97–545   White, Lydia and others (McGill U.). The researcher gave the subject a test about himself: problems of ambiguity and preference in the investigation of reflexive binding. *Language Learning* (Cambridge, MA), **47**, 1 (1997), 145–72.

There are methodological differences in investigating second language (L2) learners' knowledge of reflexive binding, particularly in the case of potentially ambiguous sentences where the learner or native speaker may have a preference for one interpretation over the other. This paper reports the comparison of two truth-value judgment tasks, one involving stories and the other pictures. In both tasks contexts were provided for different interpretations of potentially ambiguous sentences. A variety of sentence types was tested, including monoclausal sentences with subject or object antecedents (ambiguous in English) and biclausal sentences with local or long-distance antecedents (ambiguous in Japanese). Participants were intermediate-level Japanese-speaking and French-speaking learners of English as a second language (ESL), as well as native speaker controls. The story task yielded a significantly higher proportion of correct acceptances of object antecedents for reflexives, both in the case of ESL learners and native speakers. The results suggest that certain tasks can lead to an underestimation of learners' L2 competence, and that caution must be exercised in making assumptions about the nature of the interlanguage grammar on the basis of single tasks.

Sociolinguistics

97–546   Ayari, Salah (Coll. of Ed., Peik Hall, Minneapolis). Diglossia and illiteracy in the Arab world. *Language, Culture and Curriculum* (Clevedon), **9**, 3 (1996), 243–53.

This paper examines the negative impact of the linguistic situation in the Arab world, characterised as it is by the phenomenon of diglossia, on Arab children's ability to acquire reading and writing skills in Arabic; and hence on their academic attainment in general. Specific obstacles posed by contemporary Arabic diglossia to the acquisition of literacy are discussed, including the attitudes of parents and teachers to the colloquial and standard forms of Arabic. Some remedies are suggested. These include modification of the Arabic script, and improving the status of Arabic as a language of instruction in the schools, where it is often replaced by English or French. Above all, the paper emphasises the necessity to expose young children to literary Arabic, by means such as story reading to preschoolers, so that it is not, in effect, another language that they have to learn as soon as they enter school.

97–547   Boothe, Ken (Summer Inst. of Lings.) **and Walker, Roland** (U. of Texas, Arlington). Mother tongue education in Ethiopia: from policy to implementation. *Language Problems and Language Planning* (Amsterdam), **21**, 1 (1997), 1–19.

In spite of limited financial and human resources, Ethiopia is moving rapidly from policy-making to implementation in the provision of mother tongue education (MTE) for all its people within a short period of time. This article is a participant observer's description of the first three years of Ethiopia's bold programme for MTE, focusing on the process for developing mother tongue materials and on the effectiveness of the programme. For decades, Ethiopia's ethnic minorities were dominated by the emperors' Amharic-only policies for formal primary education. During the ensuing 17 years of socialism, the mother tongue was only allowed for programmes involving adult literacy. Since 1991, however, the Transitional Government has given ethnic groups the right to promote their cultures and develop their languages for primary education; and has also spent significant resources to facilitate MTE for all ethnic groups that desire it. Developing curricula and materials are major hurdles for nations with many languages who desire to offer universal MTE. In partnership with the local people and nongovernmental organisations, the government of Ethiopia has already brought hundreds of schoolteachers together to develop mother tongue materials for grades one through six, in each subject area, for the first eight of their more than 50 mother tongues. Language standardisation and orthography development have gone on concurrently, all at a rapid pace.

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97–548   Bruche-Schulz, Gisela (Hong Kong Baptist U.). 'Fuzzy' Chinese: the status of Cantonese in Hong Kong. *Journal of Pragmatics* (Amsterdam), **27**, 3 (1997), 295–314.

This paper addresses the changing status of Cantonese in the public perception of Hong Kong. The handover of Hong Kong to China in 1997 marks the beginning of the official presence of Putonghua, which so far plays only a marginal role. The notion of Chinese, hitherto used as a generic term in the bracket of an official 'Chinese-English' situation, will have to be specified in terms of domains reserved for Putonghua and Cantonese. A major issue will be how Putonghua will be introduced in schools, as a medium of instruction (as English is now) or as a second language. The issue is blurred, as the Putonghua norm is already taught as the norm of the written code (Modern Standard Chinese), even though the pronunciation is Cantonese. Examples of classroom discourse are provided. The paper concludes with some considerations of language prospects within the changing political landscape of China.

