-language learning, Native American studies, and mainstream education in reservation schools with mixed Indian and white student populations**. *Language, Culture and Curriculum* (Multilingual Matters) 19.2 (2006), 220–236.

Indigenous-language education is critical in the rural and small-town communities with mixed native/non-native populations that constitute the headwaters of many dying tongues. Emerging from interviews conducted in 2002 and 2003 on the Flathead Indian Reservation with 89 study participants holding diverse perspectives is the need for a unifying reservation-wide preK–16 language curriculum that will bring about continuous and meaningful connections (1) across Indian-language-education programmes, (2) between Indian-language classrooms and mainstream classrooms, and (3) between native language education and Native American Studies. This paper considers the grassroots suggestions for building such a curriculum encountered among cultural and community leaders, educators and parents, historians and politicians, Indians and non-Indians, and advocates and sceptics of indigenous-language education. The study findings indicate that framing indigenous-language learning as part of place-based multicultural education is a promising approach. Prospects for indigenous-language survival can be enhanced by moving native-language education in a direction that is acceptable to and beneficial for most, if not all, members of mixed communities in a global age.

http://www.multilingual-matters.net

07–321 Pika, Simone (U St Andrews, Scotland; sp60@st-andrews.ac.uk)**, Elena Nicoladis & Paula F. Marentette, A cross-cultural study on the use of gestures: Evidence for cross-linguistic transfer?** *Bilingualism: Language and Cognition* (Cambridge University Press) 9.3 (2006), 319–327. doi:10.1017/S1366728906002677

Anecdotal reports provide evidence of so called 'hybrid' gesturers whose non-verbal behavior of one language/culture becomes visible in the other. The direction of this gestural transfer seems to occur from a high to a low frequency gesture language. The purpose

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of this study was therefore to test systematically 1) whether gestural transfer occurs from a high frequency gesture language to a low frequency gesture language, 2) if the frequency of production of some gesture types is more likely to be transferred than others, and 3) whether gestural transfer can also occur bi-directionally. To address these questions, we investigated the use of gestures of English-Spanish bilinguals, French-English bilinguals, and English monolinguals while retelling a cartoon. Our analysis focused on the rate of gestures and the frequency of production of gesture types. There was a significant difference in the overall rate of gestures: both bilingual groups gestured more than monolingual participants. This difference was particularly salient for iconic gestures. In addition, we found that French-English bilinguals used more deictic gestures in their L2. The results suggest that knowledge of a high frequency gesture language affects the gesture rate in a low-frequency gesture language.

http://journals.cambridge.org/jid_BIL

07–322 PORTELLI, JOHN (U Malta), **Language: An important signifier of masculinity in a bilingual context**. *Gender and Education* (Routledge/ Taylor & Francis) 18.4 (2006), 413–430. doi:10.1080/09540250600805104

This paper is based upon a case study in an all boys' church comprehensive secondary school in Malta which explored teachers' awareness of boys' attitudes and interests. It uncovered a number of practices across the school's official and 'hidden' curricula and at its administrative level, which, together with the student peer culture present on site, influence the construction of student masculine identities. This article argues that the decision by boys to speak one language rather than another in a bilingual context, is very much influenced by norms of masculinity. These are strengthened by the student peer group as well as by the male teachers within the institution and suggests that language is an important signifier of masculinity in a bilingual school, a masculinity which, in a post-colonial context, is shown to be heavily linked to national pride and identity.

http://www.tandf.co.uk/journals

07–323 PREVOST, PHILIPPE (Laval U, Canada; philippe.prevost@lli.ulaval.ca), **The phenomenon of object omission in child L2 French**. *Bilingualism: Language and Cognition* (Cambridge University Press) 9.3 (2006), 281–297. doi:10.1017/S136672890600263X

This paper investigates object omission in French longitudinal production from two English-speaking children (Lightbown, 1977). Similar patterns of object omission are observed: direct objects start being dropped as transitive verbs are emerging and licit and illicit null objects occur in all recordings thereafter. Moreover, the incidence of illicit null objects drops at about the same time in both children (month 20), which corresponds to the moment object clitics start being used productively and to the end of the root infinitive period (Prévost, 1997). The author argues that object omission is an instance of clitic-drop and is related to processing difficulties. In particular, both the projection of full-fledged representations and the production of object clitics (which occupy non-canonical object positions in French) increase computational complexity for children. Object-drop in child L2 French does not seem to be affected by L1 transfer nor to be related to significant difficulties with properties at the syntax/pragmatics.

http://journals.cambridge.org/jid_BIL

07–324 REAGAN, TIMOTHY (U Witwatersrand, South Africa; reagant@hse.wits.ac.za), **CLAIRE PENN & DALE OGILVY**, **From policy to practice: Sign language developments in post-apartheid South Africa**. *Language Policy* (Springer) 5.2 (2006), 187–208. doi:10.1007/s10993-006-9002-y

