

speech acts: a comparison of production questionnaires and role plays. *Journal of Pragmatics* (Amsterdam, The Netherlands), **30**, 4 (1998), 457–84.

The study reported here compares two popular measures of second language pragmatic competence: production questionnaires (traditionally called ‘discourse completion tests’) and role plays. Participants were 12 Japanese university students representing three different English proficiency levels, who responded to both measures for the same four request and four refusal situations. Response length, range and content of the expressions, and native speaker evaluations of these responses were analysed. The production questionnaire and role-play elicited somewhat different production samples: responses to the role plays were longer and showed a larger number and greater variety of strategies/formulas, apparently due to the interactive nature of role plays. Students often switched strategies for the same situations across different methods: it is suggested that such intra-participant differences could have been missed if different participants had responded to different methods as in many previous studies. In addition, the correlation between the appropriateness scores of the two methods was not high enough to support the claim that they measured exactly the same trait. The low correlation probably resulted because the two methods produced different responses, but also because the role play responses provided additional audio-visual information, which might have affected the raters’ evaluations. These findings are taken to suggest that production questionnaire scores cannot simply be substituted for role play scores.

Bilingual education/ bilingualism

99–307 Albert, Ruth (Philipps-Universität, Marburg, Germany). Das bilinguale mentale Lexikon. [The bilingual mental lexicon.] *Deutsch als Fremdsprache* (Berlin, Germany), **35**, 2 (1998), 90–97.

This article reviews models of the monolingual and the bilingual lexicon and suggests how the problem of contradictory and inconclusive findings may be overcome by a model which takes into account the internal structure of lexical representations. The review comments on evidence for one common store of lexical entries, for two separate stores, and, in relation to abstract lexemes and cognates, for both. This is followed by an account of the author’s own previous work into interference phenomena among Dutch learners of German. This includes errors in German due to (simultaneous) activation of Dutch lexical entries. However, not all morpho-syntactic features are subject to interference. It is claimed that speakers therefore do not activate full lexical forms, but create forms from individual mor-

phemes. An alternative connectionist model of the bilingual mental lexicon is proposed which allows not only for simultaneous activation of words related to the same concept, but also for the simultaneous activation of words which share the same form. The author concludes that, rather than assuming connections between full lexical forms, future research should investigate the connections between elements within these forms.

99–308 Appel, René (U. of Amsterdam, The Netherlands) and **Vermeer, Anne**. Speeding up second language vocabulary acquisition of minority children. *Language and Education* (Clevedon, UK), **12**, 3 (1998), 159–73.

The importance of lexical skills in language development and school achievement is widely recognised. Migrant children in the Netherlands lag far behind their Dutch classmates with respect to vocabulary in Dutch. To speed up their acquisition of vocabulary in the first four grades of primary school, an experimental programme was designed. This article presents the results of the evaluation of this programme. A longitudinal experiment tracked both an experimental and a comparison group ($n = 57$, resp. 53), who were pre-tested and post-tested each year with curriculum-dependent and -independent lexical tests. In addition, their vocabulary and text reading abilities were tested in 5th and 7th grade to examine whether the programme had broader and long-term effects. The outcomes suggest that it is possible to increase the rate at which minority children acquire second language vocabulary. In each grade, the children in the experimental group out-performed those in the comparison group. By the end of the 4th grade, the experimental group children were one or two years ahead of their comparison group age peers in Dutch vocabulary, and were able to maintain their position in 7th grade. However, they did not attain the level of their Dutch classmates, and were in fact lagging one year behind.

99–309 Boyle, Joseph (Chinese U. of Hong Kong). What hope for trilingual Hong Kong? *English Today* (Cambridge, UK), **14**, 4 (1998) 34–39.

This article examines the challenge of trilingualism facing Hong Kong as a Special Administrative Region (SAR) of Continental China. It presents examples of trilingual societies (India, South America, the Philippines) where the mother tongue is the local language, the second language functions as an intranational language and English is the international language of business. Evidence is cited to suggest that bilingualism in Hong Kong has been declining with fewer opportunities to use English and falling standards in English education. To improve standards in English and Chinese by eradicating the ‘mixed code’ which is widely used, the government has changed three-quarters of its secondary schools from English medium to Cantonese-only. The article next explores the status of Mandarin (Putonghua), which few Hong Kong Chinese speak fluently. Generally, the young are motivated to learn

Putonghua; and its introduction into the school curriculum, coupled with the obvious need for the language, should ensure that it is learnt successfully. In conclusion the author suggests that Hong Kong Chinese need to become fluent in Putonghua to consolidate the SAR's links with China, but also need to retain high standards of English to ensure successful trade links with the rest of the world.

