it to be accepted (and spoken regularly) as a state language? This paper explores these two difficulties, and the potential for their resolution, by discussing recent institutional developments in Welsh language policy in Wales – notably, the (1993) Welsh Language Act and the (1988) Education Reform Act, and by examining the attitudes and responses to such developments of a cohort of Welsh teacher trainees. The empirical data, drawing on both quantitative and qualitative analyses, shows that, while minority language policies can garner considerable support at a general level, as is the case now in Wales, more specific aspects of bilingual policy remain openly contested. The latter is particularly so when aspects of minority language policy, such as bilingual requirements for public sector employment, appear to impinge on individual citizenship rights.

01-298 Shameem, Nikhat (Senior Coll. of New Zealand). **Factors affecting language gain and loss in young immigrants and the case of the Wellington Indo-Fijians.** *Prospect* (Macquarie U., Sydney, Australia), **15**, 2 (2000), 48–64.

This paper outlines the factors affecting English language gain and first language (L1) loss among young immigrants. It is argued that L1 maintenance is necessary, not only for social justice, but also for long-term cognitive and educational benefits, since English language acquisition and use among young immigrants often results in the loss of their L1 skills. The paper presents a form which schools, and in particular teachers of English to speakers of other languages (ESOL), can use to collate information about bilingualism and multilingualism among young learners in order to provide more targeted support. The use of the form is illustrated with a group of Indo-Fijian teenage immigrants living in Wellington, New Zealand. This case study illustrates the importance of identifying ESOL students as members of specific speech communities rather than simply assuming that they constitute a homogenous group. It is argued that, to empower ESOL students, teachers need to find out about their specific backgrounds. They should be wary of assuming that students who happen to share birthplace or ethnicity necessarily constitute a homogenous group within the same speech community. The more specific identification of students' backgrounds will not only allow their particular ESOL needs to be addressed more appropriately, and thus help them to function more competently in the host environment, but will also encourage and support their home language and culture.

01-299 Tomiyama, Machiko (Internat. Christian U., Tokyo, Japan; *Email*: tomiyama@icu.ac.jp). **Child second language attrition: a longitudinal case study.** *Applied Linguistics* (Oxford, UK), **21**, 3 (2000), 304–32.

This paper examines the second stage of natural second language (L2) attrition in the L1 environment as observed in a Japanese male returnee child. The second stage is the second part of a longitudinal study encompassing a total of 33 months of observation. The first stage (reported elsewhere) runs from month 2 of his return until month 19, the second from month 20 to month 33. The stages are so labelled retrospectively because of a natural division in the qualitative changes observed in the subject's production data rather than absolute chronological periods. The subject, who spent seven years in the United States, was 8;0 at the time of his return. The overall baseline data shows that he was highly proficient in English. The second stage is characterised as a period of change in syntax and morphology yet stability in lexicon and fluency. A structural change in the modification of nouns, from post-nominal to pre-nominal, is attributed in part to syntactic reduction and in part to interlingual transfer to cope with the deficiency in L2. Some attrition in morphology, plural and past irregular morphemes, in particular, is also observed. On the other hand, no substantial amount of loss in productive vocabulary is observed; there is even recovery of some items. Also it is noted that the level of fluency remains constant throughout the second stage. Overall, the study reveals the differential attrition pattern in the subject's linguistic subsystems and fluctuation in the subject's performance. It also illustrates the value and relevance of examining data over a long span of time to capture a macroscopic view of language behaviour patterns.

01-300 Williams, Cen (U. of Wales Bangor, UK; *Email*: cbs002@bangor.ac.uk). **Bilingual teaching and language distribution at 16+.** *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **3**, 2 (2000), 129–48.

In Wales, primary education through the medium of the minority language (Welsh) has seen a rapid growth during the second half of the twentieth century, which has been mirrored – albeit at a substantially lower rate – in the secondary sector. In the post-16 and post-18 sectors, however, no significant growth is evident. This article concentrates on the post-16 age group within the 'further education' sector in Wales, i.e., in colleges which offer two main educational routes, (a) the vocational route and (b) the academic route which leads to the university entrance A (advanced) level examinations. The article provides a summary of the Welsh context. It then outlines a small-scale research project into bilingual delivery and teaching within the sector and discusses the variety of bilingual teaching contexts encountered. Finally, the article offers conclusions and recommendations which may benefit lecturers teaching a similar age group and in similar bilingual situations in other countries.

