and less certain of whether or not Portuguese is superior to English. These differences might lie partly in the remaining influence of Portuguese as the sole official language of Macao over the past four centuries and partly in the lack of long-term language policy and English learning campaigns in Macao.

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Applied linguistics

07–502   AMMON, ULRICH (U Duisburg-Essen, Germany; ammon@uni-duisburg.de), **Language conflicts in the European Union: On finding a politically acceptable and practicable solution for EU institutions that satisfies diverging interests**. *International Journal of Applied Linguistics* (Blackwell) 16.3 (2006), 319–338. doi:10.1111/j.1473–4192.2006.00121.x

For EU institutions, having a single internal working language – for which English is the only candidate – would be the most efficient solution and, to all appearances, in the best interests of each member state and language community whose language is excluded as a working language. However, for member states from the large non-anglophone language communities, such a solution seems barely acceptable and, in addition, would not correspond to the EU's official language policy on the preservation of language diversity. This is because 'English only' is expected to inevitably transcend the borders of internal institutions and further limit the function of the remaining widely-spoken languages, especially as a lingua franca and in foreign language teaching. This contribution presents the conflict of interests between the smaller and the larger language communities in having only one or several institutional working languages for the EU and sketches out a possible solution which would serve both political and communicative demands.

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07–503   BAGGER NISSEN, HENRIETTE & BIRGIT HENRIKSEN (U Copenhagen, Denmark; Henriette.Bagger.Nissen@skolekom.dk), **Word class influence on word association test results**. *International Journal of Applied Linguistics* (Blackwell) 16.3 (2006), 389–408. doi: 10.1111/j.1473–4192.2006.00124.x

The aim of this article is to investigate the influence of word class on word association test results in both the L1 and L2. The data clearly suggest that word class type affects test results: nouns elicit a higher proportion of paradigmatic responses than verbs and adjectives. The influence of word class on test results is discussed in terms of the acquisition and semantic organisation of nouns, verbs and adjectives. However, results also show a surprising majority of syntagmatic responses in the L1 test. These results lead to a critical discussion of the concept of the syntagmatic–paradigmatic shift, which in the light of the test results in this study is seriously challenged. Theoretical and pedagogical implications for lexical network structure are discussed.

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07–504   BRIZIĆ, KATHARINA (U Vienna, Austria; katharina.brizic@chello.at), **The secret life of languages: Origin-specific differences in L1/L2 acquisition by immigrant children**. *International Journal of Applied Linguistics* (Blackwell) 16.3 (2006), 339–362. doi:10.1111/j.1473–4192.2006.00122.x

Focussing on Turkish immigrant children, in whom weak L1/L2 performance has repeatedly been reported, the article aims at providing explanations for origin-specific differences between the L1/L2 acquisition of immigrant children from Turkey and former Yugoslavia living in Austria. The discussion focuses on the countries of origin, taking into account particularly their policies on (minority) language(s) and education. The resulting new explanatory model integrates approaches from socio- and psycholinguistics as well as language attrition studies, sociology and pedagogy. This model is applied to a sample of 60 primary school immigrant children from the two countries of origin. Because of their interdisciplinary and specifically language-political character, the results may have considerable implications for further research as well as educational and political practice.

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07–505   KENNING, MARIE-MADELEINE (U East Anglia, UK; m.kenning@uea.ac.uk), **Evolving concepts and moving targets: Communicative competence and the mediation of communication**. *International Journal of Applied Linguistics* (Blackwell) 16.3 (2006), 363–388. doi:10.1111/j.1473–4192.2006.00123.x

This article introduces a new dimension to the debate over the re-conceptualisation of communicative competence and its implications for language pedagogy. Approaching the issue from a technological rather than a socio-political perspective, it begins by tracing the marginalisation of technological matters in descriptions of communicative competence. Next, work on the effect of the media on communication is reviewed. This leads to the deconstruction of communication into a set of five variables that are examined in detail, together with their impact on participants. It is shown how variation along any one of the dimensions may

affect the ability of less proficient language users to participate, and may cause variations along another. The article ends with a critical evaluation of the relevance of the framework to different contexts and some suggestions for further research.

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07–506 RILEY, PHILIP (U Nancy 2, France; riley.p.m@wanadoo.fr), **Self-expression and the negotiation of identity in a foreign language**. *International Journal of Applied Linguistics* (Blackwell) 16.3 (2006), 295–318. doi:10.1111/j.1473–4192.2006.00120.x

This article sets out an approach to the architecture, perception and negotiation of personal identity in relation to a number of issues in the fields of social interaction, communication and language teaching. In part one, particular attention is paid to the concept of ethos, a collaborative construct resulting from mutually influencing communicative behaviours: a speaker's projected self-image as assessed and perceived by hearers. In part two a variety of communicative practices involved in the negotiation of identity are exemplified and analysed, including membership, anecdote and pragmatic failure, and their relevance to applied linguistics is discussed.

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07–507 TRUSCOTT, JOHN (National Tsing Hua U, China; truscott@mx.nthu.edu.tw), **Optionality in second language acquisition: A generative, processing-oriented account**. *International Review of Applied Linguistics in Language Teaching* (Walter de Gruyter) 44.4 (2006), 311–330. doi:10.1515/IRAL.2006.014

The simultaneous presence in a learner's grammar of two features that should be mutually exclusive (optionality) typifies second language acquisition. But generative approaches have no good means of accommodating the phenomenon. The paper proposes one approach, based on Truscott and Sharwood Smith's (2004) MOGUL framework. In this framework, development involves items being written in the lexicon during processing, in accordance with UG principles embodied in the processors, and their resting activation levels gradually rising as a consequence of repeated use. Stored items compete with one another for inclusion in the representations constructed during processing, with success based on resting levels plus demands of the current processing task. Optionality occurs when two rival items coexist and neither has yet achieved a resting level at which it consistently triumphs over the other. The account is applied to various cases of optionality in second language acquisition.

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