99-310 Grosjean, François (Université de Neuchâtel, Switzerland). Studying bilinguals: methodological and conceptual issues. *Bilingualism: Language and Cognition* (Cambridge, UK), **1**, 2 (1998), 131-49.

Since the field of bilingualism is still relatively new, studies in the linguistics, psycholinguistics, language development and neurolinguistics of bilingualism have often produced conflicting results. It is argued in this paper that some of the difficulties encountered by researchers could have been lessened, if not avoided, had close attention been paid to methodological and conceptual issues. Among the issues covered are bilingual participants, language mode, stimuli and tasks, as well as models of bilingual representation and processing. Each issue is dealt with in the following way: first it is explained, then the problems it causes are discussed, and, finally, tentative solutions are proposed. Examples are taken from descriptive and experimental studies of normal bilingual adults and children as well as bilinguals suffering from aphasia and dementia.

99-311 Hirst, Kath (U. of Sheffield, UK). Pre-school literacy experiences of children in Punjabi, Urdu and Gujarati speaking families in England. *British Educational Research Journal* (Abingdon, UK), **24**, 4 (1998), 415-29.

This paper discusses some findings from a literacy survey of 30 Asian families with pre-school children. Although research has been undertaken with bilingual pre-school children, there is little research with families of such children whose first language (L1) is Punjabi, Urdu or Gujarati. The survey reported here had four aims: (1) to attempt to understand some of the home literacy experiences of pre-school children with L1 Urdu, Punjabi or Gujarati; (2) to be aware of parents' own literacy experiences; (3) to explore parents' attitudes to education; and (4) to discover families' interest in closer home-school links to enhance their pre-school child's early literacy development. The families lived in an inner-city area in England and were mainly of Pakistani origin; they were interviewed at home with the assistance of an interpreter where necessary. Parents reported extensive pre-school activities in the home, high aspirations for their children's education, and a willingness to be involved in home-school links. Issues arising and implications for policy and practice are discussed.

99-312 Lasagabaster, David (U. of the Basque Country, Spain). The threshold hypothesis applied

to three languages in contact at school. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **1**, 2 (1998), 119-33.

This study was designed to investigate whether Cummins' threshold level hypothesis could be applied to a three-language-in-contact school situation. The paper first outlines the hypothesis, which states that a threshold level of linguistic competence must be attained in order for the beneficial cognitive aspects of bilingualism to appear—and that there is not just one threshold, but two. The paper then reviews some cases in Europe of the learning of three languages at school, a situation which is becoming more and more commonplace throughout the world. A particular example is the Basque Country, a bilingual community where both Basque and Spanish are official languages and therefore taught at school, along with English taught as a foreign language. In the study reported here, the sample comprised 252 students: 126 enrolled in Grade 5 (10-11-year-olds) and in their second year of learning English at school, and 126 in Grade 8 (13-14-year-olds) and in their third such year. The participants completed Basque, English and Spanish tests, a background questionnaire and Raven's Progressive Matrices Test. The dependent variable was measured via a test of metalinguistic abilities. The results showed that the maintenance of the original parameters on which the threshold hypothesis is based was more adequate than the proposal of establishing *three* thresholds.

99-313 Nicoladis, Elena (Lesley Coll., Somerville MA, USA). First clue to the existence of two input languages: pragmatic and lexical differentiation in a bilingual child. *Bilingualism: Language and Cognition* (Cambridge, UK), **1**, 2 (1998), 105-16.

While it is now commonly agreed that simultaneous bilingual children can differentiate their two languages from very early in development, it is still not very well understood how they come to understand that there are two languages in their input. The purpose of the study reported here was to examine how a bilingual child might come to an understanding of the existence of two languages in terms of pragmatic differentiation (use of the appropriate language for the context) and lexical differentiation (use of translation equivalents). Using data from a Portuguese-English bilingual child from 1;0 to 1;6, the study indicated that the child showed evidence of pragmatic differentiation before lexical differentiation. If these results are replicated, they suggest that bilingual children's understanding of the appropriate social use of their two languages may lead to an understanding that the translation equivalents in their vocabulary belong to two distinct input languages.

99-314 Nicoladis, Elena (Lesley Coll., Somerville MA, USA), **Taylor, Donald M., Lambert, Wallace E. and Cazabon, Mary**. What two-way bilingual programmes reveal about the controversy surrounding race and intelligence. *International*

Journal of Bilingual Education and Bilingualism (Clevedon, UK), **1**, 2 (1998), 134–48.