The study of sign language provides a rich and illustrative foundation for examining the influence of language policy in more general terms within the multilingual context of South Africa. This article describes two different perspectives commonly taken with respect to issues of deafness and sign language – the pathological and sociocultural approaches – and argues that neither is fully satisfactory in the South African case. We suggest the possibility of a third perspective on deafness, one grounded in a more socioeconomic framework. Research developments will be framed in the light of current language policy and practice. The historical background to this topic will be explored and the emergence of a research base described. Deafness in South Africa presents us with a context in which language choice and identity is in fact driven not by belief or ideology, but rather by poverty and economic constraints.

http://www.springer.com

07–325 REICHELT, MELINDA (U Toledo, USA), **English in a multilingual Spain**. *English Today* (Cambridge University Press) 22.3 (2006), 3–9. doi:10.1017/S0266078406003026

In recent years an increasing amount of literature has become available regarding the learning and use of English in a wide range of contexts, notably including continental Europe. However, little recent published work has explored the role of the language in Spain. The information provided here is based on on-site investigation, interviews with English teachers and other language specialists in Spain, and an examination of relevant curricular documents and other published sources. The aim of the article is to cover three areas in particular: the history of English in Spain; its current status in the nation's multilingual context; and the

learning and teaching of the language nationwide of proficiency.

http://journals.cambridge.org/jid_ENG

07–326 SALAMOURA, ANGELIKI (U Cambridge, UK; as350@cam.ac.uk) **& JOHN N. WILLIAMS, Lexical activation of cross-language syntactic priming**. *Bilingualism: Language and Cognition* (Cambridge University Press) 9.3 (2006), 309–318. doi:10.1017/S1366728906002653

Cross-language (L1-to-L2) syntactic priming is the repetition of utterance structure from one language to another independently of meaning and has motivated models of language-shared representations of L1–L2 equivalent structures (Salamoura & Williams, submitted; Schoonbaert, Hartsuiker & Pickering, submitted). These models assume that the phenomenon is the result of residual activation of syntactic features encoding verb structural preferences and they, therefore, predict its initiation by a single verb prime (cf. Pickering & Branigan 1998 for L1). This prediction was confirmed in a sentence completion task where we obtained syntactic priming from L1 Dutch to L2 English with Prepositional Object (PO) and Double Object (DO) datives upon presentation of single Dutch verbs that take either PO or DO only.

http://journals.cambridge.org/jid_BIL

07–327 SÁNCHEZ, LILIANA (Rutgers U, New Brunswick, USA), **Kechwa and Spanish bilingual grammars: Testing hypotheses on functional interference and convergence**. *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 9.5 (2006), 535–556. doi:10.2167/beb379.0.

This paper presents an exploratory study on cross-linguistic interference among indigenous Kechwa-Spanish bilingual children (n = 30) living in a language contact situation. Its preliminary findings show evidence of cross-linguistic interference between Kechwa desiderative progressive forms such as *miku-naya-yka-n* (eat-desprog-3) 'S/he wants to/is about to eat' and bilingual Spanish modal progressive structures such as *está queriendo comer* 'wants to/is about to eat'. The latter convey a desiderative/imminent aspectual meaning absent in the narratives of a comparison group of Spanish-dominant children (n = 25). The paper focuses on showing how interference and convergence in functional features such as modal and aspect features are possible despite striking differences in the morphology of two languages spoken by a bilingual individual. It is argued that, as predicted by the Functional Interference Hypothesis and the Functional Convergence Hypothesis, functional features are the locus of language change, and that activation of functional features from language A in language B, under specific discourse conditions, may lead to convergence in some bilingual individuals. These

preliminary findings underscore the need to study the relationship between knowledge of syntax and knowledge of discourse conditions in bilinguals as well as the ability displayed by some bilingual individuals to dissociate syntax from morphology.

http://www.multilingual-matters.net

07–328 SCHWARTZ, ANA I. (U Texas at El Paso, USA; aischwartz@utep.edu) **& JUDITH F. KROLL, Bilingual lexical activation in sentence context**. *Journal of Memory and Language* (Elsevier) 55.2 (2006), 197–212. doi:10.1016/j.jml.2006.03.004

The present study investigated the cognitive nature of second language (L2) lexical processing in sentence context. We examined bilinguals' L2 word recognition performance for language-ambiguous words [cognates (e.g. *piano*) and homographs (e.g. *pan*)] in two sentence context experiments with highly proficient Spanish–English bilinguals living in a bilingual community (Experiment 1) and with intermediate proficiency Spanish–English bilinguals living in a monolingual community (Experiment 2). To determine the influence of sentence constraint on cross-language activation, the critical words and their matched controls were inserted in low- and high-constraint sentences. In low-constraint sentences significant cognate facilitation was observed, suggesting that both languages were active and influencing processing. In high-constraint sentences, the effects of cognate facilitation were eliminated. This interaction between cognate status and sentence constraint demonstrates that sentence context can restrict non-selectivity when there is sufficient semantic information to suppress the non-target language. The fact that this interaction was observed for both bilingual groups suggests that even less proficient bilinguals, who do not communicate daily in the L2, can use context to constrain cross-language lexical competition. Implications for current models of bilingual lexical access are discussed.

