Sociolinguistics

99–184 Clyne, Michael and Kipp, Sandra (Monash U., Australia). Trends and changes in home language use and shift in Australia, 1986-1996. *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **18**, 6 (1997), 451–73.

The language demography of Australia has undergone substantial changes over the past decade, due mainly to new immigration and differential patterns of language shift. The last three Australian censuses, taken in 1986, 1991 and 1996, have all elicited the same information on language use. This paper analyses the responses to the 1996 Census, and compares them with those in the two previous censuses. The authors discuss the divergent trends in different states and especially between the two largest cities, Sydney and Melbourne. Cross-tabulation with age indicates future trends. Also discussed is the extent to which language shift has effected the changes in language demography. Comparisons of language shift rates between the three censuses and cross-tabulations with generation, age, gender, family marriage patterns, state and period of residence are undertaken to help identify factors promoting and impeding language maintenance.

99–185 Dewaele, Jean-Marc (Birkbeck Coll., U. of London). The effect of gender on the choice of speech style. *ITL Review of Applied Linguistics* (Louvain, Belgium), **119-120** (1998), 9–26.

Despite the abundant literature on male/female differences in language usage, particularly with reference to the English-speaking world, little is known about whether gender-determined variation also occurs in learner interlanguage. The study reported here examines potential gender differences in French learners' speech styles in an attempt to provide further insight into this matter. Participants were 27 Dutch-speaking university students learning French. The analysis of a number of linguistic variables reflecting formality in the advanced oral French interlanguage of these students showed significant differences between male and female speakers. Female speakers were found to opt for a much more implicit and deictical speech style, especially in an informal situation. As the situation became more formal, the differences between male and female speakers weakened. The same variation was also found in a corpus of native Dutch.

99–186 Doğançay -Aktuna, Seran (Boğaziçi U., Istanbul, Turkey). The spread of English in Turkey and its current sociolinguistic profile. *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **19**, 1 (1998), 24–39.

This paper traces the spread of English in Turkey in its social and historical context. It then examines the current sociolinguistic profile of English in this EFL (English as a Foreign Language) context by analysing its functions, range and depth, through an overview of its role in national education and the job market. Societal attitudes to the increasing visibility of this *lingua franca* are also mentioned. The survey ascertains the important role English has come to acquire in Turkey as a means of individual and national progress. It also reveals certain problems that the planned and unplanned spread of English has brought about, namely, the influx of borrowings and a great demand for English that cannot be satisfied equally well across the nation. These suggest that careful language planning and policy-making are required in Turkey to make English accessible to people of all socio-economic strata, while steps are taken to protect the status and corpus of Turkish.

99–187 Farrell, Shaun (Cardiff U. of Wales), **Bellin, Wynford, Higgs, Gary and White, Sean**. The distribution of younger Welsh speakers in anglicised areas of South East Wales. *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **18**, 6 (1997), 489–95.

This paper examines net gains in Welsh speakers as a result of education in South-East Wales to see if there is any basis for connecting them with disadvantage to education in English-medium schools. The question whether the gains cannot be sustained after the time of full-time schooling is examined. It was found that very consistent gender differences occur in all age groups. Explanation by elucidating the social construction of the Welsh speaker has to contend with the connection of the gender differences with a wider pattern of gender gaps in school subject performance. Comparison of education statistics and Census results locates the self-categorisations underlying Census counts as indicating more young speakers than pupils at Welsh Medium Schools but substantially fewer than learners of Welsh as a second language.

99–188 Flowerdew, John, Li, David and Miller, Lindsay (City U. of Hong Kong). Attitudes towards English and Cantonese among Hong Kong Chinese university lecturers. *TESOL Quarterly* (Alexandria, VA), **32**, 2 (1998), 201–31.

This article describes a study which used primarily in-depth interviews to investigate the attitudes of 20 lecturers towards the medium-of-instruction policy at a Hong Kong university at the moment of the former British colony's transition to Chinese sovereignty. The results of the study document the overall attitudes of the lecturers towards the policy, their reasons for supporting it, their problems in applying it, and their reported use of Cantonese to overcome their problems in applying it. The rather ambivalent attitude towards English which the study reveals is seen as indicative of the sociolinguistic tensions within the society at large. The article concludes with a discussion of ways to tackle the perceived problem.