Sociolinguistics

01-301 Bell, Jill Sinclair (York U., Toronto, Ontario, Canada). **Literacy challenges for language**

learners in job-training programs. *The Canadian Modern Language Review/La Revue canadienne des langues vivantes* (Toronto, Ont.), **57**, 1 (2000), 173–200.

This paper describes a study carried out in a pre-apprenticeship job-training programme held at a community college in central Canada, in which learners from a variety of language backgrounds were enrolled. Through a combination of student questionnaires, learner interviews, and participant observation in the classroom, information was gathered on factors affecting progress in such programmes. The paper describes the language and literacy challenges encountered by the learners in relation to the Luke and Freebody (1997) four-tier model of literate competency. Discussion outlines the preferred teaching characteristics which learners identified as helpful and explores the possible long-term impact of learning initial literacy in a second language.

01–302 Duff, Patricia A. (U. of British Columbia, Canada), **Wong, Ping and Early, Margaret.** Learning language for work and life: the linguistic socialization of immigrant Canadians seeking careers in healthcare. *The Canadian Modern Language Review/La Revue canadienne des langues vivantes* (Toronto, Ont.), **57**, 1 (2000), 9–57.

This article discusses research on English as a Second Language (ESL) for the workplace, identifying gaps in the existing literature and promising directions for new explorations. A qualitative study was conducted in one type of programme for immigrant women and men in Western Canada seeking to become long-term resident care aides or home support workers. The study examined the linguistic and social processes at work in the education and integration of immigrant ESL speakers into the workforce and the broader community; the issues participants in such programmes face; and the insights that can be gleaned for understanding language socialisation in this context. Of particular interest was the contrast observed in one such programme between the focus on medical and general English language proficiency, as well as nursing skills, and the actual communication requirements within institutions with large numbers of staff and patients who do not speak English, and who, in the case of the elderly, may also face communication difficulties associated with ageing, illness, and disability. Implications for future research and curriculum development are discussed.

01–303 Katz, Mira-Lisa (Res. Assoc. at West Ed). Workplace language teaching and the intercultural construction of ideologies of competence. *The Canadian Modern Language Review/La Revue canadienne des langues vivantes* (Toronto, Ont.), **57**, 1 (2000), 144–72.

Drawing on data from a larger ethnographic study of workplace literacy programmes serving immigrants in California, this article describes workplace literacy classes at Cableco, a cable manufacturing plant serving the booming electronics industry in California's Silicon Valley. Language classes began at the factory in the mid-1990s to help immigrant employees gain English skills which managers perceived as crucial to promoting smooth work flow and good business. Blending ethnographic, critical discourse analytic and interactional sociolinguistic approaches, the author illustrates how a language lesson called 'Who Gets Recognition in the United States' reveals underlying assumptions about gender, power, group allegiance and politeness. These ideologically grounded assumptions were embedded in the lesson as well as in broader workplace language practices shaping managers' and employees' diverging conceptions of competence and their perceptions of one another. The data – a workplace literacy lesson, employees' responses to it, and an interview with the manufacturing manager – demonstrate some of the dangers of conceiving of language as a discrete workplace skill. They are also seen as illustrative of the way discursive practices can engender unequal institutional power relations while simultaneously providing a space, albeit a very small one, for workers to contest managers' attempts to reshape their identities through language practice.

01–304 Labrie, Normand, Bélanger, Nathalie, Lozon, Roger and Roy, Sylvie (Ontario Inst. for Studies in Ed., U. of Toronto, Canada). Mondialisation et exploitation des ressources linguistiques: les défis des communautés francophones de l'Ontario. [Globalisation and exploitation of linguistic resources: the challenges faced by francophone communities in Ontario.] *The Canadian Modern Language Review/La Revue canadienne des langues vivantes* (Toronto, Ont.), **57**, 1 (2000), 88–117.

The aim of this article is to examine challenges faced by two francophone communities in Ontario, one in the Niagara Peninsula, the other in the Simcoe region. The authors investigate (1) how communities are affected by changes related to globalisation, and (2) how the members of these two communities use their linguistic resources to adapt socially and professionally to the changing economy. Around 40 semi-structured interviews were carried out in each region with a diversified population in terms of languages and social practices, bilingualism and literacy, training and access to jobs. The comparison of the two regions shows that globalisation encourages the development of customer service sectors, which transcends into a greater need for oral and written communication. The employers of the region can count on a bilingual population for their actual needs, but, according to them, the pool of bilingual labourers is rapidly decreasing. At the same time, unemployed francophones are facing challenges in their search for employment: (1) they must obtain the appropriate level of education (Grade 12); and (2) they must

be mobile enough to move or to accept a long daily commute, which may mean cutting themselves off from the network of solidarity in their community, and which may influence the social maintenance of that community.

