

International Journal of Language and Communication Disorders (London, UK), **34**, 1 (1999), 85–98.

This article presents the findings of a questionnaire survey which asked speech and language therapy managers in England about the caseloads of the therapists in their trust as regards bilingual children. The survey was the first part of a larger research project aiming to explore the apparent over-representation of bilingual children in speech and language therapy in some areas and under-representation in others (compared with the proportion of bilingual children in the population). This main research question is discussed in relation to the literature and to the survey aims. The results describe aspects of the context in which the speech and language therapy service for bilingual children is operating: the lack of information about bilingual children is highlighted. The staffing and training implications of bilingual clients' distribution over therapists' caseloads in areas with different levels of minority ethnic population are also considered. The finding that the majority of speech and language therapists in England who work with children (59%) see at least one bilingual child speaks of the extent to which issues relating to bilingualism affect therapists.

Sociolinguistics

99-660 Carrier, Karen (U. of Pennsylvania, USA). The social environment of second language listening: does status play a role in comprehension? *The Modern Language Journal* (Malden, MA, USA), **83**, 1 (1999), 65–79.

Research in second language (L2) listening has focused on the factors involved in the process of listening and how variation in these factors affects comprehension. However, most of the research has focused on the psycholinguistic dimension of listening, with, as a consequence, very little research on the sociolinguistic dimension, particularly status relationships. This article examines what is meant by the term 'status' within the social relationship, and gives a short synopsis of the research carried out so far on L2 listening factors. It is argued that, because it has been shown that the social relationship has an effect on both language behaviour and conversational interaction, and that conversational interaction has an effect on listening comprehension, then the social relationships in an interaction may have an effect on listening comprehension. Implications for theory building and the language classroom are suggested.

99-661 Crystal, David. The future of Englishes. *English Today* (Cambridge, UK), **15**, 2 (1999), 10–20.

This article seeks to examine whether the increasing diversity of English world-wide will lead to a need for new approaches to English language teaching (ELT) in

the 21st century. It begins by discussing the evolving concept of English as a family of languages, and the social and political issues involved in designating new varieties, using the examples of Ebonics and Scots. It then moves on to discuss 'language mixing', and proposes a continuum of hybridisation from standard colloquial English through grammatical and lexical hybrid forms to colloquialisms from the speaker's first language. It is suggested that, for the purposes of mutual intelligibility and pedagogy, internationally accepted, standard varieties of the language for communication in writing and in speaking are required, though these will co-exist with recognised local varieties. The implications for ELT are then discussed. It is suggested that input for training students in receptive skills needs to be diverse, while training in productive skills should remain conventional. Finally, the role of the British Council in ELT is considered, and a change in emphasis is advocated in its current policies and practices to accommodate the increasing diversity of English and to participate in the establishing of these two international standard varieties.

99-662 Modiano, Marko (Gävle U., Sweden). International English in the global village. *English Today* (Cambridge, UK), **15**, 2 (1999), 22–28.

This article begins by discussing Kachru's model of concentric circles to represent varieties of English. It argues that the model is hierarchical, placing major varieties such as British and American English in the inner circle and relegating regional varieties to the outer circles. At the same time the focus on describing each regional variety conflicts with the need to recognise and describe (rather than prescribe) an international variety of English, which can be used to facilitate cross-cultural communication. The author questions the usefulness of Kachru's model for the development of English as an International Language (EIL). Instead he proposes a model of centripetal circles of international English where classification depends on communicative ability rather than geographical location. The inner circle is occupied by communicatively competent speakers of EIL for whom English can be either the first or second language. The middle circle includes English speakers who need to code-switch in order to communicate using EIL, while the third ring is for learners of English. This model is considered dynamic, enabling transitions between circles depending on proficiency in EIL. Descriptions of EIL are therefore required, so that it can be adopted as an educational norm.

Applied linguistics

99-663 Flowerdew, L. (Hong Kong U. of Science and Technology). Corpus linguistic techniques applied to textlinguistics. *System* (Oxford, UK), **26**, 4 (1998), 541–52.