

Child language development

00-362 Akhtar, Nameera (U. of California, Santa Cruz, USA; *Email: nakhtar@cats.ucsc.edu*). Acquiring basic word order: evidence for data-driven learning of syntactic structure. *Journal of Child Language* (Cambridge, UK), **26**, 2 (1999), 339-56.

Recent studies indicate that young English-speaking children do not have a general understanding of the significance of SVO (subject-verb-object) order in reversible sentences; that is, they seem to rely on verb-specific formulas (e.g., NP_{pusher} - form of the verb PUSH - NP_{pushed}) to interpret such sentences (Akhtar & Tomasello, 1997). This finding raises the possibility that young children may be open to learning non-SVO structures with novel transitive verbs. This article reports an experiment to test this hypothesis in which 12 children in each of three age groups (two-year-olds, three-year-olds, and four-year-olds) were taught novel verbs, one in each of three sentence positions: medial (SVO), final (SOV), and initial (VSO). The younger age groups were equally likely to use the novel (non-English) orders spontaneously as to correct them to SVO order, whereas the oldest children consistently corrected these structures to SVO order. These results suggest that English-speaking children's acquisition of a truly general understanding of SVO order may be a gradual process involving generalisation (learning) from examples. The findings are discussed in terms of recent data-driven learning accounts of grammar acquisition.

00-363 Strapp, Chehalis M. (Western Oregon U., USA; *Email: strappc@wou.edu*). Mothers', fathers' and siblings' responses to children's language errors: comparing sources of negative evidence. *Journal of Child Language* (Cambridge, UK), **26**, 2 (1999), 373-91.

The role of linguistic input or 'negative evidence' in grammatical development remains a central issue dividing accounts of language acquisition. Despite previous work showing that mothers, fathers, and siblings provide negative evidence regarding children's grammatical errors, the role of linguistic input remains controversial. Since most work in this area has concentrated on negative evidence in the mother-child dyad, the study reported here extended prior work by comparing mothers', fathers' and siblings' corrective repetitions to children's errors across different family settings. Fourteen children (2; 3) were videotaped interacting with their mothers, fathers, and siblings (4; 1) in dyad, triad, and tetrad settings. Analyses revealed that mothers and fathers provided more corrective repetitions than siblings did. Although the size of the setting did not differentiate responding, when specific configurations were examined differences emerged. Analyses of individual families revealed that all children received feedback following syntax errors. These results are discussed in terms of current negative evidence research.

Bilingual education/
bilingualism

00-364 Álvarez, Esther-Ana (Universitat de Barcelona, Spain). The role of language dominance in two narratives of a 7-year-old Spanish/English bilingual. *Aile* (Paris, France), **Special Issue**, vol. 1 (1999), 83-95.

This paper reports some findings from an ongoing study of the development of narrative skills in a Spanish/English bilingual child from age 6;11 to 8;11. The author had hypothesised that the child's greater command of Spanish (the community language) at age 7 would be reflected in a more complex discourse structure - this did not turn out to be the case, however. Language dominance does not seem to play a significant role in the quantity of backgrounded information that the child includes in the two narratives of a picture-story; neither does it make a significant difference to the degree of syntactic complexity. It is more apparent at the stage of grammatical encoding, as the selection of past tense morphology is not as yet fully automatic in the child's weaker language. The author concludes that there is a need to study non-balanced bilinguals in several different types of performance, as the degree of weakness of a language may vary according to the task.

00-365 Cline, Tony (U. of Luton, UK) and **Frederickson, Norah**. Identification and assessment of dyslexia in bi/multilingual children. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **2**, 2 (1999), 81-93.