01–305 Lan, Li (Hong Kong Polytechnic U.) E-mail: a challenge to Standard English? *English Today* (Cambridge, UK), **16**, 4 (2000), 23–29, 55.

The increased global use of email predominantly through the medium of English has led linguists to recognise the existence of 'email English'. However, research in this area is limited. Using a corpus of email texts written by first and second language speakers of English and Chinese-English bilinguals, this article investigates ways in which email texts deviate from standard forms of English and the extent to which email texts resemble spoken or written language. It begins by summarising the pros and cons of using Standard English in emails. It moves on to examine the format of emails focusing on the subject, salutations and closings, highlighting the differences between formal and interpersonal communication and comparing results with a similar, existing study. Then, stylistic features such as one-sided conversation, frequent use of 'and', colloquialisms and punctuation, innovative uses of abbreviations and new register-specific vocabulary are considered. Finally the author discusses the use of hybrid forms that are generated through code-mixing and code-switching. The article concludes that email English is evolving and creative, combining aspects of written and spoken forms; and that it constitutes a diversification of Standard English rather than a challenge to it.

01–306 Li, Duanduan (Columbia U.). The pragmatics of making requests in the L2 workplace: a case study of language socialization. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **57**, 1 (2000), 58–87.

The workplace is one of many sociocultural contexts where novices within a culture, like immigrant women, become socialised into new discourse systems and cultures. As second language (L2) speakers, the process of language socialisation in the workplace involves double socialisation: as a novice in a new work environment and as a novice operating within a new language and culture. Focusing on L2 requesting behaviour, the ethnographic case study reported in this article deals with the important issue of the pragmatics of higher-stakes social communications. The contextualised examples provided here illustrate how, through exposure and participation in social interactions and with the assistance of experts or more competent peers, an immigrant woman came to internalise target language and cultural norms and develop communicative competence in English as a Second Language in the work-

place. More specifically, she learned to make requests more directly than she had been accustomed by adopting certain sociolinguistic strategies and expressions. The research on which this paper is based is seen as representing a new direction in TESOL workplace-oriented research, combining interlanguage pragmatics, ethnography, and language socialisation.

01–307 Lin, Angel Mei Yi (City U. of Hong Kong; *Email:* enangel@cityu.edu.hk). Resistance and creativity in English reading lessons in Hong Kong. *Language, Culture and Curriculum* (Clevedon, UK), **12**, 3 (1999), 285–96.

This paper presents an analysis of pupil-teacher dialogue, in a mixture of English and Cantonese, from a segment of a Form 2 (Grade 8, 13–14 yrs) English reading lesson. The lesson was videotaped in a working-class school in Hong Kong, and the excerpt is taken from a larger corpus of similar lesson data videotaped in the class over three consecutive weeks. The analysis shows how these Cantonese children, with limited English, succeeded in subverting the reading lesson, which was based entirely on information extraction tasks. Instead, they negotiated their own preferred comic-style narratives by cleverly making use of the response slots of the IRF (Initiation-Response-Feedback) discourse format used in the lesson. Thus they achieved genuinely creative responses, in spite of the curriculum. The implications for teaching are discussed.

01–308 Matsuda, Aya (Purdue U., USA). The use of English among Japanese returnees. *English Today* (Cambridge, UK), **16**, 4 (2000), 49–55.

Despite frequent claims that Japan is a homogeneous, monolingual society, this study aims to show that English is used as a medium for communication between Japanese students who have previously lived in English speaking contexts before entering higher education in Japan. The study uses semi-structured interviews with two students to investigate the circumstances in which the returnee students switch codes and the functions that this fulfils. The findings show that code-switching was used to fill semantic gaps because of lack of proficiency or the uniqueness of a concept; as a pragmatic strategy to achieve a particular language function such as apologising; to organise discourse, for example marking a change of topic; to establish or define relationships, with the use of English denoting close friendship; and as a means of self-expression. Thus, this preliminary study shows that English is used on an interpersonal level among Japanese speakers in Japan and indicates that further research into this area is required.

01–309 Ng, Christina and Liu, Cora (City U. of Hong Kong; *Email:* christina.ng@cityu.edu.hk). Teaching English to Chinese immigrants in Hong

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Kong secondary schools. *Language, Culture and Curriculum* (Clevedon, UK), **12**, 3 (1999), 229–37.