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07–329 SIINER, MAARJA (Copenhagen, Denmark; maarja_siiner@hotmail.com), **Planning language practice: A sociolinguistic analysis of language policy in post-communist Estonia**. *Language Policy* (Springer) 5.2 (2006), 161–186. doi:10.1007/s10993-006-9004-9

Through the analysis of the development of the current thick, explicit and control-oriented language policy in Estonia, the article argues that this policy cannot meet the future challenges of globalization and modernization of Estonian society, where the Estonian language has to create the basis for common sphere of information for both Estonians and non-Estonians.

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07–330 **Smits, Erica** (Antwerp U, Belgium; erica.smits@ua.ac.be)**, Heike Martensen, Ton Dijkstra & Dominiek Sandra**, **Naming interlingual homographs: Variable competition and the role of the decision system**. *Bilingualism: Language and Cognition* (Cambridge University Press) 9.3 (2006), 299–307.
doi:10.1017/S1366728906002641

To investigate decision level processes involved in bilingual word recognition tasks, Dutch–English participants had to name Dutch–English homographs in English. In a stimulus list containing items from both languages, interlingual homographs yielded longer naming latencies, more Dutch responses, and more other errors in both response languages if they had a high-frequency Dutch reading. Dutch naming latencies were slower than or equally slow as English naming latencies. In a stimulus list containing only English words and homographs, there was no homograph effect in naming latencies, although homographs did elicit more errors than control words. The results are interpreted as the consequence of list-induced variability in the competition between lexical items of the two languages involved. In addition, two additional decision processes have to be assumed: a language check, and a response deadline for non-target-language responses.

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07–331 **Soukup, Barbara** (Georgetown U, USA; bks5@georgetown.edu)**, Language news in review: UNESCO and the quest for cultural diversity**. *Language Policy* (Springer) 5.2 (2006), 209–218.
doi:10.1007/s10993-006-9003-x

This article analyzes recent news-making initiatives by UNESCO and their implications for language policy on the international level. In particular, I focus on two conventions relevant to language policy-making, the 'Convention on the Protection and Promotion of the Diversity of Cultural Expressions' (approved October 2005), and the 'Convention for the Safeguarding of Intangible Heritage' (which entered into force in April 2006). The adoption of the former was preceded by a widely publicized controversy regarding the status of cultural activities and goods in relation to international trade agreements and protectionism. The latter is a complement to the UNESCO World Heritage program that provides for a similar listmaking of expressions of intangible heritage (including oral traditions). I discuss both conventions in the light of media response and analyze their potential for driving language policy in Member States; and I conclude with a brief description of other UNESCO efforts at shaping language politics.

http://www.springer.com

07–332 **Tillman, Amy E.** (Georgia State U, USA), **A love affair with pidgin**. *English Today* (Cambridge University Press) 22.3 (2006), 53–60.
doi:10.1017/S0266078406003099

In recent years, a married couple in the United States developed a pidgin-like patois (for their own use) out of three languages that one or the other knew well but both did not share. The following account, while telling something of their story, looks at how such a private 'language' can impact negatively on second-language acquisition. The study seeks also to gauge the effect of this personal 'pidgin' on Pierre, a native speaker of Wolof, and on his acquisition of English, a language he needs to know. In one sense their private language is a success, but in another it is a problem, because Pierre needs to become fluent in the language of his new home. He and Mary have created a language style that suits their daily needs, but their very success and originality may be preventing Pierre from moving on into conventional English.

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07–333 **Torres, Lourdes** (DePaul U, Chicago, USA), **Bilingual discourse markers in indigenous languages**. *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 9.5 (2006), 615–624.
doi:10.2167/beb383.0

This review of research considers the occurrence and function of Spanish discourse markers and other particles in indigenous speech. Important research examining these phenomena is discussed and studies of bilingual discourse markers in other non-indigenous language contact situations are referred to in order to address unresolved issues concerning the form and function of these particles in indigenous languages. Based on an analysis of this research, it is concluded that the status of such markers in indigenous languages depends on the relationship between language dominance and the frequency and type of borrowing. It is concluded that only time will determine whether or not the use of borrowed elements implies an eventual replacement of native language discourse markers or a co-existence of two systems.

