intermediate learners of Italian, carried out among a group of university students at the Department of Italian of the University of Amsterdam. It focuses on the comparison of the argumentation structure in the first (L1) and second language (L2) and the lexical, syntactic and pragma-rhetorical means required for the production of argumentative discourse. Three issues are discussed: (1) the accessibility and frequency of the obligatory and optional argumentative categories and subcategories in L2 and L1; (2) the main differences between L2 and L1 concerning the use of the so-called argumentative indicators and other lexical and syntactic markers to emphasise the argumentative purpose of argumentation; and the L1 influence on the acquisition of these linguistic means in L2; and (3) the use in L2 and L1 of pragma-rhetorical devices to arouse the reader's interest and to convince, such as metaphors and rhetorical questions; and the occurrence of pragma-rhetorical L1 transfer.

98–636 Visser, Irene (Rijksuniversiteit Groningen). Schrijfvaardigheid in de aansluiting vwo-wo. [Writing skills as problems of transition between secondary and academic education in the Netherlands.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **58** (1998), 95–100.

The general writing competence of students entering university in the Netherlands is seen as barely sufficient, and writing programmes in secondary education in the Netherlands considered deficient in many respects. Since teachers at secondary schools have so far been free to set their own writing standards, first-year university students generally display a wide range of writing proficiency. The present situation is, therefore, deemed far from satisfactory. This article presents the findings of interviews held at the University of Groningen in autumn 1997 on this subject, comparing these with relevant data from research papers and conference reports. It concludes with suggesting as a solution to these problems of transition between secondary and academic education a faculty-wide, systematic academic writing programme.

Bilingual education/bilingualism

98–637 Antonelli, Giselda (Università di Pescara). Bilinguismo ed educazione bilingue nella repubblica d'Irlanda. [Bilingualism and bilingual education in the Irish republic.] *Rassegna Italiana di Linguistica Applicata* (Rome), **30**, 1 (1998), 17–44.

This paper seeks to review the state of Irish bilingualism and bilingual schooling. Since the establishment of the *Irish Free State*, it has been government policy to make Irish an essential means of communication and education all over the country. The Constitution of modern Ireland (1937) proclaimed Irish as first official and only national language. At present only a very small

number of primary schools use Irish as their teaching medium; and it is increasingly becoming a second language learnt by children at school, but spoken very little in social, political and economic life. The wish to see the Irish language restored and to establish a truly bilingual community remains a wish that is not enacted.

98–638 Bister-Broosen, Helga (U. of North Carolina) **and Willemyns, Roland**. French-German bilingual education in Alsace. *International Journal of Bilingual Education and Bilingualism* (Clevedon), **1**, 1 (1998), 3–17.

After a discussion of the past history of the instruction of German in Alsatian schools, this paper focuses on a recent and new development – the introduction of bilingual instruction (half the time in French, the other half in German) in a series of pre-elementary and elementary schools, public as well as private. Since other forms of German instruction continue to exist (a three-hour and a six-hour system), the motivation and incentive for this new – and politically highly unexpected – decision is discussed; the methodology and aims are contrasted with those of the other systems, and the first evaluations are published and analysed. Also, since the continuation of this bilingual instruction system at secondary school level is projected, the authors try to evaluate how this evolution may possibly affect the overall linguistic situation of Alsace and how it meets the aspirations of the advocates of an official bilingual statute for the region.

98–639 Cenoz, Jasone (U. du Pays Basque). L'acquisition de la troisième langue: bilinguisme et plurilinguisme au Pays Basque. [The acquisition of a third language: bilingualism and multilingualism in the Basque Country.] *Aile* (Paris), **10** (1997), 159–75.

This article deals with bi- and multilingualism in the context of the Autonomous Basque Community (ABC). From a consideration of possible differences between second (L2) and third language (L3) acquisition and an account of the development of bilingual education in the ABC, the author turns to the recently-introduced language-learning programmes there and the results of the research designed to evaluate them. This research analyses the effect of bilingual (Basque–Spanish) competence on the acquisition of the L3, English, and the cognitive and linguistic consequences of the early introduction of the L3, as well as attitudes towards multilingualism. The article concludes by offering some explanations for the facilitating effect of bilingualism, in terms of cognitive and psycho-social factors, such as interdependence between languages, metalinguistic awareness, and attitudes towards others during linguistic interaction.

98–640 Francis, Norbert (Northern Arizona U.). Bilingual children's reflections on writing and diglossia. *International Journal of Bilingual Education and Bilingualism* (Clevedon), **1**, 1 (1998), 18–46.