Despite the fact that Hong Kong is now a part of China, there are differences between Hong Kong and the mainland, especially in terms of the education system, school environment, teaching and learning culture, and learner proficiency level of English. Based on interviews with ten secondary school teachers, this paper discusses the difficulties caused by the recent influx of children from China into Hong Kong. Firstly, there are difficulties for the immigrants themselves: they have to search for a school that will accept the children, and the children are often rejected because their English is not good enough. Secondly, there are difficulties for the classroom teacher: added to the problems of teaching through English, there are now additional problems with the Chinese children, such as different first languages and no single lingua franca. There are also difficulties for the schools, caused, for example, by the lack of systematic admission procedures, and insufficient support for schools and teachers in this respect. The paper makes a number of observations and recommendations that may help to alleviate the situation.

01–310 Roy, Sylvie (U. of Toronto, Canada). La normalisation linguistique dans une entreprise: le mot d'ordre mondial. [Linguistic standardisation in a company: the global password.] *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **57**, 1 (2000), 118–43.

This article examines how linguistic standardisation in a call centre affects the value of bilingualism and the linguistic varieties of a francophone minority population. For members of this minority, bilingualism grants access to a job in the sector of service and information. However, since the emergence of linguistic standardisation in this specific sector, in the efforts to satisfy global markets, only a certain selection of individuals are deemed to be bilingual enough to meet the criteria that the new economy demands. Bilingualism is seen as knowing two languages separately; therefore, one can foresee consequences with regard to language practices of the francophone minority who do not have the linguistic competencies to satisfy these new criteria. As a result, employees can either perfect their French language or simply choose not to work as bilinguals. The emergence of this linguistic standardisation may create a 'bilingual elite' capable of satisfying the demands of the global market.

01–311 Tsui, Amy B. M., Shum, Mark S. K., Wong, Chi Kin, Tse, Shek Kam and Ki, Wing Wah (The U. of Hong Kong; *Email:* bmtsui@hku.hk). Which agenda? Medium of instruction policy in post-1997 Hong Kong. *Language, Culture and Curriculum* (Clevedon, UK), **12**, 3 (1999), 196–214.

The mandatory use of mother tongue education in Hong Kong after 1997 met strong objections from the local community. While the government put forward a comprehensive educational agenda to justify the implementation of the policy, this paper raises the question of whether the change in language policy was mainly driven by an educational agenda, or whether there were other underlying agendas. To address the question, the history of the medium of instruction in Hong Kong is reviewed, and the experience of three decolonised Asian countries, Malaysia, Singapore and India, is discussed. The paper suggests that the political agenda has always played an important role in language policy formulation and implementation. In view of the important role that language plays in nation building and social reconstruction, it is inevitable that Chinese medium instruction will become more and more important. How the government will balance the need to strengthen the national identity of Hong Kong people and the need to maintain the international outlook and economic development of Hong Kong will have a major impact on the review of the new medium of instruction policy in 2001.

01–312 Zéphir, Flore (U. of Missouri-Columbia, USA; *Email:* zephirf@missouri.edu). Ethnic studies and foreign language teacher education in the United States: a response to population shifts. *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **21**, 3 (2000), 230–46.

This article looks at current changes in US immigration patterns, resulting in a constant influx of non-white populations, and demonstrates how these changes have drastically altered the nature of American society and school populations, in particular. It also contends that the newest immigrants do not see assimilation as a viable model, but rather, they advocate cultural pluralism. Based on immigration shifts, the article goes on to argue that cultural pluralism represents a more judicious way to deal with the many groups, values, and themes which comprise the American mosaic. Further, it attempts to show how ethnic studies, particularly with regard to foreign language teacher education programmes, constitutes both a reasonable response to the social forces that continue to shape American society, and a valid educational model. Finally, the paper offers concrete suggestions on how to integrate an ethnic proficiency component into foreign language programmes.

01–313 Zhang, Lawrence Jun (Nanyang Technical U., Singapore). A canon of wider choice. *English Today* (Cambridge, UK), **16**, 4 (2000), 55–60.