97–549   Castejón, Adriana Boogerman (U. of Barcelona). Educational policy, mixed discourses: responses to minority learners in Catalonia. *Language Problems and Language Planning* (Amsterdam), **21**, 1 (1996), 20–34.

This paper offers a critical appraisal of two policy documents which set out part of the thinking behind educational provision for learners who belong to ethnolinguistic or socioeconomic minorities in Catalonia. This provision has been developed through the so-called 'Programa d'Educació Compensatòria'. The paper identifies the assumptions underlying these particular policy statements and the views of linguistic and cultural diversity implicit in them. There are three main findings: first, the policy is formulated in a rather vague manner in these documents; second, the policy incorporates contradictory discourses (cultural pluralism on the one hand and assimilationism on the other); and thirdly, there is a conspicuous neglect of the learners' first languages. It is concluded that further inter-disciplinary research on the topic taking account of sociopolitical and cultural factors is necessary, as well as closer co-operation between researchers and policymakers, with a view to improving educational standards for all.

97–550   Chen, Su-chiao (Nat. Teachers' Coll., Taipei, Taiwan). Reinvigorating ethnic cultural identity through mother-tongue teaching materials in Taiwan. *Language, Culture and Curriculum* (Clevedon), **9**, 3 (1996), 254–9.

This research explores to what extent a mother-tongue educational programme can reinvigorate Taiwan's ethnic cultural identity. Content of mother-tongue teaching materials used in Taipei county for Taiwanese, Hakka and Ataylic students is analysed, on the basis of the categories established by Bos (1987). Interviews with members from each ethnic group are also conducted as a supplement. Results show that it is mainstream cultural values rather than ethnic cultural elements that predominate in the mother-tongue textbooks. This indicates that people in Taiwan are enculturated to a mainstream Chinese culture and consequently become unaware of traditional values held by the other ethnic groups. In order to help members of ethnic groups embrace their original cultural values, it is suggested that future mother-tongue teaching materials should strive to specifically emphasise the uniqueness of the cultural values held by each group.

97–551   Chisanga, T. (U. of Transkei) **and Kamwangamalu, N. M.** (U. of Natal). Owning the other tongue: the English language in Southern Africa. *Journal of Multilingual and Multicultural Development* (Clevedon), **18**, 2 (1997), 89–99.

'Who owns English?' is one of the issues brought about by the spread of the language around the world. This issue has received considerable attention in current literature, with some arguing for the ownership to be open to all who use the language, as natives or as non-natives. Others argue explicitly or implicitly that non-native Englishes are illegitimate varieties, deviations from the native form, and that therefore only native speakers can claim ownership of English. This paper aims to address this issue from

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the perspective of non-native Englishes in Southern Africa, with a focus on the linguistic processes that underpin the owning of English in this part of the world. It is suggested that, since language is dynamic regardless of the context in which it is used, to claim ownership of English in the African context means to make English carry — as Achebe (1975) puts it — 'the weight of my African experience ...' and make it become 'a new English, still in communion with its ancestral home but altered to suit its new African surroundings'.

97–552 Clachar, Arlene (Inter-American U. of Puerto Rico). Ethnolinguistic identity and Spanish proficiency in a paradoxical situation: the case of Puerto Rican return migrants. *Journal of Multilingual and Multicultural Development* (Clevedon), **18**, 2 (1997), 107–24.

This article addresses the social psychological paradox of learning a language, which in one interethnic situation represents the *ingroup* language, while in another interethnic context, it represents the *outgroup* language. This situation characterises the language-learning experience of most Puerto Rican return migrants (PRRMs) who have found themselves as subordinate members in two different interethnic environments. The study examines the language-learning behaviour of members of this ethnic group by investigating the influence of ethnolinguistic identity on their development of Spanish proficiency in this paradoxical situation. Such an investigation identifies three variables which may mediate PRRMs' learning of Spanish in Puerto Rico: (a) ethnolinguistic vitality; (b) perceived hardness of linguistic boundaries; and (c) awareness of cognitive alternatives to the status quo. The study reveals problematic relationships between ethnic identity, multiple-group membership, and Spanish proficiency phenomena which may be peculiar to PRRMs (and other ethnic minority groups who have also found themselves in similar intergroup situations).

