

that educators take the time to listen and learn how parents are able and willing to assist their children.

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## Sociolinguistics

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**07-484 ACETO, MICHAEL** (East Carolina U, USA; acetom@ecu.edu), **Statian Creole English: An English-derived language emerges in the Dutch Antilles.** *World Englishes* (Blackwell) 25.3 & 4 (2006), 411–435.  
doi:10.1111/j.1467-971X.2006.00480.x

This paper examines data gathered via fieldwork from St Eustatius, an island in the Dutch Caribbean. This English variety displays a handful of correspondences with other Englishes spoken in geographically proximate areas, but what is most noteworthy about this restructured English is that so much of its grammar is significantly different from many of those same nearby varieties. Historical, linguistic, and ethnographic data are interwoven to make the case that Statian English sounds different from most other Englishes of the Caribbean basin because the colonizing and settlement patterns of the island differed from plantation societies focusing on the production of cash crops. St Eustatius was a commercial center instead, offering an entrepôt for goods (and, at times, slaves) for sale to customers from the eastern rim of the Americas. In this import-export context, English as a lingua franca of trade emerged with its own distinctive cluster of features.

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**07-485 ANCHIMBE, ERIC A.** (U Munich, Germany), **World Englishes and the American tongue.** *English Today* (Cambridge University Press) 22.4 (2006), 3–9.  
doi:10.1017/S0266078406004020

Are the other varieties of English under threat from the United States? This paper reviews the place of the United States of America (her English and culture) in the contemporary world, especially with regard to the spread and use of the English language. World War II and its aftermath raised America to the height of political, economic, commercial, technological strength which saw the transformation of English from being a reserve of the British Isles and their queen, to a code of international linguistic transaction. English today is no longer just spreading world-wide, but is overwhelmingly adopting a predominant American touch, given the pride and prestige of the American lifestyle and pop culture. This paper therefore observes that in a quite foreseeable future the world Englishes will gradually

subsume their heterogeneous identities into the sweeping current of the American variety of English.

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**07-486 BARTHA, CSILLA & ANNA BORBÉLY** (Hungarian Academy of Sciences, Budapest, Hungary; bartha@nytud.hu), **Dimensions of linguistic otherness: Prospects of minority language maintenance in Hungary.** *Language Policy* (Springer) 5.3 (2006), 337–365.  
doi:10.1007/s10993-006-9029-0

After some preliminary remarks on minority policy and potential impacts of Eastern enlargement of the EU in Central and Eastern Europe, we give a brief overview of the basic characteristics of the sociolinguistic and ideological context, as well as of minority policy and legislation concerning autochthonous minorities in Hungary. In the next section of the paper we introduce the results of a national sociolinguistic language shift survey conducted by the authors, focusing here on the comparative data on language and identity of the six communities studied. This is followed by a detailed analysis of the attitudes of the Romanian and Serbian communities to mother tongue and national identity. Research results presented in our article demonstrate that the language-identity link is not self-evident: these concepts need to be separated if real linguistic (and ethnic) arrangements are to be understood. Analysis of the 'architecture' of the respective ethnic identities and the role of minority languages in the construction and negotiation of identities revealed that the native language plays different roles within the studied communities.

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**07-487 COETZEE-VAN ROOY, SUSAN** (North-West U, Potchefstroom, South Africa; basascvr@puk.ac.za), **Integrativeness: Untenable for world Englishes learners?** *World Englishes* (Blackwell) 25.3 & 4 (2006), 437–450.  
doi: 10.1111/j.1467-971X.2006.00479.x

Kachru (1988) and Sridhar and Sridhar (1992) argue that the spread of English as a world language increases the types of context in which English is learnt today. The sociolinguistic realities of world Englishes learners today challenge the validity of some second-language acquisition theories. One of the theoretical limitations of existing second-language acquisition theories is the dependence upon the notion of integrativeness to explain success in second-language acquisition. In this paper, the notion of integrativeness is problematized from an empirical and theoretical perspective. The main findings are: (1) second-language acquisition theories that rely on any assumption of integrativeness should not be applied uncritically to sociolinguistic contexts where learners are acquiring a variety of world English today; (2) it seems that the concentric circle description of

the sociolinguistic realities of world Englishes speakers needs to be adjusted.