One of the most promising ways of developing bilingual skills of students in the United States is through 'two-way immersion' programmes, where 50% of the students are native English speakers and 50% speakers of a minority language and where half of the teaching is done by professional teachers who use either English only or the minority language only. In these programmes, little attention has been paid to the experiences of African-American students, who, in conventional programmes, persistently perform poorly relative to English native white children, especially on tests of English achievement or on intelligence tests. If this poor performance is due to genetically determined deficits, as some specialists argue, the African-American youngsters would be expected to perform poorly on achievement tests in both languages. The present study focuses on African-American students' maths and reading achievement in a Spanish-English two-way immersion programme, from Grade 1 to Grade 4. The results show that the children perform significantly lower than majority white students in English achievement tests at all grades. However, there is no significant difference between the two ethnic groups in Spanish achievement in the early grades. The authors suggest that the results of the study point to the primary role of social/environmental factors in the comparatively lower scores of African-American children on standardised English achievement tests.

99-315 Oller, D. Kimbrough, Cobo-Lewis, Alan B. and Eilers, Rebecca E. (U. of Maine, USA). Phonological translation in bilingual and monolingual children. *Applied Psycholinguistics* (Cambridge, UK), **19**, 2 (1998), 259–78.

Bilingual children face a variety of challenges that their monolingual peers do not. For instance, switching between languages requires the phonological translation of proper names, a skill that requires mapping the phonemic units of one language onto those of the other. Proficiency of phonological awareness has been linked to reading success, but little information is available about phonological awareness across multiple phonologies. Furthermore, the relationship between this kind of phonological awareness and reading has never been addressed. The study reported here investigated phonological translation using a task designed to measure children's ability to map one phonological system onto another. A total of 425 kindergarten and second grade monolingual and bilingual students were evaluated. The results suggest that monolinguals generally performed poorly. Bilinguals translated real names more accurately than fictitious names, in both directions. Correlations between phonological translation and measures of reading ability were moderate, but reliable. Phonological translation is proposed as a tool with which to evaluate phonological awareness through the perspective of children who live with two languages and two attendant phonemic systems.

99-316 Pennington, Martha (U. of Luton, UK). Colonialism's aftermath in Asia: a snapshot view of bilingualism in Hong Kong. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **3**, 1 (1998), 1–16.

This paper takes a brief look at the shifting profile of bilingualism in Hong Kong. Whereas the Hong Kong society could once be described in diglossic terms, i.e. with a differentiation of English and Cantonese in terms of their functions and status as 'high' and 'low' languages, it is currently undergoing a rapid shift away from this diglossic profile and towards the localisation of discourse. In the last two decades, Cantonese has increasingly infiltrated the domains formerly reserved for English; English-based lexis has been increasingly incorporated into Cantonese; and Putonghua (the spoken standard for Mandarin in Mainland China) is creating a new trilingual profile in the community.

99-317 Wilhelm, Kim Hughes and Hu, Shu-May (Southern Illinois U., Carbondale, USA). Change in affect and language use choices. *RELC Journal* (Singapore), **29**, 1 (1998), 1–19.

This paper describes change in both attitude and language use choices of a bilingual (Mandarin/English) Taiwanese adolescent who was involved in an individualised reading programme (IRP). Elements of ethnographic, qualitative and quantitative research methodology are combined in the case study. Midway through the learner's fifth grade in a USA school, the IRP was implemented by his parent, who also acted in the role of tutor. Pre- and post-IRP quantitative comparisons indicated that reading proficiency improved from below-level to appropriate age group level. Attitudes to recreational reading also improved. After the IRP ended, and even two and a half years after their return to Taiwan, the mother continued to note her son's English language use progress and choices. Factors were identified which were found to contribute to long-term changes in both the learner's affect and language use choices regarding English. Results suggested that high interest readings were important in motivating him to continue reading in English over time. The parent performing in an interactive tutoring role was also an important factor in the learner's success, as was his own motivation to succeed academically. Of particular interest were results regarding the language use choices made by the learner as he successfully adapted within school cultures in the USA and upon his return to Taiwan.

99-318 Williams, Sarah and Hammarberg, Björn (Stockholm U., Sweden). Language switches in L3 production: implications for a polyglot speaking model. *Applied Linguistics* (Oxford, UK), **19**, 3 (1998), 295–333.