This investigation of the development of metalinguistic consciousness examines bilingual children's perceptions of language contact in a situation of marked social imbalance between their first and second languages. Forty-five Spanish/Náhuatl bilinguals (Central Mexico) were assessed on a series of language awareness tests and sociolinguistic interviews. The exploratory investigation focused on how school-age bilinguals view written forms in Spanish and Náhuatl – the former associated with literacy learning, academic discourse generally, and interethnic communication outside of the community as well as within, the latter with oral domains, traditional, familial and intimate interpersonal contexts. The study addresses key issues in the discussion on the relationship between bilingualism and metalinguistic consciousness, reporting findings related to the factors of language proficiency, attitudes and perceptions, and awareness of language form. How these factors interact within the overall context of a kind of *de facto* additive bilingual situation, in turn, suggests a different approach to the broader debate on the general cognitive/linguistic consequences of bilingualism.

98–641 Gfeller, Elisabeth and Robinson, Clinton (Summer Inst. of Lings., High Wycombe, UK). Which language for teaching? The cultural messages transmitted by the languages used in education. *Language and Education* (Clevedon), **12**, 1 (1998), 1–17.

This paper addresses the question of mother-tongue education of children, especially in francophone countries of Africa. It seeks to contribute to the debate on the integration of local languages into educational systems in multilingual settings by stressing the opposing cultural messages carried by official and indigenous languages. Schooling in Western languages is deemed to have been a divisive failure, creating two social classes: a French-speaking intellectual élite, unable to convey its imported knowledge to the masses, and a rural underclass. The paper examines and evaluates the PROPELCA language-teaching experiment initiated in Cameroon during the 1980s, based on the principle of 'extensive trilingualism'. Mother-tongue education was preferred by the children, their intellectual development improved and they acquired knowledge more relevant to their daily lives. Examples of the discrepancies produced by Western schooling at both social and scientific levels are discussed and the linguistic creativity of the unschooled is highlighted. Local language as a means of communication is examined and confirmed as the best vehicle both for cultural heritage and for comprehension on a personal level. The paper concludes that the use of local languages within bilingual education enhances local culture and educational opportunities.

98–642 Guasch, Oriol (U. Autonoma, Barcelona). Parler en L1 pour écrire en L2. [Speaking in the first language to write in the second.] *Aile* (Paris), **10** (1997), 21–49.

One of the characteristics which differentiates writing processes in the second language (L2) as opposed to the first (L1) is the possibility of using the L1 as a strategy to facilitate composition. The presence of the L1 in the L2 composition process has some special features in group writing situations in contexts where the languages are in everyday contact. The study reported here is situated in Spain in the context of a primary level immersion programme in Catalan (L2) for schoolchildren whose mother tongue is Castilian. Data are provided by a group of children in their last year of primary schooling – aged 11–12 – interacting to produce a text in Catalan (L2). The article analyses the way in which L1 use is determined: by norms of use and by the (group) writing process itself.

98–643 Idiazabal, Itziar and Larringan, Luis M. (U. du Pays Basque). Transfert de maîtrises discursives dans un programme d'enseignment bilingue basque-espagnol. [Transfer of discursive skills in a Basque-Spanish bilingual teaching programme.] *Aile* (Paris), **10** (1997), 107–25.

This article reports on an experimental teaching study carried out with 13-year-old bilingual pupils. Two sets of texts written in Spanish – 'pre-texts' and 'post-texts' – were collected from the pupils before and after a teaching session in Basque on learning how to write argumentative texts. The comparative analysis shows how pupils transfer to Spanish the skills they have practised only in Basque, particularly aspects concerning text planning. The linguistic units or expressions used in Spanish are not, however, always correct. The authors reflect on this transfer of skills, and suggest that bilingual programmes should systematically integrate the curricula of both languages.

98–644 Kondo, Kimi (U. of Hawaii). The paradox of US language policy and Japanese language education in Hawaii. *International Journal of Bilingual Education and Bilingualism* (Clevedon), **1**, 1 (1998), 47–64.

Present American language policy recommends a subtractive policy of language assimilation for language minorities, while encouraging an additive policy of foreign language study for mainstream English monolinguals. This article examines how these two diverging principles affect Japanese language education for *Shin Nisei* (new second generation Japanese) students in the US, especially in Hawaii, where these principles are particularly relevant: the state does not have a formal bilingual education programme that supports Japanese language maintenance, but it provides extensive educational opportunities for learning Japanese as a foreign language. The article first discusses a recent trend in and political debate about bilingual education in American

schools. Second, it reviews US foreign language education in general as well as Japanese language education in particular. Third, it examines how the paradox of American language policy influences Japanese language education in Hawaii; the author's personal insights as a Japanese language teacher in Hawaii are included, as well as a summary of data from her recent survey of *Shin Nisei* university students. Fourth, it emphasises how little attention teachers and researchers have paid to American *Shin Nisei* students in the past. It concludes with implications for Japanese language teachers and researchers in the US/Hawaii.