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**07-488 GOOSKENS, CHARLOTTE** (U Groningen, The Netherlands; c.s.gooskens@rug.nl) & **RENÉE VAN BEZOOIJEN, Mutual comprehensibility of written Afrikaans and Dutch: Symmetrical or asymmetrical?** *Literary and Linguistic Computing* (Oxford University Press) 21.4 (2006), 543–557. doi:10.1093/llc/fql036

The two West-Germanic languages Dutch and Afrikaans are so closely related that they can be expected to be mutually intelligible to a large extent. The present investigation focuses on written language. Comprehension was established by means of cloze tests on the basis of two newspaper articles. Results suggest that it is easier for Dutch subjects to understand written Afrikaans than it is for South African subjects to understand written Dutch. In order to explain the results, attitudes as well as several types of linguistic distances were assessed. The relations between attitude scales and intelligibility scores were few and weak. Asymmetries in the linguistic relationships between the two languages are probably more important, especially the asymmetries in the number of noncognates and the opacity of the relatedness of cognates. These asymmetries are caused by historical developments in Dutch and Afrikaans, with respect to the lexicon, grammar, and spelling.

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**07-489 GOOSKENS, CHARLOTTE & WILBERT HEERINGA** (U Groningen, The Netherlands; c.s.gooskens@rug.nl), **The relative contribution of pronunciation, lexical, and prosodic differences to the perceived distances between Norwegian dialects.** *Literary and Linguistic Computing* (Oxford University Press) 21.4 (2006), 477–492. doi:10.1093/llc/fql038

In the period between 1999 and 2002, Jørn Almgren and Kristian Skarbo compiled a database which consists of recordings and phonetic transcriptions of translations of the fable 'The North Wind and the Sun' in about fifty Norwegian dialects. On the basis of fifteen of these recordings, Charlotte Gooskens carried out a perception experiment (Gooskens & Heeringa 2004). In this experiment she investigated the distances between the fifteen dialects as perceived by the speakers themselves. On the basis of the phonetic transcriptions, Wilbert Heeringa (2004) measured computational linguistic distances between the fifteen Norwegian varieties (Gooskens & Heeringa 2004). Distances were calculated by means of Levenshtein distance, which finds the minimum cost of changing one pronunciation into another by inserting, substituting or deleting phonetic segments. Gooskens & Heeringa (2004) correlated the perceptual distances with these computational distances

and found a significant correlation of  $r = 0.67$ . In the computational distances, pronunciation, lexical, and morphological variation is processed, but these levels are not studied separately. The contribution of this article is that we measure pronunciation, lexical, and prosodic distances separately. Within pronunciation distances we distinguish between consonants and vowels on the one hand, and between substitutions and insertions/deletions on the other hand. When correlating the separate levels with perception and using multiple linear regression analyses we found that pronunciation is most important in perception and especially vowel substitutions play a major role.

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**07-490 GUILHERME, MANUELA** (U De Coimbra, Portugal), **English as a Global language and education for cosmopolitan citizenship.** *Language and International Communication* (Multilingual Matters) 7.1 (2007), 72–90. doi:10.2167/laic184.0

Due to the overriding power of World English in the global economy, media, academy, entertainment, etc., EFL education has become a crucial curricular element in the educational systems of developing societies. English language learning has therefore been portrayed either as a fundamental tool that unquestionably brings professional success or one that oppresses us under capitalism, neoliberalism and the global market. Without questioning the veracity of both descriptions, indeed precisely for this reason, this paper argues for a critical pedagogy of English as a Global Language. The use of English as a common language, but not as a lingua franca, can provide us with opportunities for acting as responsible cosmopolitan citizens, without implying the loss of our cultural and ideological roots or the transformation of the English language into a neutral, disengaged or unaffiliated medium. This paper attempts to theorise this hypothesis based upon the ideas of authors such as Santos on globalisation and the World Social Forum, as well as the statements of EFL teachers on curriculum development.

<http://www.multilingual-matters.net>

**07-491 KOSCIELECKI, MAREK** (The Open U, Hong Kong, China), **Japanized English, its context and socio-historical background.** *English Today* (Cambridge University Press) 22.4 (2006), 25–31. doi:10.1017/S0266078406004056

Japan not only borrows words from English; it often changes them radically. The present study reviews both the historical background to contact between English and Japanese and the periods in which English loans entered the Japanese language. Such loans are particularly significant sociolinguistically because they shed light on the exposure of the Japanese to English since they opened up to the world. Discussing the inflow of such borrowings both provides a background

to the many English-derived words currently in daily use in Japanese and makes a broader point about the adoption of loanwords as a cultural process involving both acculturation and deculturation.