97–553 Hameso, Seyoum Y. (London). The language of education in Africa: the key issues. *Language, Culture and Curriculum* (Clevedon), **10**, 1 (1997), 1–13.

As a result of their colonial past, African children are still educated predominantly through the medium of a foreign language. This paper explores the historical, political and socio-economic background to this situation, and examines its advantages and disadvantages. Since the foreign languages (mainly English, French and Portuguese) are major international languages, they help in the transfer of science and technology. But since they are foreign, they are therefore claimed to be limited, as media of education, in their capacity to serve many of the personal, local and national objectives of the educational system. The position of the indigenous languages is examined together with their potential as media of instruction. The case of Amharic in Ethiopia is examined in detail, and also that of Kiswahili in Kenya and Tanzania. The author discusses the necessary developments that will have to occur to provide full participation of the population in truly democratic institutions. It is concluded that the revival of African languages and cultures is inextricably linked with rehabilitation of African political and economic institutions.

97–554 Kamwangamalu, Nkonko M. (Natal U.). The colonial legacy and language planning in Sub-Saharan Africa: the case of Zaire. *Applied Linguistics* (Oxford), **18**, 1 (1997), 69–85.

This paper is concerned with Zaire's perennial issue of choosing an indigenous language for official use. It attempts to determine why Zaire, one of the highly multilingual countries in the African continent, has not yet succeeded in choosing such a language. The factors which have impeded progress on this issue are discussed. Recommendations are made which call for the revalorisation of these languages through status re-planning; and for a co-habitation policy whereby both French and indigenous languages function not one at the expense of the others but one in addition to the others. It is argued that, should the country pursue efforts to choose an indigenous language for official use, the language targeted for this purpose should become an additional official language rather than a substitute for the incumbent official language, French. It is suggested, for the first time, that such an additional official language should be Swahili rather than any of the other indigenous languages.

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97–555   Karlovčan, Višnja (Zagreb U.). Jezici i jezično planiranje. [Languages and language planning.] *Strani Jezici* (Zagreb), **25**, 3–4 (1996), 147–51.

This article surveys the ways in which language education has changed in Australian universities over the past 140 years. It outlines the major shifts in the types of foreign language programmes from the 1850s to the 1990s and discusses why those changes might have occurred at their particular time in history. Some of the current trends in language teaching and their problems are discussed. The article concludes that, for Australia's national policy on languages to become effective, planning at the national level needs to be complemented by planning at the institutional level. Universities are well positioned to debate the moral, scientific and economic arguments in language matters.

97–556   Leman, Johan (Catholic U. of Leuven, Belgium). School as a socialising and corrective force in inter-ethnic urban relations. *Journal of Multilingual and Multicultural Development* (Clevedon), **18**, 2 (1997), 125–34.

Brussels is a multicultural setting, with a predominantly French street image, in which the employment market imposes multilingualism (French and Dutch) as the norm. The Brussels capital region is economically and geographically oriented towards Flanders. Within the Dutch-language education system in Brussels, a socio-pedagogical centre called Foyer is seeking to provide a bicultural and trilingual curriculum that does justice to this bilingual reality and also to the original language and culture of allochthonous children. Successful transfer to secondary education is an important criterion. An evaluation of the project has demonstrated the importance of additive mother-tongue education and of involving parents in what goes on in school. Attention must also be paid to effective school organisation and adequate complementary support among autochthonous speakers in terms of presence of host country's language.

97–557   Masny, Diana (U. of Ottawa). Meta-knowledge, critical literacy and minority language education: the case of Franco-Ontarian student teachers. *Language, Culture and Curriculum* (Clevedon), **9**, 3 (1996), 260–78.

This paper reflects on the position of Franco-Ontarians studying to become French-medium teachers. They are a minority, subordinate to the English-speaking population, and in many ways subordinate within the francophone community, to an elite that tends to marginalise and devalue certain forms of literacy and proficiency in their own language. These experiences are shared by many Franco-Ontarians in their own community. Using contrasts between primary (home-based) and secondary discourses, and between teaching-as-apprenticeship and teaching-as-learning, the notion of meta-knowledge and critical literacy are introduced in a postmodern approach to the problem. In the same way that Franco-Ontarians dropped out of English language secondary schools to avoid forms of 'literacy' that were tantamount to cultural assimilation, students teachers take up cultures of silence as a means of resistance to marginalisation and devaluation. A 'pedagogy of difference' in minority language education is proposed as a way out of the impasse.