In general, discussion of cross-linguistic influence has focused almost exclusively on the role of first language (L1) in second language (L2) production. The few studies concerning the role of L2 in the production of a new language (L3) do however show that L2 plays an

important role in L3 acquisition. This paper presents the results of ongoing research on non-adapted language switches, using data from a two-year longitudinal case study of an adult learner of L3 Swedish with L1 English and L2 German. The study is based on 844 non-adapted language switches. Four main types were identified, three with pragmatic purpose: (i) EDIT (marking self-repair, beginning of turntake, etc.); (ii) META (used for asides, to comment on L3 performance or ask for help); (iii) INSERT (use of non-L3 items to overcome lexical problems in L3). The last is referred to as WIPP—Without Identified Pragmatic Purpose. It was found that, while L1 English prevailed in EDIT, META and INSERT functions, almost only L2 German occurred in WIPP switches—most of which were function words. Also, a number of the INSERT English utterances—but not those used in META function—appeared to show German influence. Results of the study show L1 and L2 playing different roles: a 'DEFAULT SUPPLIER' role for L2 German; and an 'INSTRUMENTAL' role for L1 English. On the one hand, L2 German, which was shown to be the non-L3 language predominantly used to supply material for lexical construction attempts in the L3, is activated in parallel to the L3 interlanguage, underlying L3 production and even L1 production. In contrast, L1 English is rather kept separate from the L3 and used largely with a metalinguistic function. The authors propose a developmental model of L3 production based on de Bot's 1992 model of bilingual speech production but involving role assignment to the background languages, such that only the language with the DEFAULT SUPPLIER role is regularly activated in parallel to the L3 interlanguage. Over time, these two roles are largely taken over by the L3 itself. It is suggested that these roles also exist in L2 acquisition, but since there is only one background language this takes over both roles and overt distinctions between them collapse.

Sociolinguistics

99-319 Boulanger, Jean-Claude (U. Laval, Quebec, Canada). La renaissance d'une langue et d'un dictionnaire: le cas du catalan. [The rebirth of a language and of a dictionary: Catalan.] *Cahiers de Lexicologie* (Paris, France), **72**, 1 (1998), 169–87.

The author of this article looks first at the origins of the recent dictionary of the Catalan language with a brief history of Catalan lexicography. This review of some of the key events that prompted the current work by the *Institut d'estudis catalans* is intended to provide insight into the *Institut's* crucial role in language reform and in formulating a national lexicographic strategy. The various features and the singular nature of the dictionary are then examined; this overview includes a critique of the introductory texts and a description of the entry structure, with examples provided.

99-320 Clachar, Arlene (Inter-American U. of Puerto Rico, USA). Differential effects of linguistic

imperialism on second language learning: Americanisation in Puerto Rico versus Russification in Estonia. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **1**, 2 (1998), 100–118.

This paper essentially explores how Americanisation and Russification differed in terms of their imperialist language policies and how these policies led two colonised societies, Puerto Rico and Estonia, to respond in dramatically different ways to the pressures to learn English and Russian respectively. Puerto Rico has been under the sovereignty of the United States for almost a century; however, only 20% of the island's population claims fluency in English despite an expressed positive attitude towards the learning of English and the prestige and status conferred on English by Puerto Ricans. Puerto Rico, therefore, bears a striking and interesting contrast to Estonia, where most nationals, under the sovereignty of the Soviet Union, became fluent speakers of Russian in a relatively shorter period of time and with less favourable attitudes towards Russian. A comparison of the linguistic imperialist policies of the two superpowers reveals that the learning of Russian by Estonians and the unsuccessful Americanisation (particularly Anglicisation) of Puerto Ricans were due to such major factors as linguistic tolerance versus linguistic hegemony; instrumentalities of tight control versus non-totalitarianism; and Russian and English control over industry and mass media.

99-321 Simo Bobda, Augustin (U. of Yaounde I, Cameroon). British or American English: does it matter? *English Today* (Cambridge, UK), **14**, 4 (1998), 13–18.

Despite 18th and 19th century preoccupations with the difference between American and British English, 20th century perceptions of the two varieties have tended to concentrate on similarities. This paper aims to take an historical perspective by highlighting the significant differences between American and British English. The author correlates the fall of the British Empire and the rise of American powers with changes in the prestige associated with varieties of English. The increase in use of Americanisms in British English is evidence of the expansion of the scope of American English through domination of the Internet, television and trade. If a speaker, writer or indeed a teacher are aware of the differences in the two varieties, communication or learning are unaffected, but in some contexts divergences between the two forms cannot be overlooked. The author considers intelligibility and lexical factors in order to highlight possible pragmatic failure and goes on to examine arguments for and against harmonisation. The paper concludes with a recommendation that contrastive analysis be part of English as a Second/Foreign Language and teacher training syllabuses.

99-322 Tripathi, Prayag D. (U. of Texas at Austin, USA). Redefining Kachru's 'outer circle' of