When slow progress is made by children who are learning to read and write in their second or third language, it is often assumed that they simply have a language problem: if they knew the target language better, they would find it easier to learn to read. This paper argues that, while that is often true, there is a risk that learning difficulties associated with dyslexia will sometimes be overlooked. In support of this argument the authors present evidence that pupils from linguistic minority communities are under-represented in specialist teaching provision and show how traditional approaches to identifying dyslexia are likely to under-identify bilingual children with dyslexia. The article proposes how good practice may be developed in the assessment of dyslexia with bilingual children and highlights the value in this context of recent approaches to defining dyslexia which do not depend upon exclusionary criteria or an IQ-achievement discrepancy.

00-366 Deuchar, Margaret (U. of Wales, Bangor, UK; *Email: M.Deuchar@bangor.ac.uk*). Are function words non-language-specific in early bilingual two-word utterances? *Bilingualism: Language and Cognition* (Cambridge, UK), **2**, 1 (1999), 23-34.

This paper investigates 'mixed' early two-word utterances by bilinguals, in order to determine whether



function words match the language context less frequently than content words. Data collected in two language contexts from a child acquiring English and Spanish from birth were used to identify those two-word utterances occurring in the first two months of two-word utterances, between the ages of 1;7 and 1;9. Those utterances containing one word from each language, where one word was a function and the other a content word, were analysed quantitatively to determine whether the function word was more or less likely to match the context than the content word. The results showed that function words matched the context considerably less than content words. This finding is interpreted as suggesting that function words may not be treated as language-specific by early bilinguals, whereas content words are. It is seen as reinforcing the significance of the well-established function/content distinction in language acquisition theory in a way which would not be possible with monolingual data.

00-367 Deuchar, Margaret (U. of Wales, Bangor, UK; *Email*: M.Deuchar@bangor.ac.uk) and **Quay, Suzanne**. Language choice in the earliest utterances: a case study with methodological implications. *Journal of Child Language* (Cambridge, UK), **26**, 2 (1999), 461–75.

The purpose of this paper is to investigate how early a developing bilingual can choose between her two languages according to the demands of the context, and what appear to be the factors determining choice. The case study reported investigates how early a developing bilingual exposed simultaneously to English and Spanish can make appropriate language choices. Two methodological requirements are proposed for studies of this kind: (1) detailed records of the development of the child's lexicon; and (2) data collection in more than one language context. The authors' own study relies on detailed records of the child's cumulative vocabulary from the first word at ten months, and on weekly audiovideo recordings in both English and Spanish contexts from age 1;3. Analysis of the data shows a strong tendency for the language of the child's utterances to match that of the context at ages 1;7 to 1;8.

00-368 Dewaele, Jean-Marc (Birkbeck Coll., U. of London, UK). L'effet de l'extraversion sur la production du discours de bilingues. [The effect of extroversion on the speech production of bilinguals.] *Aïle* (Paris, France), **Special Issue**, vol. 1 (1999), 111–25.

This paper looks at extroversion as a factor determining bilingual performance in formal versus informal contexts. Some physiological characteristics associated with extroversion, such as superior short-term memory and better resistance to stress, can explain inter-individual variation in speech production. Working within the theoretical framework of Levelt (1989), the researchers analysed the French oral interlanguage of 25 Flemish university students. Correlational analyses between extroversion scores and seven linguistic variables reflecting fluency and

accuracy revealed that extrovert bilinguals are more fluent than introvert bilinguals, especially in stressful situations: introverted participants' fluency diminishes much more noticeably in formal explicit tasks. This is explained by an appeal to psychological choices which affect allocation of attentional resources.

00-369 Fuchs, Gabriela (Universität Bern, Switzerland; *Email*: ufmcurp@isw.unibe.ch). Reaktionen auf die Einführung von Projekten mit zweisprachigem Unterricht ab Kindergarten- und Grundschulstufe. [Reactions to projects introducing bilingual teaching in nursery and primary schools.] *Bulletin suisse de linguistique appliquée* (Neuchâtel, Switzerland), **69**, 2 (1999), 55–72.

