

**98-453 Reichelt, Melinda** (U. of Toledo). Writing instruction at the German Gynasium: a 13th-grade English class writes the Abitur. *Journal of Second Language Writing* (Norwood, NJ), **6**, 3 (1997), 265-91.

The field of contrastive rhetoric has until fairly recently focused for the most part on the features of texts written by writers composing in English as a Second Language in English-speaking environments. Current research into contrastive rhetoric, however, points to interest in broader concerns, including inquiry into the educational contexts around the world in which writing and writing instruction take place. This article reports on an investigation of the context of writing at a secondary school (Gymnasium) in Germany. In addition to reporting contextual information related to the Gymnasium and the Abitur, an exit exam required by all Gymnasiums in Germany, this article reports the responses to the English section of the Abitur of 13th-grade students who elected English as one of their Abitur subjects. Students' responses are reported concerning their perception of the purpose of this exam; their means of preparing for it; their expectations of it before taking it and their reactions to it afterwards; their descriptions of their writing process during the exam; and their perceptions of the differences between writing in a first and in a second language.

**98-454 Storch, Neomy and Tapper, Joanna** (U. of Melbourne). Student annotations: what NNS and NS university students say about their own writing. *Journal of Second Language Writing* (Norwood, NJ), **6**, 3 (1997), 245-64.

Although teacher feedback has long been considered an integral part of developing students' writing, seeking student perceptions of their own writing is equally important. This article suggests that the articulation of such perceptions assists students to be independent learners and also guides teacher feedback. One way to gain insight into student perceptions is to invite them to make annotations on their own work before submission. Although this is not a new pedagogic technique, there is a lack of research on many aspects of student annotation behaviour, particularly of second language (L2) writers. In the project reported here, student annotations were analysed for the areas of writing about which students annotate and for the distribution of positive annotations and expressions of concern. Annotations were made by non-native (NNS) and native (NS) speakers on their own research papers. There were some differences between the two groups of students in the categories and sub-categories of their annotations. The value for both students and writing instructors of encouraging L2 writers to annotate their work is discussed, and areas for further research are noted.

## Bilingual education/ bilingualism

**98-455 Beech, John R. and Keys, Alison** (U. of Leicester). Reading, vocabulary and language preference in 7- to 8-year-old bilingual Asian children. *British Journal of Educational Psychology* (Leicester), **67**, 4 (1997), 405-14.

Children who have a second language at home and report more usage of this language in various contexts ought reciprocally to be less proficient in English as frequency of exposure to English is reduced. Similarly there should be a two-way directional influence between oral vocabulary and reading development. The study reported here compared a group of 40 bilingual Asian children with an age-matched mixed race (but with only one Asian child) monolingual group of 24 children (mean age 8 for both groups, and low socioeconomic status). Group allocation was based on a specially devised Language Preference Questionnaire (LPQ) examining different contexts of language use (e.g. during numerical analysis). Standardised tests of non-verbal intelligence, vocabulary, basic reading, reading comprehension and the LPQ were given. Controlling for non-verbal intelligence, results showed a marked difference in receptive oral vocabulary and a weaker difference in reading ability between the two groups. The LPQ showed that bilingual children who reported thinking in their parental language had poorer English vocabulary development than bilingual children who preferred to think in English. The findings are discussed in terms of either an effect of frequency of exposure to language or in terms of differences in phonological development between the two groups. The contrasting differences in the effects of bilingualism on vocabulary and reading suggest that in this particular socioeconomic setting parents of both groups do not have substantial impact on reading, but they do have an influence on the development of English oral vocabulary.

**98-456 Caldas, Stephen J.** (U. of Southwestern Louisiana) **and Caron-Caldas, Suzanne.** Cultural influences on French/English language dominance of three Louisiana children. *Language, Culture and Curriculum* (Clevedon), **10**, 2 (1997), 139-55.

In the study reported here the authors used qualitative and quantitative research methods to help identify the cultural factors that influence the usage of household French by three French/English bilingual children in Louisiana. Using 24 months of weekly tape-recordings of spontaneous dinnertime conversation, a ratio of French to English utterances was calculated, and correlated with linguistically significant events documented in field notes. The findings indicate that increased French communication is closely associated with proximate immersion in French-speaking situations outside of the home, as well as with school French immersion.

Increased English communication is associated with increased exposure to English-only situations outside the home, removal from school French immersion, and increased exposure to American television within the home.