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**07-492 MEILIN, CHEN** (Three Gorges U, China) & **HU XIAOQIONG**, **Towards the acceptability of China English at home and abroad.** *English Today* (Cambridge University Press) 22.4 (2006), 44–52. doi:10.1017/S0266078406004081

Is a vast new variety of the language emerging? As the learning of English becomes a hot issue in China, linguists there and elsewhere have become interested in 'China English' – a relatively new concept. However, whether English as used in China has yet acquired the status of a distinct new variety of the language remains an open question. This paper reviews the acceptability of such an English, both at home and abroad, which has the potential (it is argued) to be accepted as a standard variety.

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**07-493 MESTHRIE, RAJEND** (U Cape Town, South Africa; raj@humanities.uct.ac.za), **World Englishes and the multilingual history of English.** *World Englishes* (Blackwell) 25.3 & 4 (2006), 381–390. doi:10.1111/j.1467-971X.2006.00477.x

Traditional histories of English (e.g. Baugh & Cable 1993) present a mostly unilinear account of the language that privileges the standard in Britain and to a lesser extent, the US. Most other varieties (e.g. in Australia, Nigeria or India) are treated as appendages to this history, of interest mainly for their lexical innovations. At the same time, studies of New Englishes (e.g. Platt et al. 1984) have also promulgated this separateness in history. This paper attempts to unify the history of Englishes by highlighting a thread that is downplayed in traditional accounts: that the language has always existed amidst a multilingual ethos in which language contact has been ever-present.

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**07-494 POOLE, BRIAN** (Ministry of Manpower, Muscat, the Sultanate of Oman), **Some effects of Indian English on the language as it is used in Oman.** *English Today* (Cambridge University Press) 22.4 (2006), 21–24. doi:10.1017/S0266078406004044

Distinctive developments in an Arab sultanate. Relatively few people around the world react with instant recognition when the Sultanate of Oman is mentioned. This may however be changing as international news media focus ever more strongly on events in the Arab world and on the strategic significance of the Persian Gulf. There are many who misunderstand the spoken

word 'Oman' as 'Amman' and therefore think erroneously of the Hashemite Kingdom of Jordan. Oman, however, is a beautiful and hospitable country possessing white sand beaches, rugged mountain ranges, breathtaking cave systems, a long and somewhat surprising history, and an English of its own.

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**07-495 ROBINSON, IAN** (U Calabria, Italy), **Genre and loans: English words in an Italian newspaper.** *English Today* (Cambridge University Press) 22.4 (2006), 9–20. doi:10.1017/S0266078406004032

'Botti vietati agli under 14', *La Repubblica*, 29 Dec 2003. The aim of this work is to examine the use of English loan words in a specific genre of language: parts of an Italian newspaper. In essence, it looks at how English is encroaching on one among many languages – and occurring in their texts. The key question is: 'In a specific context, what are loanwords?', in terms of which we will consider genre as it is exemplified in newspapers, following which there is an analysis of loan words used in the different sections of an Italian newspaper.

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**07-496 ROSS, KATHRYN** (U Oxford, UK; kathryn.ross@trinity.ox.ac.uk), **Status of women in highly literate societies: The case of Kerala and Finland.** *Literacy* (Blackwell) 40.3 (2006), 171–178. doi:10.1111/j.1467-9345.2006.00442.x

Both Kerala and Finland have made notable achievements in the realm of literacy: Kerala has one of the highest rates in the developing world and Finland ranks first in literacy among developed countries. Both also share a cultural history of granting women a high status in their respective societies. Using Kerala and Finland as examples, this paper explores the status of women in highly literate societies in both the developing and developed worlds, looking not only at the historical circumstances in which these conditions developed but also at the outcomes associated with them. This paper argues that literacy rates and female status are interconnected: each impacts on the other, as high female status contributes to improved literacy rates and educational and life opportunities, while high female literacy rates result in increased social standing for women. Such synergy produces outcomes beneficial to a society, regardless of its developmental status

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**07-497 SALA, BONAVENTURE M.** (Cameroon), **Does Cameroonian English have grammatical**

**norms?** *English Today* (Cambridge University Press) 22.4 (2006), 59–64.

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This paper attempts to answer some questions that are likely to be useful in electing a norm for English at the syntactic level, such as how to distinguish between a norm and an error, where to start talking of indigenized English within a continuum, and whether the insistence on recurrence as yardstick is appropriate. I challenge the educated–usage criteria and assert that mainstream Cameroon English can only be elected in terms of the democratic and least-effort criterion. This criterion favours what I have called Community English, as against Institutional English.

