

both written and oral, is crucial for the further spread and habitualisation of innovations.

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Sociolinguistics

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07–631 CARGILE, AARON CASTELAN (California State U, Long Beach, USA), **JIRO TAKAI & JOSÉ I. RODRÍGUEZ**, **Attitudes toward African–American vernacular English: A US export to Japan?**

Journal of Multilingual and Multicultural Development (Multilingual Matters) 27.6 (2006), 443–456.

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To the best of our knowledge, this is the first study to examine attitudes towards African–American vernacular English (AAVE) in a setting outside of the USA. Because foreign attitudes toward AAVE can serve as an indirect assessment of a society's racial prejudice, we decided to explore these attitudes in Japan: a country with an intriguing mix of ties that are both close (i.e. politically and economically) and distant (i.e. culturally) vis-à-vis the USA. Considering the ostensible similarities in racial beliefs widely held in both countries, we hypothesised that evaluations of AAVE in Japan would be comparable to those in the USA. We found that the evaluations expressed by a sample of Japanese college students were virtually indistinguishable from the overall pattern of AAVE evaluations made by US Americans and recommend additional research in order to better understand the nature of contemporary Japanese attitudes towards different varieties of English.

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07–632 COLUZZI, PAOLO (U Bristol, UK), **Minority language planning and micronationalism in Italy: The cases of Lombardy and Friuli.** *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 27.6 (2006), 457–471.

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After an introduction to the Italian linguistic situation, highlighting the remarkable number of language varieties present in Italy today, the paper goes on to review briefly the history of micronationalism in Italy, and to propose a classification of language planning based on the distinction between macro- and micronationalism. There follows a brief outline of the language planning strategies carried out in two areas of Northern Italy, one where a recognised minority language is spoken (Friuli) and the other where a language variety is spoken which is not recognised by the Italian State (Western Lombardy). The paper closes with an analysis of the role that the local micronationalist groups have had on language policy and how this seems to be affected by the

level of local autonomy, and discusses how the political orientation of micronationalist groups appears to shape their commitment to the promotion of local languages in these two Italian cases.

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07–633 DOMÍNGUEZ BARAJAS, E. (Texas A&M University, USA), **Parallels in academic and nonacademic discursive styles: An analysis of a Mexican woman's narrative performance.**

Written Communication (Sage) 24.2 (2007), 140–167.

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This article presents a rhetorical analysis of a Mexican woman's oral narrative performance using a discourse studies and interactional sociolinguistics framework. The results of the analysis suggest that the discursive practice of the oral narrative and that of academic discourse share certain rhetorical features. These features are (a) the fashioning of an authoritative voice, (b) the presentation of evidence for support of a claim, (c) the allusion to authorities for support of claims, and (d) the reaching of a general statement concerning the significance of the account. Given the parallels drawn out between this particular non-mainstream oral performance and the discourse of the academy, the assumptions concerning the link between form of expression and cognition must be reassessed to better understand the nature of contrastive rhetorics, especially as this affects students of non-mainstream linguistic backgrounds in mainstream writing classrooms.

<http://wvx.sagepub.com/>

07–634 FOLEY, JOSEPH (Assumption U, Thailand; jfoley@au.edu), **English as a global language: My two satangs' worth.** *RELC Journal* (Sage) 38.1 (2007), 7–17.

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The argument put forward here is that we are witnessing the emergence of a concept of English as a lingua franca, which creates a set of attitudes about correctness and in particular 'grammatical correctness'. The traditional 'nativespeaker' as final arbiter can only apply to English as a national language. It is the non-native speaker who is becoming the model for English as a global language.

<http://rel.sagepub.com>

07–635 GUILHERME, MANUELA (U De Coimbra, Portugal), **English as a Global language and education for cosmopolitan citizenship.**

Language and International Communication (Multilingual Matters) 7.1 (2007), 72–90.

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Due to the overriding power of World English in the global economy, media, academy, entertainment, etc., EFL education has become a crucial curricular element

in the educational systems of developing societies. English language learning has therefore been portrayed either as a fundamental tool that unquestionably brings professional success or one that oppresses us under capitalism, neoliberalism and the global market. Without questioning the veracity of both descriptions, indeed precisely for this reason, this paper argues for a critical pedagogy of English as a Global Language. The use of English as a common language, but not as a lingua franca, can provide us with opportunities for acting as responsible cosmopolitan citizens, without implying the loss of our cultural and ideological roots or the transformation of the English language into a neutral, disengaged or unaffiliated medium. This paper attempts to theorise this hypothesis based upon the ideas of authors such as Santos on globalisation and the World Social Forum, as well as the statements of EFL teachers on curriculum development.