This article explores some sociolinguistic and pedagogic issues in English language teaching (ELT) in middle schools in China and proposes that a less conservative view of what constitutes a suitable variety of Standard English should be adopted by teachers. New, communicative textbooks are based on Standard British and

American varieties, but this, coupled with the presence and popularity of all things American and many teachers' own schooling in British grammar, spelling, pronunciation and vocabulary, has created confusion among teachers, particularly at the lower secondary/middle level. Thus, the issues of which variety of English to teach, whose decision this should be, and how the pedagogical implications of this can be addressed all remain unresolved. The article moves on to discuss the suitability of English as an International Language (EIL) as the most acceptable variety for ELT in China, but recognises that a considerable change in ideology among teachers and trainers will be necessary before EIL is widely accepted.

Applied linguistics

01-314   Foster, Pauline (St. Mary's U. Coll., London, UK; *Email:* fosterp@smuc.ac.uk), **Tonkyn, Alan and Wigglesworth, Gillian**. Measuring spoken language: a unit for all reasons. *Applied Linguistics* (Oxford, UK), **21**, 3 (2000), 354–75.

The analysis of spoken language requires a principled way of dividing transcribed data into units in order to assess features such as accuracy and complexity. If such analyses are to be comparable across different studies, there must be agreement on the nature of the unit, and it must be possible to apply this unit reliably to a range of different types of speech data. There are a number of different units in use, the various merits of which have been discussed by Crookes (1990). However, while these have been used to facilitate the analysis of spoken language data, there is presently no comprehensive, accessible definition of any of them, nor are detailed guides available on how to identify such units in data sets. Research reports tend to provide simplistic two-line definitions of units exemplified, if at all, by unproblematic written examples. These are inadequate when applied to transcriptions of complex oral data, which tend not to lend themselves easily to a clear division into units. This paper was motivated by the need each of the three authors felt for a reliable and comprehensively defined unit to assist with the analysis of a variety of recordings of native and non-native speakers of English. They first discuss in very general terms the criteria according to which such a unit might be selected. Next, they examine the main categories of unit which have been adopted previously and provide a justification for the particular type of unit which they have chosen. Focusing on this unit, they identify a number of problems which are associated with the definition and exemplification of units of this type, and give examples of the awkward cases found in actual data. Finally they offer a definition of their unit, the Analysis of Speech Unit (AS-unit), providing adequate detail to address the problematic data analyses illustrated here.

01-315   Kramsch, Claire (U. of California, Berkeley, USA; *Email:* ckramsch@socrates.berkeley.edu). Second language acquisition, applied linguistics, and the teaching of foreign languages. *The Modern Language Journal* (Malden, MA, USA), **84**, 3 (2000), 311–26.

Given the current popularity of Second Language Acquisition (SLA) as a research base for the teaching and learning of foreign languages in educational settings, it is appropriate to examine the relationship of SLA to other relevant areas of inquiry, such as Foreign Language Education, Foreign Language Methodology, and Applied Linguistics. This article makes the argument that Applied Linguistics, as the interdisciplinary field which mediates between the theory and the practice of language acquisition and use, is the overarching field that includes SLA and SLA-related domains of research. Applied Linguistics brings to all levels of foreign language study not only the research done in SLA proper, but also the research in Stylistics, Language Socialisation, and Critical Applied Linguistics which illuminates the teaching of a foreign language as socio-cultural practice, as historical practice, and as social semiotic practice.

01-316   Mitchell, Rosamond (U. of Southampton, UK; *Email:* R.F.Mitchell@soton.ac.uk). Anniversary Article: Applied linguistics and evidence-based classroom practice: the case of foreign language grammar pedagogy. *Applied Linguistics* (Oxford, UK), **21**, 3 (2000), 281–303.

This paper reviews the developing commitment in UK educational policy-making to 'evidence-based practice', and its implications for applied linguistics research. Given the sceptical view which has predominated in UK applied linguistics towards 'technical' solutions to educational problems, this development poses a dilemma for applied linguists wishing to engage actively with policy for language education. The paper examines the particular history of grammar pedagogy in UK foreign language education, documenting its decline and recent revival. The international literature on form-focused instruction is then examined, to determine how far an evidence base exists to underpin any particular recommendations for grammar pedagogy. The paper concludes by posing some alternative forms for such an evidence base, and argues that the future development of pedagogically oriented applied linguistics is bound up with the choices made.

01-317   Nassaji, Hossein and Wells, Gordon (Ontario Inst. for Studies in Ed., U. of Toronto, Canada; *Emails:* hnassaji@oise.utoronto.ca; gwells@oise.utoronto.ca). What's the use of 'triadic dialogue'? An investigation of teacher-student interaction. *Applied Linguistics* (Oxford, UK), **21**, 3 (2000), 376–406.