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**07–498 WEI-YU CHEN, CHERYL** (National Taiwan Normal U, Taiwan; wychen66@hotmail.com), **The mixing of English in magazine advertisements in Taiwan.** *World Englishes* (Blackwell) 25.3 & 4 (2006), 467–478.

doi: 10.1111/j.1467-971X.2006.00467.x

The current study investigates code-mixing between Chinese and English in magazine advertisements in Taiwan. A total of 226 code-mixed sentences were collected from 64 volumes of 43 different magazines published in Taiwan in 2004. The linguistic analysis reveals that the top ten frequently used English expressions are Spa, e, easy, No. 1, VIP, DIY, M, bye (bye-bye), fun, and ok, and noun phrases account for nearly half of all the English expressions used. It was found that English is often used to add to the colorfulness and attraction of an ad. A questionnaire survey was also conducted to find out people's attitudes toward code-mixing in advertising. The results of the survey indicate that most respondents view the use of English quite positively.

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**07–499 Wong, Jock** (National U Singapore, Singapore; jockonn@hotmail.com), **Contextualizing aunty in Singaporean English.**

*World Englishes* (Blackwell) 25.3 & 4 (2006), 451–466.

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Presumably, in any culture, people who are perceived to be different from some 'mainstream' majority are categorized in some way and assigned a label. Such 'cultural' categories can be complimentary or, usually, pejorative and are therefore good indicators of cultural attitudes and values. We can learn a lot about a culture through the semantic study of its cultural categories. In Singapore English, the social honorifics aunty and uncle are used by extension as cultural categories to refer, somewhat unflatteringly, to a distinct kind of people. Yet, ironically, the use of these terms also reflects deference for age and thus indicates the speakers' mixed

feelings towards the objects of their reference. In this paper, the meaning of the word aunty is described in the form of a reductive paraphrase using natural semantic metalanguage. On the basis of meaning, the contrastive cultural attitudes reflected by the use of the word are explored.

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**07–500 XIAOXIA, CUI** (Yunnan U, China), **An understanding of 'China English' and the learning and use of the English language in China.** *English Today* (Cambridge University Press) 22.4 (2006), 40–43.

doi:10.1017/S026607840600407X

Some perspectives from an English educator. Since the implementation of the policy of reform and opening up, and China's entry into the World Trade Organization (WTO), China has been gaining strength quickly in the international, political, and economic arena. Globalization has led to China taking part in various kinds of international cooperation and exchange. At the same time, globalization and the Internet have been providing a novel context in which to use English as an international language. Under such circumstances, the Chinese are using more English than ever before, and China English is being simultaneously localized and globalized. Like any other language, China English is a living entity or organism that is not only growing and progressing in the 'Information Age', but is also making a contribution that is enriching and developing world Englishes at large. Indeed, China English now plays a significant role in increasing international understanding and cooperation within the WTO and in the whole world.

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**07–501 YOUNG, MING YEE CARISSA** (Macao U Science & Technology, Macau; myyoung@must.edu.mo), **Macao students' attitudes toward English: A post-1999 survey.**

*World Englishes* (Blackwell) 25.3 & 4 (2006), 479–490.

doi: 10.1111/j.1467-971X.2006.00468.x

This paper describes a survey that assessed the attitudes toward English among university students in Macao five years after it reunited with the People's Republic of China and ceased to be a Portuguese colony. A group of 144 Macao-born and 197 Mainland-born Chinese students studying in a university in Macao were surveyed using a 22-item questionnaire. The results reveal students' strong motivation to learn English and readiness to use English as a medium of instruction. Mean comparisons using t-tests indicate that the Macao-born students are, compared to their Mainland-born counterparts, less comfortable in speaking English



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

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**07-502 AMMON, ULRICH** (U Duisburg-Essen, Germany; [ammon@uni-duisburg.de](mailto: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](mailto: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](mailto: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](mailto: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