This article is concerned with the introduction of early bilingual education in Switzerland, a topic which has throughout the last decade aroused lively discussion in the Fribourg and Valais cantons (districts)—both officially bilingual cantons. In contrast to the Fribourg canton, this interest in early bilingual teaching has led in the Valais canton to some real experimentation. However, there are numerous parallels in the discussions around early bilingual teaching in both cantons. The arguments put forward against such teaching are similar: they are psychological and pedagogical in nature, but are also bound up with more administrative concerns. Only in the Fribourg canton are political arguments concerning languages and their legal status also voiced in the debate. It would seem therefore that the particular linguistic situation in the Valais canton has contributed to the setting up of early bilingual projects in a relatively short space of time.

00-370 Hickey, Tina (Institiúid Teangeolaíochta Éireann, Dublin, Ireland). Parents and early immersion: reciprocity between home and immersion pre-school. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **2**, 2 (1999), 94–113.

This article examines the importance of parental support for early immersion in the context of a study of Irish-medium pre-schools or *náonraí*. Data were collected from all of the major participants in this early immersion model, including parents, teachers, classroom assistants and inspectors, in addition to administering detailed tests to 225 three-year-old children. This allows an analysis, not only of the effect of the parents' support for the child's early learning in the *náonra*, but also of the impact of the child's target language learning on the language use in the home. Focusing here on the results from parents allowed the development of a profile of those choosing early immersion in Irish, based on socio-economic and educational data. Parents' reasons for choosing this type of pre-schooling are examined, as well as their satisfaction with their child's experience. Multivariate analyses of children's test results show the significant influence of parents' ability in the target language on their children's language

scores. Finally, parents' requirements are examined in order to target ways of increasing their active support for their children's language acquisition. Overall, these data indicate an urgent need to involve parents as partners in order to maximise the effectiveness of early immersion.

00-371 Hoffmann, Charlotte and Widdicombe, Susan (U. of Salford, UK). Code-switching and language dominance in the trilingual child. *Aile* (Paris, France), **Special Issue**, vol. 1 (1999), 51–62.

This paper presents some of the results of a case-study undertaken with a four-and-a-half-year-old trilingual boy (French/English/Italian). Although exposure time to his three languages has been comparable from birth, and the child seems equally at ease and fluent (for his age) in his three languages, from an analysis of his code-switching practices it emerged that French—the language of the wider community and his socialisation at school—was being favoured over either English or Italian for code-switching purposes. The quantity and, above all, the quality of switches in French turned out to be markedly different from the quantity and quality of switches in his other two languages. This leads the present authors to reflect on the reasons underlying language choice and developmental differences in the switching patterns of adults and children, and to consider the possibility that the choice of language in a trilingual's switching may be an indicator of emergent dominance in the favoured language.

00-372 Holm, Alison and Dodd, Barbara (U. of Newcastle upon Tyne, UK; *Email*: a.h.dodd@ncl.ac.uk). An intervention case study of a bilingual child with phonological disorder. *Child Language Teaching and Therapy* (London, UK), **15**, 2 (1999), 139–58.

This article reports the participation in an intervention programme of a bilingual Punjabi-English-speaking child whose speech was characterised by inconsistent errors in both languages. A *core vocabulary* therapy approach was used targeting consistency of production. The accuracy and intelligibility of the child's speech improved in *both* languages, even though therapy had only been provided in English. The results of the study contrast with a previous study targeting consistent phonological errors in a bilingual child. While the results of single case studies should be interpreted with caution, the findings suggest that phonological therapy targeting the deficit underlying speech disorder is effective in remediating the errors in both of the child's languages. However, therapy simply correcting specific surface speech patterns is only effective in the language targeted in therapy. These data have theoretical implications regarding the nature of phonological disorders, and the separateness of bilingual children's phonological systems. There are also clinical implications regarding intervention for bilingual children with disordered speech.

00-373 Jiang, Nan (U. of Arizona, USA; *Email*: nxj6@psu.edu). Testing processing explanations for the asymmetry in masked cross-language priming. *Bilingualism: Language and Cognition* (Cambridge, UK), **2**, 1 (1999), 59–75.