99–189 Hellstén, Meerl (Griffith U., Australia). The Sámi identity: a souvenir or something living?

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Language and Education (Clevedon, UK), **12**, 2 (1998), 119–36.

This paper discusses the notion of identity in relation to the options of cultural affiliation available to minority group members. In particular, the paper addresses commentary made in relation to the implementation of national curriculum guidelines in indigenous literacy education settings. The discussion draws examples from documented commentary on the administration and implementation of indigenous Sámi education in Finland. The paper concludes with some suggestions as to the polemic of implementing (mainstream) curriculum for the maintenance of indigenous culture and emphasises perceptions about language and literacy as important components of the ethnic identity.

99–190 Nickerson, Catherine (Nijmegen U.). Corporate culture and the use of written English within British subsidiaries in the Netherlands. *English for Specific Purposes* (Exeter, UK), **17**, 3 (1998), 281–94.

There has been an increasing interest in Business English during the 1990s. This study describes an investigation into one aspect of the business world, corporate culture, and assesses its impact on non-native corporate writers working in a multi-national (multilingual) context. It takes an interdisciplinary approach and refers not only to English for Specific Purposes (ESP) research but also to organisational theories which account for the general patterns of communication found within multi-national corporations. The paper provides details of how corporate culture can usefully be defined as the relationship between the head office of a corporation and its subsidiary companies. It then presents the results of a survey carried out among British subsidiary companies in the Netherlands. The findings indicate that corporate culture plays an important role in the level of English writing skills required by employees and that it clearly influences the amount and type of written English required.

99–191 Oller, John W., Jr. (U. of Southwestern Louisiana, USA). Monoglottosis: what's wrong with the idea of the IQ meritocracy and its racy cousins? *Applied Linguistics* (Oxford, UK), **18**, 4 (1997), 467–507.

For about 100 years, certain enthusiasts have claimed that Intelligence Quotient (IQ) tests measure innate intelligence and show racial differences. These ideas have roots in 'social Darwinism' and the eugenics movement–the aim to 'purify' the gene pool. Linked to these racy theories are the over-representation of language minority children in classes for the retarded, language disordered, etc., and their under-representation in classes for the gifted. In opposition to the IQ élitists, others have claimed that the data are misconstrued or perhaps irrelevant. While the research of Herrnstein, Murray, and Jensen, in particular, cannot be ignored, it is claimed in this paper that it can be shown that the IQ enthusiasts have largely discounted *acquired language/dialect proficiency* as a factor in their tests. Monoglottosis–near total language/dialect blindness–is partly to blame. This condition accounts for Herrnstein's 'meritocracy' theory that intellectual cream rises to the top. But do IQ tests measure 'innate' intelligence? This paper claims to show empirically and theoretically that even '*non*verbal' IQ tests *mainly* measure powers of reasoning accessed through the primary language of the test-takers, and that 'verbal' IQ scores assess proficiency in the language of the tests. It is concluded that the IQ literature needs to be reconceptualised.

99–192 Verhoef, Marlene (Potchefstroom U., South Africa). In pursuit of multilingualism in South Africa. *Multilingua* (Berlin, Germany), **17**, 2/3 (1998), 181–96.

Although multilingualism is a facet of everyday life in Africa and attempts have been made on an official level to establish functional multilingualism in South Africa, the tendency towards monolingualism remains evident. This article aims at explicating why South Africa's multilingual language policy has not as yet been implemented in education, especially in black high schools in the North West Province. It argues that the way in which speech communities responded to multilingualism in the past may still influence their current attitude towards and perception of multilingualism. A language survey conducted among black teenagers shows that they perceive indigenous languages as vehicles for cultural inheritance, and English as a language of higher functional value. Constitutional demands for multilingualism are thus seen to be at odds with black pupils' demand for English as the sole medium of learning. It is concluded that the optimisation of the multilingual policy depends on the existence of a real demand for multilingual skills in South African society.

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