development, (c) show the complexity of a teacher's life, and (d) stimulate reflection. They describe how they give feedback on portfolios, and how they make recommendations for strengthening their trainees' reflective skills.

00–523 Vignola, Marie-Josée, Kenny, Richard, Schilz, Mary-Anne and Andrews, Bernard W. (Ottawa U., Canada). Multimédia interactif et formation des maîtres en français langue seconde: évaluation formative. [Interactive multimedia and teacher training in French as a second language: a formative evaluation.] *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **56**, 1 (1999), 180–202.

In order to promote reflective teaching amongst preservice teachers specialising in the teaching of French as a second language (FSL), the research group authoring this article have developed an interactive multimedia software program. In the program, the content is delivered by means of scenarios filmed in an FSL teaching and learning context and stored in a CD-ROM format. The user is encouraged to reflect on the challenging problem-solving scenarios presented. The article summarises the students' assessments of the format and use of this multimedia tool, and prepares the groundwork for a future study on the integration and usefulness of multimedia technology in FSL teacher education.

00–524 Wilson, Rosemary (Bell Training Inst., UK; Email: rosemarw@bell-schools.ac.uk). Teacher development: an opportunity for cross-cultural co-operation. *ELT Journal* (Oxford, UK), **54**, 1 (2000), 65–71.

This paper describes the work of PETRA (Primary English Teaching in Rural Areas), an aid-funded ELT project which was set up to improve the standards of English language teaching (ELT) in black primary schools in rural areas in South Africa. The paper focuses on the first phase of the project, during which teachers attended an in-service training course leading to an externally-validated certificate. The structure and assessment procedures of the course are described, and the outcome of the course is assessed with reference to the report of the external evaluators appointed by the funding agency. The article concludes by highlighting a number of lessons learnt from the in-service training course, notably the importance of well-defined tasks and the value of personal relationships, and suggests that these could be applied to any similar cross-cultural teacher development project.

Bilingual education/ bilingualism

00–525 Birch, Gary and Poyatos Matas, Cristina (Griffith U., Australia; Email:

G.Birch@mailbox.gu.edu.au). Immersion and the Internet. *Babel* (AFMLTA) (North Adelaide, Australia), **34**, 2 (1999), 10–13, 37–8.

This article describes an on-going project aimed at evaluating the efficacy of two different approaches to overcoming the problem of ungrammatical language use by (otherwise fluent) learners in immersion programmes: one increases learners' exposure to direct instruction in grammar; the other increases learners' contact with native speakers. Year 9 learners of French in two Australian high schools receive either the customary dual focus approach, in which grammar is integrated with the subject-matter component of the immersion programme, or are involved in an Internet project, where learners communicate with French-speaking learners of English (in France) and with other learners of French in Canada. Learners produce an electronic magazine, using their target language for contributions. Feedback on draft contributions is provided by other learners, which, together with other communication, is in both the native and target language. Data collection involves analysis of learners' written texts (to measure fluency and accuracy); observation of the writing process (using Internet tools developed for the project); observation of the integration of Internet use in the classroom; and interviews with teachers and learners.

00–526 Blain, Sylvie (U. of Moncton, Canada) **and Painchaud, Gisèle**. L'impact de la rétroaction verbale des pairs sur l'amélioration des compositions des élèves de 5ᵉ année en immersion française. [The effect of peer oral feedback on the quality of written texts among Grade 5 French immersion students.] *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **56**, 1 (1999), 73–98.

This paper reports on the results of research conducted with 32 Grade 5 French immersion students to examine how the students reacted to and integrated peer feedback as they worked through writing texts. The researchers recorded the interactions of pairs of students giving their partners feedback on their written work. They compared the content and quality of the interactions to determine whether and how the writers incorporated their peers' feedback; and also examined the effect of peer feedback on the quality of the students' writing. Results indicated that the students' writing improved significantly from first draft to final copy. The students revised their texts based on their peers' comments about half the time; and about one third of these comments led students to make positive changes to their texts.

00–527 Dagenais, Diane and Day, Elaine (Simon Fraser U., Canada). Home language practices of trilingual children in French immersion. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **56**, 1 (1999), 99–123.

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This article draws on sociocultural theories of language and learning as well as research on bilingual families to examine the home language practices of three trilingual adolescent French immersion students. This research expands on an earlier study of their language practices at school. An ethnographic stance was adopted to explore the daily context of language use at home, the children's representations of their identity as trilinguals, their family values concerning language maintenance and additional language learning, and the reasons their parents opted to enrol them in French immersion. A rich array of language practices was documented in these bilingual homes. The families highly valued the maintenance of the home language and actively promoted the development of trilingualism through French immersion education as a means to access cultural capital for their children. The children expressed their identity as trilinguals in terms of having greater linguistic resources than unilinguals.