97–558   McArthur, Tom (U. of Quebec). The printed word in the English-speaking world. *English Today* (Cambridge), **13**, 1 (1997), 10–16.

This paper considers the role print has played in defining and sustaining International Standard English. The scope of English throughout the world is compared to the universality of Latin in the days of Sir Francis Bacon, but the advent of new technology has meant that English has achieved a wider distribution than Latin ever did. This new technology began with print and has progressed to computer and electronic communications. The globalisation of English has resulted in the fact that it is spoken by 350 to 400 million people, whether it be as native, second or foreign language. International Standard English encompasses a very wide number of spoken, written and printed aspects which appear to be guided by five broad standards; these include the international print standard, the international media standard, and standards relating to government, commerce and education. Despite these complex standards there are many 'non-standard' varieties of the language regardless of arguments for the maintenance of standard English which are also counted as aspects of English and are a part of its global spread.

97–559   Nayar, P. Bhaskaran (Humberside U.). ESL/EFL dichotomy today: language politics or pragmatics? *TESOL Quarterly* (Alexandria, VA), **31**, 1 (1997), 9–37.

This article situates the two most widely used acronyms, ESL (English as a Second Language) and EFL (English as a Foreign Language), in their historical-structural contexts, examines their denotative consistency, evaluates the credibility and validity of their individual and contrastive statuses, and suggests a taxonomic reorientation. It is argued that these labels, which are more the products of history and demography than of linguistic reality and which the professional and commercial interests of the English language teaching enterprise have nurtured and promoted, are becoming reified in professional discourse, unconcerned with the realities of the changing role of English in today's world. The referential vagueness and denotative variations of the label ESL are demonstrated by tracing its genealogy and by detailing the great ecological and implicative differences between two of its major current interpretations. The author also presents contexts of situational overlaps that obscure the current basis for an ESL/EFL distinction. Finally, a taxonomic nomenclature with a more realistic sociolinguistic base and a more appropriate applied linguistic motivation is recommended.

97–560   Rahman, Tariq (Quaid-i-Azam U., Islamabad). The medium of instruction controversy in Pakistan. *Journal of Multilingual and Multicultural Development* (Clevedon), **18**, 2 (1997), 145–54.

Pakistan has five major indigenous languages — Punjabi, Pashto, Sindhi, Siraiki and Baluchi — while the national language is Urdu. The language used in the domains of power (e.g. the higher bureaucracy, and the officer corps of the armed forces) is English, as it was during British rule. This paper traces the controversy about the medium of instruction in Pakistan, beginning with the use of English for elitist education in pre-partition days. This policy was meant to consolidate the empire because the English-educated Anglicised elite would support British rule in its own interest. The masses were taught, at the lower levels, in the vernacular which was taken to be Urdu in all the provinces except Sind, where Sindhi was used. This policy produced office workers in subordinate positions at low cost. In present-day Pakistan, too, the elite are educated in expensive English-medium schools, whereas Urdu is used in most other schools, including those of urban Sind which have majorities of mother-tongue Urdu speakers. This medium of instruction policy is opposed by the indigenously educated (the Urdu-medium) proto-elite, who would find entry into positions of power easier if Urdu was used and nobody was educated in English.

Pragmatics

97–561   Kilani-Schoch, Marianne (Lausanne U.). La communication interculturelle: malentendus linguistiques et malentendus théoriques. [Intercultural communication: linguistic misunderstandings and theoretical misunderstandings.] *Bulletin Suisse de Linguistique Appliquée* (Neuchâtel, Switzerland), **65** (1997), 83–101.

This paper focuses on the difficulty of developing a genuinely inter-cultural (as opposed to multi- or pluri-cultural) style of interaction in the face of the inherently unequal social relations which exist between native (NS) and non-native speakers (NNS) of a language. It draws on a corpus of intercultural misunderstandings in social interactions in French between NNS university students from a variety of different countries and Francophone Swiss students. The corpus is based on reports by the visiting students. The paper seeks to show that the hierarchical power relations between NSs and NNSs are perceived by the NNSs, and maintained by the NSs, in such a way that accommodation to the dominant communicative style is more likely than the development of a more egalitarian intercultural style allowing for the integration of several identities. The paper concludes with a plea for intercultural education for NSs as well as NNSs.