98–645   Lotherington, Heather (Monash U., Australia). Trends and tensions in post-colonial language education in the South Pacific.
International Journal of Bilingual Education and Bilingualism (Clevedon), **1**, 1 (1998), 65–75.

This paper overviews trends in language education across 11 small island states in the South Pacific and notes the difficulties inherent in regional implementation of chosen bilingual education models. The paper situates language policy both historically and socially, and explores the realisation of present-day policies in public-school education and selective mass media, with particular interest in the competing educational motives of economic development and cultural maintenance. Recommendations are made in conclusion for more ecological language policies and practices for Pacific Island states.

98–646   Maurer, Brunot (Université Montpellier III) **and Didaxis**. Apprendre en alternant les langues: stratégies énonciatives en classe <<bilingue>>. [Learning through code-switching: enunciative strategies in the 'bilingual' classroom.]
Etudes de Linguistique Appliquée (Paris), **108** (1998), 475–84.

This paper examines different forms of code-switching in the bilingual classroom, by analysing recordings of a bilingual Geography and History class, taught in Italian in a French secondary school. It was found that the majority of code-switches into the first language (L1) of students and teacher had a metalinguistic function, serving to help students to check vocabulary and to express themselves where their mastery of the second language (L2) was insufficient. Reformulation of ideas in the L1 was used by the teacher to ensure comprehension. A smaller amount of code-switching into the L1 was associated with classroom management tasks; the L1 was used very little for transmission of the content of the lesson. The strategies associated with passing from one language to the other show a marked difference according to the direction of the switch. Passing from the L1 to the L2 is almost unmarked, since the L2 is the accepted language of the classroom. Switches in the opposite direction are justified through lexical or phonological marking. The paper concludes by pointing out the major differences between code-switching in the bilingual classroom and code-switching in other contexts,

particularly with respect to the density of metalinguistic switches in the data and the differential strategies associated with switches in different directions.

98–647   Nagy, William E. (Seattle Pacific U.), **McClure, Erica F. and Mir, Montserrat**. Linguistic transfer and the use of context by Spanish–English bilinguals. *Applied Psycholinguistics* (Cambridge), **18**, 4 (1997), 431–52.

The study reported here investigated the effects of Spanish-English bilinguals' first language syntactic knowledge on the guesses they make about the meanings of new words encountered in English contexts. The goals were to examine a particular type of transfer and to gain a better understanding of the process of vocabulary acquisition in second language readers. Spanish-English bilinguals and English monolinguals used brief English contexts to choose among possible meanings for unfamiliar words. Two types of errors were compared: transfer errors, which were answers consistent with Spanish, but not English, syntax; and nontransfer errors, which were inconsistent with the syntax of both languages. Nontransfer errors were found to be negatively correlated with reading proficiency in both Spanish and English. Transfer errors, on the other hand, were positively correlated with reading proficiency in Spanish and were unrelated to reading proficiency in English. First language syntactic knowledge was thus found to influence guesses about the meanings of unfamiliar words in a second language context. This effect was found among bilinguals who had experienced a variety of amounts and types of exposure to English.

98–648   Shrubshall, P. (Thames Valley U.). Narrative, argument and literacy: a comparative study of the narrative development of monolingual and bilingual 5–10-year-old learners. *Journal of Multilingual and Multicultural Development* (Clevedon), **18**, 5 (1997), 402–21.

In order to find out more about bilingual children's narrative discourse acquisition, this paper analyses and compares the oral narrative discourse of bilingual and monolingual five-ten-year-old children in two ways. It uses (1) Labov's taxonomy to measure evaluation, and (2) schema theory to carry out an episodic analysis of elicited narratives; and it argues that these frameworks serve to describe the expository/argumentative discourse and 'essay-text' literacy characteristics of an oral narrative. It was found that monolingual children have narratives that are more highly evaluated and more episodically structured than bilingual children's narratives, particularly for the seven- and eight-year-olds. Moreover, the nature of the partial 'catching up' of nine- and ten-year-old bilingual children with their monolingual peers was found to reveal relative progress in the less sophisticated narrative features. As the features of narrative discourse that bilingual children lack (relative to their monolingual peers) are partly constitutive of academic literacy events and discourses, these

findings can be seen to reveal part of the academic gap, theorised by Cummins, that bilingual children still have to cross in order to perform well in school. This interpretation of the data marks one possible starting point of an endeavour to learn about ways that narrative skills of bilingual learners can be developed.