A great deal of empirical research has been directed towards understanding bilingual lexical organisation. Among the various research paradigms, cross-language priming is among the most frequently used. Cross-language priming effects using masked primes tend to be asymmetrical. Priming from first (L1) to second language (L2) is strong, but priming from L2 to L1 is inconsistent and weak. Two kinds of explanations may explain this asymmetry. The representation hypothesis attributes the asymmetry to the different strength of connections between lexical items in the two languages. The processing hypothesis explains the asymmetry by emphasising differences in processing speed or the general activation level of the two languages. In the study reported here, three versions of the processing hypothesis were examined. Chinese-English bilinguals were tested with a masked priming paradigm on Chinese-English translation pairs in five experiments. Experiments 1 and 2 replicated the asymmetrical pattern of cross-language priming. Experiments 3 to 5 examined three processing-related hypotheses by varying prime and target presentation conditions. The results showed that none of the three processing accounts provides a satisfactory explanation for the asymmetry. The findings are discussed in the context of current models of bilingual memory organisation.

00-374 Jisa, Harriet (Université Lumière-Lyon 2, France). Some dynamics of bilingual language development. *Aile* (Paris, France), **Special Issue**, vol. 1 (1999), 7–32.

Recent empirical research on bilingual children has forced researchers to turn their attention to studies in the acquisition processes. Rather than asking how much of each language a child knows at a given moment, researchers ask what kind of developmental processes are involved in various types of bilingual language. It has been argued that some bilingual children acquire their two languages in ways almost identical to monolingual children; and, conversely, that some acquire their two languages, or at least one of them, in ways which differ considerably from monolingual acquirers. This paper examines language development in bilingual children who show, at a given point in their development, differing levels of competence in their two languages. The author first attempts to define the notion of 'weak' language, then looks at relevant research and asks whether the development of the weak language is simply slow or whether the developmental pattern observed is very different from that observed in monolingual acquirers of that language. She argues that the study of weak language development in bilingual children contributes greatly to understanding the role of language use in language learning in general.

00-375 Moore, Leslie C. (Leiden U., The Netherlands / U. of California, LA, USA). Secondary language socialisation in a multilingual context: incongruence between community and classroom practice. *Aile* (Paris, France), **Special Issue**, vol. 1 (1999), 143–53.

This article reports findings from exploratory ethnographic research into language acquisition and use in a multilingual village in northern Cameroon. Community norms of multilingual communication and second language learning are described, as are aspects of classroom practice. Community and classroom language socialisation and communicative practices are compared. Classroom rules concerning how, when, and with whom linguistic knowledge should be acquired and displayed are shown to conflict with those of the community. Taking a social-cognitive perspective on second language acquisition, the author argues that this incongruence hinders the classroom acquisition of French—the language of instruction—by children of the community. She suggests that a failure to use either the interactional dynamics of the classroom or the children’s metalinguistic capacities, and a failure to recognise the multilingual competencies the children already have as an asset, rather than as something to be penalised, both contribute to the disappointing development of children’s competence in the second language.

00-376 Orellana, Marjorie Faulstich (Northwestern U., USA), **Ek, Lucila and Hernández, Arcelia.** Bilingual education in an immigrant community: proposition 227 in California. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **2**, 2 (1999), 114–30.

Drawing from multiple data sources (observations, interviews, and focus groups) collected during two ethnographic studies in a Latino immigrant community in Los Angeles, California, the present authors analyse community members’ perspectives on bilingualism and language uses—views which they feel to have been largely neglected in recent policy debates about bilingual education. They explore parents’ and children’s talk about language: both emphasised the importance of English, but for very different reasons. Parents focused on their children’s language learning as a measure of their academic progress, and a tool for future opportunities; children treated language as a tool for signalling particular kinds of identities, and especially to present themselves as ‘American’. The authors situate these views within the social context and historical moment: a time when many immigrant families lead transnational lives, actively negotiating across linguistic as well as national borders; and a time in which bilingual education has come under intense attack in the state.