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07–334 **Trudell, Barbara** (SIL International, Nairobi, Kenya), **Language development and social uses of literacy: A study of literacy practices in Cameroonian minority language communities**. *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 9.5 (2006), 625–642.
doi:10.2167/beb384.0

In Northwest Cameroon, the emergence of literacy in the mother tongue is providing minority language communities with new alternatives for learning and communication. To some extent, these alternatives

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are shaped by existing literacy practices in English, as English is the language of formal education. However, new spaces are also emerging in society for the use of literacy in the mother tongue. This paper examines the impact of mother-tongue literacy on attitudes towards, and uses of, written text in the Bafut, Kom and Nso' language communities of Northwest Cameroon. The paper is based on qualitative case study research conducted in these communities in 2002–2003. The paper concludes with a discussion of the future of mother-tongue literacy in the Bafut, Kom and Nso' language communities.

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07–335   WANG, HONGYUAN & YING YANG (Yulin College, Shaanxi, China), **Using letter words in China**. *English Today* (Cambridge University Press) 22.3 (2006), 51–52.
doi:10.1017/S0266078406003075

In *English Today* 58.2 (April 1999), there appeared an article entitled 'English everywhere in China', in which Kang Jianxiu has not only cited many examples to show that English is extensively used in China, but also lists several reasons for using the language and predicts that the phenomenon is unstoppable. From the date of its publication to the present time, more than six years have passed. What has happened in China during those years concerning the use of English? Has Kang's predication been proved right? We have been following the phenomenon, and would like to discuss these questions.

http://journals.cambridge.org/jid_ENG

07–336   YIAKOUMETTI, ANDROULA (U Cambridge, UK), **A bidialectal programme for the learning of Standard Modern Greek in Cyprus**. *Applied Linguistics* (Oxford University Press) 27.2 (2006), 295–317.
doi:10.1093/applin/aml012

This study addresses bidialectism by investigating the linguistic situation on the bidialectal island of Cyprus where Standard Modern Greek (SMG) and the regional Cypriot dialect (CD) are both routinely used. The study implemented a language programme that embraced both sociolinguistic and educational factors and was designed to teach SMG by using the CD as a facilitating tool, while simultaneously ensuring the maintenance of the CD. A quasi-experimental design was used in the application and evaluation of this bidialectal method, comparing a control group and an experimental group of final-year primary-school students in terms of phonology, morphology, syntax, and lexis. Quantitative analysis of the results revealed that the method had a marked positive effect on the oral and written production of the standard variety. This was due to explicit and conscious comparison of learners' regional dialectal mother tongue with the standard target variety.

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Sociolinguistics

07–337   AIELLO, GIORGIA (U Washington, USA) **& CRISPIN THURLOW**, **Symbolic capitals: Visual discourse and intercultural exchange in the European Capital of Culture scheme**. *Language and International Communication* (Multilingual Matters) 6.2 (2006), 148–162.
doi:10.2167/laic234.0

In multilingual Europe, visual discourse may function as a cross-culturally strategic form of communication, thanks in part to its perceptual and iconic availability. In this regard, we offer a social semiotic critique of a range of visual resources deployed in the official promotional texts of 30 of the 43 cities either nominated or competing for the title of European Capital of Culture between 2005 and 2011. In considering the political/cultural/economic ideologies that underpin the production of a supposedly an-European identity, we also show how these branding exercises manage local/global tensions by exploiting the intercultural meaning potentials of visual discourse.

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07–338   ARMSTRONG, NIGEL (U Leeds, UK; n.r.armstrong@leeds.ac.uk) **& PHILIPPE BLANCHET**, **Special issue: The dynamics of levelling and diversity in French/Dynamiques de 'standardisations partielles' en français**. *Journal of French Language Studies* (Cambridge University Press) 16.3 (2006), 247–250.
doi:10.1017/S0959269506002523

This thematic issue of *JFLS* takes as its subject the connected linguistic phenomena of levelling and diversity in the French of the Hexagon. Diversity in language is obvious enough, is indeed part and parcel of all living languages, since social difference finds expression in linguistic difference. Levelling is, however, harder to define in a way that applies across languages and even more difficult to adapt across languages: the French term NIVELLEMENT is spontaneously understood as 'elimination of all differences' i.e. 'standardisation in the strong sense', whereas the English term LEVELLING has the sense rather of 'standardisations partielles' (the plural is important) and could perhaps be better translated in this way.

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07–339   DALTON-PUFFER, CHRISTIANE & NIKULA TARJA (U Vienna, Austria), **Pragmatics of content-based instruction: Teacher and student directives in Finnish and Austrian classrooms**. *Applied Linguistics* (Oxford University Press) 27.2 (2006), 241–267.
doi:10.1093/applin/aml007