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

126

English. *English Today* (Cambridge, UK), **56**, 4 (1998), 55–58.

This article reconsiders the broad categorisation of English into English as a Native Language (ENL), i.e. the first language of most people in a country; English as a Second Language (ESL), where it is used for intra-national communication, e.g. in former colonies; and English as a Foreign Language (EFL), where it is used for international communication. It is suggested that these definitions are ambiguous and unhelpful, and do not reflect the linguistic context of most developing countries. In examining the taxonomy in detail, the author refutes the implicit notion of uniformity, highlighting in particular the socio-cultural and linguistic diversity of ESL and EFL contexts. He goes on to discuss what he sees as the flaws of Kachru's updated model of classification of global English, a set of concentric (inner, outer and expanding) circles, which closely resembles the traditional typology; he suggests that the outer circle should be redefined not only according to geographical region but according to educational and socio-economic status, paying special attention to the third world varieties of the language and non-formal usage.

99–323 Vilar Sánchez, Karin (Universidad de Granada, Spain). Diglossische Prozesse (zwischen Deutsch und Spanisch) unter spanischen Emigranten der 2. Generation in Deutschland: Eine soziolinguistische Studie. [Diglossic processes (between German and Spanish) among 2nd generation immigrants in Germany: a sociolinguistic study.] *IRAL* (Heidelberg, Germany), **36**, 3 (1998), 197–212.

This article reports on the results of a sociolinguistic study into the relationship between sociocultural factors and Spanish language maintenance and loss in young second generation Spanish immigrants in Germany. The study involved recorded interviews with 27 participants, based on 181 questions designed to elicit information on (1) general language competence and specific grammatical phenomena, and (2) personal and sociocultural factors. Participants were also given a picture story task, and were asked to read a text aloud. The author notes an impoverished competence in relation to verb forms and their functions (past tense, gerund, conditional, modal use of forms, imperfect subjunctive), and reduced syntactic versatility. There was little phonetic or phonological loss, and no change in the use of fillers. A clear relationship is reported between sociocultural factors (ethnolinguistic identity, age, length of residence in Spain and age on arrival in Germany, and institutional support in Germany for Spanish language and culture) and language competence. (Details of the quantitative analysis are not included.) The author reports clear evidence of a diglossic Spanish/German situation and clear signs of Spanish language loss. She suggests that there may be a complex interaction between language loss and arrested development, as well as between developmental and cross-linguistic factors; and that language loss will continue unless ethnolinguistic vitality is increased through institutional support in the host country.

Applied linguistics

99–324 Edge, Julian and Richards, Keith (Aston U., UK). May I see your warrant, please? Justifying outcomes in qualitative research. *Applied Linguistics* (Oxford, UK), **19**, 3 (1998), 334–56.

Despite both resistance from the dominant orthodoxy and complications caused by the competing claims of new paradigm diversity, the authors of this paper affirm a pressing need for researchers in TESOL (the Teaching of English to Speakers of Other Languages) to engage productively with the richness of intellectual opportunity currently available in the human sciences. They see three possible avenues of growth: to extend conventional research parameters; to align one's work with a recognised radical alternative; to develop an individual stance. They see any effective response as having to address questions of *position* (the research position in terms of which one wishes to be evaluated), *voice* (in terms of who is given space to speak), and *representation* (the form of discourse chosen). Taken together, these form the basis of *legitimisation* (in terms of disputable argument) and *authentication* (in terms of contextualised credibility). They are, therefore, fundamental to the provision of adequate justification, or *warrant*, for the research in which TESOL needs to be involved. This question of what constitutes a warrant is seen as the central issue.

99–325 Kress, Gunther, Ogborn, Jon and Martins, Isabel (Inst. of Ed., U. of London, UK). A satellite view of language: some lessons from science classrooms. *Language Awareness* (Clevedon, UK), **7**, 2/3 (1998), 69–89.

This paper is included in a special issue of *Language Awareness* which deals with the topic of LA in an integrated framework of interaction, context and communication. What brings the four contributions together is a concern with the relationship between what is communicated in and through language *vis-à-vis* other semiotic systems and how these different systems are mobilised in the instructional setting for metacommunicative purposes. The present paper proposes that LA cannot be fully developed if it rests on a view of language 'from within'. It is argued that adopting a 'satellite' view of language affords a perspective which shows it as one communicational mode among many—and not necessarily the most central. Language awareness 'from without' thus contrasts the possibilities of this mode with those of others. The paper examines two science textbook extracts and a sequence of two science lessons as instances of the 'specialisation' of communicational and representational functions of differing semiotic modes. This specialisation may derive, on the one hand,

127