00-377 Pekarek, Simona (Université de Bâle, Switzerland). Stratégies de communication bilingues en classe de L2? Enjeux acquisitionnels et enjeux communicatifs. [Bilingual communication

strategies in L2 classrooms: acquisition and communication at stake.] *Aile* (Paris, France), **Special Issue**, vol. 1 (1999), 127–41.

Learners’ use of the first language (L1) in second language (L2) classrooms may not be related to the development of interactional competence in the same way as it seems to be related to linguistic (lexical or grammatical) competence. This article examines the role code-switching plays in the former context. An analysis of conversational activities by advanced learners in an L2 classroom setting reveals that, far from being the simple expression of linguistic inadequacy in an otherwise monolingual mode, code-switching turns out to be an interactional phenomenon regulating the co-construction of discourse in which language learning takes place. The students utilise bilingual communication strategies—albeit of a very partial and rudimentary nature—which accomplish various communicative functions and relate in diverse ways to L2 acquisition. The pedagogical implications are discussed in relation to the development of a plurilingual and functional language repertoire.

00-378 Pelletier, Janette (Ontario Inst. for Studies in Ed., Toronto U., Canada). ‘Tell me what you do at school’ ... a comparison of children’s school scripts in English first language and French immersion second language kindergarten programmes. *Language and Education* (Clevedon, UK), **13**, 3 (1999), 207–22.

The study reported here extends the research on academic outcomes of second language immersion schooling by comparing children’s early experiences in and understanding of regular and French immersion kindergartens through script analysis. Sixty-four female and 56 male kindergarten children were asked to ‘tell about kindergarten from the time you get to school until you go home’. Twenty of the children were interviewed using puppets. Scripts were analysed quantitatively (for length and complexity) and qualitatively (for content and pronoun use). Script length was somewhat greater for children in French immersion programmes. Script complexity differed somewhat between programmes: children in regular first language programmes reported more simple sequences and fewer complex sequences than children in French immersion programmes. Script content also differed: French immersion children placed significantly more emphasis on the teacher. There were differences in children’s use of personal pronouns in the two language groups and when puppets were used to report scripts. Nevertheless, the similarities between programmes were greater than the differences; for example, all children placed the greatest content emphasis on play. Findings are discussed in terms of children’s understanding of school and in terms of early experience as a contributor to long-term outcomes in early language immersion schooling.

00-379 Poon, Anita Y. K. (The Open U. of Hong Kong). Chinese medium instruction policy and its

impact on English learning in post-1997 Hong Kong. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), 2, 2 (1999), 131–46.

The Education Department of Hong Kong issued the *Medium of Instruction Guidance for Secondary Schools* in October 1997. The policy stipulates that the use of Chinese as the medium of instruction in all but English language and literature subjects in secondary schools will be enforced with effect from September 1998. This signals a change in language policy in post-1997 Hong Kong, from bilingual to monolingual education. Traditionally, English medium instruction has been more popular than Chinese medium instruction in Hong Kong secondary schools. Despite the Hong Kong government's recent efforts to promote Chinese medium education, the number of Chinese-medium schools was small before the handover. This article investigates changes in the Hong Kong government's medium of instruction policy amid political, economic and sociolinguistic changes in the last three decades. The study also explores some possible impact of the Chinese medium instruction policy proposed in the wake of change of sovereignty on English language learning. The author critiques this new policy and makes recommendations pertaining to the direction of Hong Kong's language education. The theoretical underpinning of the study is bilingualism and bilingual education. The model proposed is intended to provide new insights for language teachers, language planners and policy makers.

00-380 Schneider, Ricarda (Université Paris X, France). L'expression des procès dans les récits d'un enfant bilingue. [The expression of events in the narrative production of a bilingual child.] *Aile* (Paris, France), **Special Issue**, vol. 1 (1999), 63–82.