<http://www.multilingual-matters.net>

07-636 STROUD, CHRISTOPHER & LIONEL WEE (National University of Singapore; ellweeha@nus.edu.sg), **A pedagogical application of liminalities in social positioning: Identity and literacy in Singapore.** *TESOL Quarterly* (Teachers of English to Speakers of Other Languages) 41.1 (2007), 33-54.

A growing body of research recognizes the pervasive difficulties involved in accommodating multilingual practices in the English language classroom and acknowledges that one aspect of this conundrum is the role that languages play in the constitution of student identities. Such studies point to how students use off-stage spaces to covertly engage identities that are devalued in on-stage classroom interaction that comes under the teacher's authority. In this article, we examine data on Singapore English classrooms at the secondary school level. By analyzing interactions in both off- and on-stage spaces, we discuss how the work that students do in constructing identities can be integrated into the linguistic mediation of learning. We do this by offering an interpretation of Rampton's notion of crossing, emphasizing how this concept promises to link theoretical analysis and practical classroom pedagogy in a socioculturally sensitive way, one that considers the Singaporean multilingual situation and the importance of languages for identity work.

<http://www.tesol.org>

Applied linguistics

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07-637 BANERJEE, SUDIPTA (C-DAC, India; subhakanp@yahoo.com) & **B. MULLICK, Word sense disambiguation and WordNet technology.** *Literary and Linguistic Computing*

(Oxford University Press) 22.1 (2007), 1-15.
doi:10.1093/lc/fqj068

This paper discusses the problem of word sense disambiguation in Bangla and its resolution being WordNet like structures. We made AsiaNet, an Machine Readable Dictionary (MRD) and Abhidhan, a thesaurus in Bengali for this purpose and revised the HOMOGRAPH definition. In this work, we aimed for a success rate of 92%.

<http://lc.oxfordjournals.org>

07-638 CAO, DEBORAH (Griffith U, Brisbane, Australia; d.cao@griffith.edu.au), **Inter-lingual uncertainty in bilingual and multilingual law.** *Journal of Pragmatics* (Elsevier) 39.1 (2007), 69-83.
doi:10.1016/j.pragma.2006.08.005

Uncertainty, linguistic or otherwise, may lead to legal disputes. More complications are likely to arise when more than one language is involved. Inter-lingual uncertainty such as ambiguity, vagueness and other meaning indeterminacy is an area that has not received sufficient attention, in particular with regard to language used in law. This essay focuses on inter-lingual uncertainty with specific reference to legislative texts. It identifies three sources of gap in meaning in bilingual and multilingual laws, and discusses how the courts in Canada, Hong Kong and the European Court of Justice approach and construe meaning in such cases of linguistic uncertainty. It argues that judicial interpretation in the case of linguistic uncertainty is unique and is constrained by established laws, statutory interpretive rules, policy and other considerations. This is particularly the case for bilingual and multilingual law for the reconciliation of legal meanings and harmonisation of laws. The court has to resolve linguistic uncertainties to provide the uniform interpretation that the law requires. This has implications for the study of legal language, legal translation and pragmatics.

<http://www.elsevier.com>

07-639 DE VEGA, MANUEL (U La Laguna, Tenerife, Spain), **MIKE RINCK, JOSÉ M. DÍAZ & INMACULADA LEÓN, Figure and ground in temporal sentences: The role of the adverbs when and while.** *Discourse Processes* (Erlbaum) 43.1 (2007), 1-23.
doi:10.1207/s15326950dp4301_1

Multiclausal sentences with the temporal adverbs while or when referring to simultaneous events (e.g. 'While [when] John was writing a letter, Mary comes into the room') were compared in German and Spanish. Following Talmy (2001), we assumed that the event in the main clause is the figure (F; the event to be located in time), and the event in the adverbial clause is the ground (G; the event used as temporal reference). Germans judged as more acceptable the