**98-457 Clachar, Arlene** (Inter-American U. of Puerto Rico). Resistance to the English language in Puerto Rico: toward a theory of language and intergroup distinctiveness. *Linguistics and Education* (Norwood, NJ), **9**, 1 (1997), 69–98.

Despite the fact that Puerto Rico has been under the sovereignty of the U.S. for almost a century, only 20% of the island's population is functionally bilingual amidst an educational system which requires compulsory study of the English language from grades 1 through to 12. Much of the explanation for the conflict and resistance to the learning and spread of English on the island focuses on nationalism, uncertainty over Puerto Rico's political future, and association between language and identity. The study reported here argues that the English language situation in Puerto Rico is one of language maintenance and, therefore, an *intergroup phenomenon*, since Spanish is in conflict with another group's language. To this end, it is believed that an empirical analysis of the role of *intergroup distinctiveness* can provide valuable insights into the variables involved in the maintenance of Spanish and the concomitant unsuccessful bilingualisation of Puerto Ricans on the island. Results indicate that Puerto Ricans do exhibit three tendencies of intergroup distinctiveness: (a) ingroup ethnic identification is strong and the ingroup language, Spanish, is a salient dimension of their ethnic group membership; (b) perceived ingroup ethnolinguistic vitality is high; and (c) perceived intergroup linguistic boundaries appear to be hard. Sociolinguistic and axiological implications based on the findings are discussed.

**98-458 Ernst-Slavit, Gisela** (Washington State U.). Different words, different worlds: language use, power, and authorised language in a bilingual classroom. *Linguistics and Education* (Norwood, NJ), **9**, 1 (1997), 25–48.

This article seeks to illustrate the role played by teachers of language minority students in mediating the apparent conflict between the language of the school and that of the students. The goal is not to argue for or against bilingual education but to demonstrate that bilingual programmes require pedagogically sound, socially responsive, and culturally relevant approaches, in addition to personnel fluent in the students' native language. To frame the discussion, three different but complementary theoretical perspectives are reviewed: Bourdieu's conceptualisation of language and power; the literature on home-school discontinuities; and an overview of sociolinguistic and ethnographic perspectives. Selected examples of teachers' and students' interactions in a first grade English-Spanish bilingual classroom are presented and analysed to illustrate how

certain social and discursive practices provide or deny access to learning.

**98-459 Ngai-Lai, Cheng** (Nat. Inst. of Ed., Nanyang Tech. U., Singapore). Bilingualism in Singapore: a survey of the written proficiency in English and Chinese of secondary school pupils. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **2**, 1 (1997), 115–28.

The study reported in this paper is part of a broader research project investigating the bilingual writing ability of secondary school pupils studying English and Chinese as first languages in Singapore. The aim of the study reported here was to explore the extent to which the pupils participating are symmetrically bilingual in writing. The linguistic background of the 120 participants—32 females and 88 males—is first presented; then the pupils' general performance on two writing tasks designed to investigate their written proficiency is discussed. Central to the discussion is that the patterns of language use and the writing abilities of the pupils are highly correlated. Results indicate that the pupils' writing ability was significantly better in English, which is attributed to a finding that an overwhelming majority of them read books in English.

**98-460 Pennington, Martha C.** (U. of Luton, UK). Projecting classroom language use in a group of bilingual graduates of a BA TESL course. *Language, Culture and Curriculum* (Clevedon), **10**, 2 (1997), 222–35.

Forty-eight graduating native Cantonese-speaking students of a BA Honours course in Teaching English as a Second Language (TESL) responded to a questionnaire about their ability in English, their use of English—including code-switching and code-mixing—in their daily life and their practice teaching on the course, and their view of the appropriateness of dual-language use in the English classroom for different purposes. Responses indicate that the students are moderately confident in their English ability, with writing ability rated higher on average than speaking ability. In their language use with Cantonese-speaking friends, the students report that they often employ mixed-code Cantonese-English but rarely code-switch. Responses further indicate that this group of future English teachers, while supporting the use of English in the classroom, also believe that the mother tongue is appropriately used in the English class for both compensatory and strategic purposes.

**98-461 Woolard, Kathryn A.** (U. of California, San Diego). Between friends: gender, peer group structure, and bilingualism in urban Catalonia. *Language in Society* (Cambridge), **26**, 4 (1997), 533–60.