This article presents first results of a longitudinal study investigating the development of narrative competence in a young French-German bilingual child. It deals in particular with the expression of events in a complex picture-story telling task (*Frog, Where Are You?*). From a conceptual point of view, the analysis shows that the selection of information and its linearisation follow the same developmental stages, which can be explained by cognitive factors on the one hand, and by the child's balanced bilingualism during the investigation period on the other (3;6 to 5;2). The typological differences between German and French, however, lead to different ways of expressing some events in German and in French.

00-381 Van der Linden, Elisabeth and Hulk, Aafke (U. of Amsterdam, The Netherlands). Access and activation in syntactic and lexical acquisition of bilingual children. *Aile* (Paris, France), **Special Issue**, vol. 1 (1999), 33–50.

This paper demonstrates that, if bilingual individuals are normally able to keep their two languages apart, it is because they select the language mode in which they are functioning depending on the interactive situation

they find themselves in. One of the languages is then activated, while access to the other is inhibited (Paradis, 1996). Since for adults, however, it has been shown that inhibition is never complete, it would be surprising if, for bilingual children, complete inhibition were possible either. The paper looks at the acquisition of syntax and lexicon in a French-Dutch bilingual child, concentrating on the period of early syntactic development. Each of the child's two languages are seen to influence the other, in both syntax and lexicon. In the syntax, this influence shows up mainly in the child's French as Dutch-like constructions which are not allowed in adult French. In the lexicon, there are instances of code-switching in both languages, i.e., Dutch words in French and French words in Dutch. It is argued that these cross-linguistic influences are caused by the concurrence of competing cues in the bilingual input, which presents contradictory evidence to the child about the words and structures possible in each of the two languages.

00-382 Verhoeven, Ludo and Vermeer, Anne (U. of Nijmegen / Tilburg U., The Netherlands). Cognitive factors in early first and second language proficiency. *Aile* (Paris, France), **Special Issue**, vol. 1 (1999), 97–109.

The study reported in this paper is part of a longitudinal research project focusing on the linguistic competence and cognitive ability of 600 monolingual Dutch children and equal numbers of their bilingual peers—children of first-generation immigrants for whom the parental language is still the dominant language. The authors examine the relationship between the cognitive ability and the first (L1) and second (L2) language competence of kindergarten (four-year-old) children from different ethnic groups, as measured by standardised tests. Special attention is given to the correlation between specific cognitive aspects and specific linguistic aptitude of bilingual children and their speed and level of L2 acquisition. The authors report that the non-native children lag behind both on the linguistic measures (vocabulary, especially), and on the cognitive measures, but point to the fact that both measures are biased towards Dutch language and culture. They also point out that measures of communicative skills, of L1 proficiency, and longitudinal points of comparison are needed in order fully to understand the interaction of different factors in determining the type of bilingualism they study.

00-383 Verma, Mahendra K. (U. of York, UK). Bilingualism or bilingual support? Ethnic minority bilingual children in English primary schools. *Bulletin suisse de linguistique appliquée* (Neuchâtel, Switzerland), 69, 2 (1999), 31–41.

This paper aims to contribute to the growing body of debate in favour of or against 'English-only' in the education of linguistically diverse populations. The inner city schools in Great Britain—in England, Scotland and Wales—have undergone a radical visual, linguistic and

cultural transformation in the last four decades with the arrival in the predominantly English-speaking community of the new immigrants and refugees, and their children. The third generation children born in this country continue to arrive in the nursery and primary classrooms with fluency in the heritage language but many of them lack an adequate level of competence in English to cope with the demands of the National Curriculum. The purpose of this paper is to examine the tension in the language planning ethos embedded in the National Curriculum between fostering 'bilingualism' and promoting 'English' via 'bilingual support'. The paper is based on a critical appraisal of several government language education-related documents for England; a sociolinguistic analysis of the results of a major project Working With Bilingual Children, and subsequent mini-projects which investigated the conceptualisation of 'bilingualism' and 'bilingual support' in relation to the ethnic minority children in primary schools in England.