98–649 Silvestre, Núria and Laborda, Cristina (U. Autonoma, Barcelona). Etude des définitions produites par les élèves bilingues déficients auditifs: analyse comparative selon le niveau de contact avec chaque langue. [A study of the definitions produced by hearing-impaired bilingual pupils : a comparative analysis of different degrees of contact with each language.] *Aile* (Paris), **10** (1997), 51–74.

The study reported here explores the effects of oral second language acquisition in hearing-impaired pupils when the mother tongue is not yet fully acquired. Written definitions from hearing-impaired children aged 6 to 10 years are analysed; the children's first language is Spanish, with different degrees of contact with their second language Catalan. The assumption is that they are more competent in their mother tongue. The analysis compares their ability to define words in both languages from a linguistic and semantic point of view. Results suggest that the simultaneous acquisition of a dual spoken code can bring positive results, especially since the bilingual contact allows hearing-impaired pupils to generalise concepts learned in various contexts.

Child language development

98–650 Clark, Eve C. (Stanford U.), **and Grossman, James B.**. Pragmatic directions and children's word learning. *Journal of Child Language* (Cambridge), **25**, 1 (1998), 1–18.

One major task facing children as they acquire a first language is learning new words and their meanings. The study reported here tested the hypothesis that children as young as two use what adults tell them about meaning relations when they make inferences about new words. 18 two-year-olds (mean age 2 ; 2) and 18 three-year-olds (mean age 3 ; 2) learned two new terms (a) with instructions either to treat one term as a superordinate to the other, or to replace one term with another; and (b) with no instruction given about how two new words might be related. Children were attentive to both kinds of instructions or pragmatic directions, and made use of them in their word-learning. When they received no instruction relating to the two new words, they resorted to a range of coping strategies to assign and relate meanings to each other. These findings are taken to support the view that children's learning of new word meanings is guided by the pragmatic directions adults offer.

98–651 Naigles, Letitia R. (Yale U.) **and Hoff-Ginsberg, Erika**. Why are some verbs learned before other verbs? Effects of input frequency and structure on children's early verb use. *Journal of Child Language* (Cambridge), **25**, 1 (1998), 95–120.

A recent spate of interest in early verb learning has provided several databases for examining the order in which verbs appear in children's speech. The present study investigated the extent to which the nature of verb input accounts for the order in which children acquire verbs. The nature of verb input was assessed using a combined sample of the speech of 57 mothers addressing their Stage I children. The order of verb acquisition was assessed using as the database a combined sample of those children's speech 10 weeks later and using as the measure of order of acquisition the frequency of verb occurrence. The first set of analyses established the validity of this measure of acquisition order by comparing it with order of acquisition data obtained from checklist and diary data. The second set of analyses revealed that three properties of the input were significant predictors of the order of acquisition of the 25 verbs that were the focus of the study: these were the total frequency, final position frequency, and diversity of syntactic environments in which the verbs appeared. These findings suggest that the way verbs appear in input influences their ease of acquisition. More specifically, the effect of syntactic diversity in input provides support for the syntactic bootstrapping account of how children use structural information to learn the meaning of new verbs.

98–652 Shi, Rushen, Morgan, James L. and Allopenna, Paul (Brown U.). Phonological and acoustic bases for earliest grammatical category assignment: a cross-linguistic perspective. *Journal of Child Language* (Cambridge), **25**, 1 (1998), 169–201.

Learning how to assign words to grammatical categories, or form classes, is an important step in early language acquisition. The study reported here examined maternal infant-directed speech in Mandarin Chinese and Turkish – two mother–child dyads each; ages of children between 0 ; 11 and 1 ; 8 – to see if cues might exist in input that might assist infants' assignment of words to lexical and functional item categories. Distributional, phonological, and acoustic measures were analysed. In each language, lexical and functional items (i.e. syllabic morphemes) differed significantly on numerous measures. Despite differences in mean values between categories, distributions of values typically displayed substantial overlap. However, simulations with self-organising neural networks supported the conclusion that, although individual dimensions had low cue validity, in each language multi-dimensional constellations of presyntactic cues are sufficient to guide assignment of words to rudimentary grammatical categories.