This paper asserts that a gap exists between studies of gender and language and studies of bilingualism: the considerable attention given by studies of discourse

style to gender differences in friendship patterns is not reflected in research on bilingual communities. The ethnographic case study reported here involving 36 first-year high school students—21 girls and 15 boys, mostly 14 years old—in the Barcelona area shows that gender differences in peer group structure can affect the use of the bilingual repertoire, even when there are no apparent sex differences in second language acquisition. In this setting, girls' friendship circles are more solitary and cohesive than boys'. Moreover, girls' groups are ethnically and linguistically homogeneous, while boys' social circles can be ethnically mixed and internally differentiated linguistically. Girls' friendships set stronger constraints on language behaviour. In turn, boys and girls reap different social benefits and costs for their linguistic choices, with more serious consequences for girls' social identities and acceptance by peers.

## Child language development

**98-462 Beals, Diane E.** (Washington U.). Sources of support for learning words in conversation: evidence from mealtimes. *Journal of Child Language* (Cambridge), **24**, 3 (1997), 673-94.

One of the major arguments in the study of lexical development addresses what sort of cognitive endowments and experiences children have at different ages. The study reported here examined mealtimes of preschoolers' families to determine whether rare words were used in informative ways so that a child could learn their meanings. The issue addressed is whether there is an association between informative use of rare words and the child's later vocabulary. Each use of rare words in 160 transcripts was coded for whether it was informative or uninformative. Each informative exchange was coded for type of strategy used to provide support: physical or social context, prior knowledge, and semantic support. There were 1,631 exchanges around rare words. About two-thirds of these exchanges were informative uses from which the child could learn the word's meaning. The most frequent strategy used was semantic support, accounting for two-thirds of strategies used. The frequency of use of rare words was positively correlated with age-five and age-seven PPVT scores.

**98-463 Diesendruck, Gil and Shatz, Marilyn** (U. of Michigan). The effect of perceptual similarity and linguistic input on children's acquisition of object labels. *Journal of Child Language* (Cambridge), **24**, 3 (1997), 695-717.

The study reported here investigated whether and when children establish various semantic relations between old and new words. Fifty two-year-olds were taught labels for objects previously referred to by an over-extended term. It was found that children were more likely to learn a new label when (a) it referred to a new object that was perceptually dissimilar, rather than similar, to a known one; and (b) when linguistic

information indicated that it had an inclusion, rather than a mutually exclusive, relation to a known label. Children were more likely to interpret a new label as mutually exclusive to a known one when their referents were perceptually dissimilar. These findings are discussed in the light of theories of lexical development, particularly with regard to conceptualisation of constraints on the acquisition of word meaning.

**98-464 Hung, Feng-Sheng and Peters, Ann M.** (U. of Hawai'i, Manoa). The role of prosody in the acquisition of grammatical morphemes: evidence from two Chinese languages. *Journal of Child Language* (Cambridge), **24**, 3 (1997), 627-50.

This paper examines two issues concerning the acquisition of grammatical morphemes: (1) how their acquisition is influenced by prosodic and phonological characteristics of the language being learned; and (2) what sorts of prosodic and phonological properties grammatical morphemes have that might aid children in applying particular segmentation strategies. To address these issues, the acquisition of grammatical morphemes was compared in a pair of morphosyntactically similar but prosodically different languages, Taiwan Mandarin Chinese and Taiwanese. Data analysis was carried out on the patterns of realisation and omission of a highly frequent subset of grammatical morphemes in six children's speech, recorded between the ages 1;6 and 2;3. The results from the between-language comparisons suggest that the rhythmic characteristics of languages can affect segmentation by providing different kinds of prosodic handles for children to grasp at.

**98-465 Levy, Yonata** (Hadassah-Hebrew U. Medical School, Jerusalem). Autonomous linguistic systems in the language of young children. *Journal of Child Language* (Cambridge), **24**, 3 (1997), 651-71.

This paper considers cross-linguistic findings concerning the early development of formal, arbitrary, grammatical systems in normal hearing and deaf children and in children with congenital brain abnormalities. The paper reviews evidence showing an early acquisition of grammatical forms. Such learning is typically dissociated from the development of the relevant semantics. Form-function correspondences were not required for the development of morphological paradigms and for certain aspects of formal syntax. This finding held across all the populations studied. It is hypothesised that the autonomous nature of these formal paradigms accounts for their priority in learning cross-linguistically.

**98-466 Marchman, Virginia A.** (U. of Texas at Dallas), **Plunkett, Kim, and Goodman, Judith.** Over-regularisation in English plural and past tense inflectional morphology: a response to Marcus (1995). *Journal of Child Language* (Cambridge), **24**, 3 (1997), 767-79.

In a recent note, Marcus (1995) suggests that the rate of over-regularisation of English irregular plural nouns is