

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.