00-384 Vermès, Geneviève (Université Paris VIII, France), **Collet, Sylvie-Marie and Huet, Eddy.** *Réflexion métalinguistique en langue minorisée: le cas du créole pour les enfants réunionnais en France.* [Metalinguistic reflection in a minority language: the case of creole for children of La Réunion origin in France.] *Bulletin suisse de linguistique appliquée* (Neuchâtel, Switzerland), **69**, 2 (1999), 73–86.

This article assesses the metalinguistic knowledge of children in France from creole-speaking families originating from La Réunion. These children tend to be encouraged to speak French at home, and their education is conducted entirely in French. Many claim not to speak any creole. Eighteen such children, and a control group of 16 monolingual francophone children, were presented with a set of sentences in creole and in French, and were asked whether they were in French or creole, and whether they were correct or incorrect. Results demonstrated that they were often capable of identifying creole phrases and of judging their grammaticality. The level of metalinguistic knowledge was higher for older children. The authors conclude that, despite the children's claims, they clearly have a level of metalinguistic knowledge in creole. They suggest that either there is a retroactive effect on students' competence as a result of their education in French, or there is a parallel development in metalinguistic competence in the two languages; or that there may exist a threshold level which must be attained in both the home and school languages in order for the development of cognitive metalinguistic skills which the authors claim are necessary for further literacy development.

Sociolinguistics

00-385 Alonso-Nieto, Laly. Language planning for education in Spain. *Vida Hispanica* (Rugby, UK), **20** (1999), 8–14.

Although Castilian has been the official language of Spain in recent history, many areas have their own vernaculars, or regional varieties. Since the setting up of decentralised, autonomous regional governments, efforts are being made to recapture and promote Spain's regional cultures and languages. The aim is for all Spanish citizens to be bilingual, although there are issues to be overcome such as the lower status of many vernaculars, post-war repression of regional languages and differing political stances of regional governments and their attitudes towards the local vernacular. This aim is being achieved by means of language policies encompassing language education, use of vernaculars in regional administration and the media, and linguistic description and codification. Bilingual education is perceived as being particularly important in achieving the normalisation of minority languages, and so education policies and models in Catalan-speaking areas, Galicia and the Basque region are examined in detail. Although the degree of success inevitably varies, the signs for a bilingual future for Spain are felt to be positive.

00-386 Blackledge, Adrian (Westhill Coll. of Higher Ed., Birmingham, UK). Language, literacy and social justice: the experiences of Bangladeshi women in Birmingham, UK. *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **20**, 3 (1999), 179–93.

This paper presents a study of the literacy practices and attitudes of Bangladeshi families in Birmingham, UK. In particular, the study focuses on the extent to which the mothers of 18 six-year-old Bangladeshi children were able to support their children's school-related literacy learning. The paper locates literacy in the context of social justice, and relations of power between majority and minority groups in society. Despite the school's attempts to involve them, the Bangladeshi women were largely excluded from their children's schooling. They did not share the literacy of the school, so they were considered to be 'illiterate'. As they did not possess the linguistic or cultural capital demanded by the school, they were unable to contribute to their children's English literacy learning. The women were committed to their children's English education. At the same time, they reported that they had a clear understanding of how to support their children's Bengali literacy learning. However, the school did not seem to value the mothers' Bengali literacy as a resource. Instead, the women were disempowered by school structures which demanded that they play by the linguistic rules of the dominant-culture school, or put at risk their children's academic progress.

00-387 Ibrahim, Awad El Karim M. (U. of Ottawa, Canada). Becoming Black: rap and hip-hop, race, gender, identity, and the politics of ESL learning. *TESOL Quarterly* (Alexandria, VA, USA), **33**, 3 (1999), 349–69.

This article is about the impact of *becoming Black* on ESL (English as Second Language) learning, that is, the