00–528   De Courcy, Michelle

(La Trobe U., Australia; *Email:*
m.decourcy@bendigo.latrobe.edu.au), **Burston, Monique, and Warren, Jane**. Interlanguage development in the first three years of a French bilingual programme. *Babel* (AFMLTA) (North Adelaide, Australia), **34**, 2 (1999), 14–19, 38.

This article reports on the evaluation of learners' progress in an early (primary school) partial immersion programme in Australia. French is the target language (TL) and language of instruction for at least 40% of classes. Priority is given to communication of information rather than to systematic learning of TL forms. The article presents data on interlanguage development obtained from a story-telling exercise. The test design is described in some detail, and examples of the type of language produced are discussed. Two particular areas in grammatical development are considered in detail: verb system and gender. The authors conclude that the linguistic code of the TL does not come naturally and needs to be taught, and that exposure to unanalysed input leads to production of an interlanguage that is fossilised in some of its forms. They recommend that immersion programmes should set aside time for a greater focus on form.

00–529   Fuller, Janet M. (Southern Illinois U.,

USA). Between three languages: composite structure in interlanguage. *Applied Linguistics* (Oxford, UK), **20**, 4 (1999), 534–61.

This article seeks to establish connections between two different language contact phenomena, interlanguage and codeswitching. The data used in this analysis come from two sources: an interlanguage corpus which has English as the target language, but also contains material from the speaker's two first languages, Spanish and German; and a German-English codeswitching corpus containing data from 20 relatively balanced bilinguals. A comparison of these two corpora indicates that similar patterns appear in both types of bilingual output, and that the differences can be explained in terms of proficiency. The analysis is framed within the Matrix Language Frame model and relies on the concepts of complex lexical structure and a composite Matrix Language. It is argued that interlanguage grammar is a composite of features from the speaker's previously learned languages as well as the target language. The composite arises when levels of complex lexical structure come from different languages. This perspective on the study of languages in contact sheds light on the issue of first language transfer and the structure of interlanguage grammar.

00–530   Khan, N. A. (U. of Chittagong,

Bangladesh) and Kabir, M. A.. Mother-tongue education among Bangladeshi children in Swansea: an exploration. *Language Learning Journal* (Rugby, UK), **20** (1999), 20–26.

Drawing on the authors' personal experience of teaching mother-tongue (Bengali) to Bangladeshi children in Swansea, this paper sets out to provide an inside view of the classroom, the problems and practice of Bengali teaching, and an insight into the perspectives and attitudes of the students, teachers and parents towards mother-tongue education. The authors discuss a number of problems: lack of funding; textbooks from the country of origin being seen as irrelevant by the pupils; pupils comparing unfavourably classes provided at an outside institution with ordinary school; the mostly Sylheti-speaking pupils not seeing the need for standard Bengali; lack of support for learning at home. The study showed that parents and students have very different perspectives: the parents' dream of returning to Bangladesh to live is not seen as realistic by their children, who wish to learn Bengali only to communicate on a social level, orally or by letter, with friends and relatives. The research methodology used to collect data is described and it is suggested that, in the light of the increasing size of ethnic communities in Britain, there should be much more research in the area of mother-tongue teaching and learning.

00–531   Kim, Keumhee and Haensly, Patricia

(Texas A & M U., USA). Bilingual gifted pre-schoolers: benefit or hazard in maximising potential. *Gifted Education International* (Bicester, UK), **14**, 1 (1999), 44–55.

Culturally diverse gifted pre-schoolers lose interest and self-esteem in first school experiences through inadequate understanding by teachers and parents of home and preschool language differences and the intellectual-enhancing role of early bilingualism. The present authors suggest that teacher recognition of ability in this population could ensure appropriate instruction to nurture giftedness but may depend on parent-provided information. Information about their pre-schoolers' abilities was obtained from 36 Korean parents through the Kim Korean and Seattle Project Parent Questionnaires and interviews, together with teacher observations. Case studies of three pre-schoolers with high verbal abilities, unusual understanding, memory, and communication skills since infancy were conducted. The authors discuss

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dilemmas and solutions for Korean parents temporarily in the United States in assisting their children in rich language development, while pursuing bilingual acquisition in an English language setting and upon returning to their native setting. Significance for other families whose home language differs from major school language is explored.

00–532   Morgan, Carol (U. of Bath, UK; *Email:* c.l.morgan@bath.ac.uk). The process of transfer from primary to secondary in a bilingual schooling context. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **2**, 4 (1999), 233–51.

The experience of transfer from primary to secondary school can be problematic. This article contrasts and compares experience in mainstream schools and in bilingual initiatives, in particular the Vienna Bilingual Schooling Middle School. Perspectives are also broadened to include viewing primary and secondary schools as two different cultures, with appropriate insights from cultural awareness research. Bilingual schooling is seen as potentially offering a more supportive environment, although local contexts may create problems of implementation and integration.

00–533   Papapavlou, Andreas N. (U. of Cyprus; *Email:* andreasp@ucy.ac.cy). Academic achievement, language proficiency and socialisation of bilingual children in a monolingual Greek Cypriot-speaking school environment. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **2**, 4 (1999), 252–67.

The study reported here (1) investigates the academic success of bilingual primary school children from various language backgrounds in a monolingual Greek Cypriot-speaking school environment and their mastery of Modern Greek by comparison with their monolingual counterparts, and (2) examines whether these children face any problems of socialisation, adjustment and cultural identity. Thirty-nine bilingual primary school children and 210 monolingual Greek Cypriot children between the ages of 9 to 13 took part in the study. The bilingual children completed a questionnaire which examined such issues as socialisation, simultaneous acquisition of their languages, mastery and proficiency of their languages, code-switching and feelings of loyalty towards the language communities they belong to. Also, the teachers whose children took part in the study were asked to provide end-of-year class reports–including final grades of academic achievement–for all their pupils (210 monolingual and 39 bilingual). The results obtained from several statistical tests (comparisons of responses, correlations and a chi-square) are in line with findings of recent studies which claim that bilingualism enhances children's educational, social and intellectual achievements (Cummins, 1996).

00–534   Read, Julia (Deakin U., Australia; *Email:* jeread@deakin.edu.au). Immersion Indonesian at Rowville Secondary College. *Babel* (AFMLTA) (North Adelaide, Australia), **34**, 2 (1999), 4–9, 37.

The study reported here aimed to observe and describe the introduction of an immersion-type language programme in an Australian high school, to assess its effectiveness, and to make recommendations for the future development of this and other similar programmes. Twenty per cent of instruction time was conducted in the target language, Indonesian. The learners, in Year 7, had had no previous Indonesian. Among the observations made was the different behaviour patterns in lessons of boys and girls. A number of drawbacks to the approach are discussed. Tests results showed significantly higher average scores in subject content in the immersion group compared with the control group, but there was no significant difference between the two groups in language proficiency. Other less measurable benefits of the approach are discussed.

00–535   Smith, Howard L. (U. of Texas at San Antonio, USA). Bilingualism and bilingual education: the child's perspective. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **2**, 4 (1999), 268–81.

The study reported here explores the understandings that young Mexican-American students develop about the status of languages and language use in their bilingual school. The term *linguistic ecology* is used in this paper to describe the communicative behaviours of a group, as well as the physical and social contexts in which those exchanges occur. The data strongly suggest that children in bilingual classrooms discern the critical lack of support to maintain their first language. This case study documents and interprets the social and educational processes through which bilingual children in one U.S. school come to appreciate the prestige and power of English versus Spanish. It is through their recognition of the greater social status afforded 'English–even in bilingual programmes–that they are motivated to make the transition away from their mother tongue.

00–536   Tisdell, Mariel (U. of Queensland, Australia; *Email:* m.tisdell@mailbox.uq.edu.au). German language production in young learners: taught science and social science through partial immersion German. *Babel* (AFMLTA) (North Adelaide, Australia), **34**, 2 (1999), 26–30, 36, 38.

Concerns expressed most frequently in relation to early bilingual and immersion teaching refer to retention rates and proficiency levels in the target language (TL). This article reports a formal evaluation of retention and production, focusing on spoken language, which was carried out at an Australian junior school with a partial immersion programme where at least 30% of the instruction in Years 1–6 is in German. Data were collected from classroom observation and interviews with learners. Findings from observing classroom teaching are described, and an analysis of language from interviews presented. Whereas there was a clear progression in linguistic development in Years 1–3, Year 4 results indicated a decrease and regression in the production of German, a new unwillingness to use the TL, and reduced confidence. The factor

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deemed most likely to account for this is the new emphasis on reading and writing in the TL. As a result of these findings, Year 5 teaching was modified. Reading and writing are complex skills, and it is recommended that young learners need frequent aural input and continued oral output before information transfer in the TL can take place through reading and writing. In this way regression will be less likely.

Pragmatics

00-537   Bardovi-Harlig, Kathleen (Indiana U., Bloomington, USA; *Email:* bardovi@indiana.edu).
Exploring the interlanguage of interlanguage pragmatics: a research agenda for acquisitional pragmatics. *Language Learning* (Malden, MA, USA), **49**, 4 (1999), 677–713.

Kasper and Schmidt (1996) have argued that the field of investigation known as interlanguage pragmatics has been essentially modelled on cross-cultural pragmatics. Taking Kasper and Schmidt's argument one step further, this article shows that interlanguage itself has been ignored in research on interlanguage pragmatics. It is argued that research has not established pragmatic competence to be independent of grammatical competence. Although grammatical competence may not be a sufficient condition for pragmatic development, it may be a necessary condition. A research agenda is outlined in which the study of interlanguage becomes more central to the study of interlanguage pragmatics.