

suggesting that the achievement of disciplinary literacy in an L2 in a graduate programme such as education is fundamentally an interactive social-cognitive process, in that production of the texts required extensive interaction between the individual's cognitive processes and social/contextual factors in different ways.

98-298 Rubin, Donald L. (U. of Georgia) and **Williams-James, Melanie.** The impact of writer nationality on mainstream teachers' judgments of composition quality. *Journal of Second Language Writing* (Norwood, NJ), **6**, 2 (1997), 139-53.

Teachers' evaluations of student writing are susceptible to the influence of extraneous factors, including stereotyped expectations based on students' ethnolinguistic identities. Even teachers' detection of surface errors in student writing is vulnerable to such expectancy sets. Non-native speakers of English (NNSs) who exit sheltered English as a Second Language classes may therefore be subjected to unduly negative evaluations due to mainstream teachers' negative expectations. On the other hand, it is possible that mainstream teachers over-compensate and are especially lenient with NNSs. The study reported here attributed fabricated student identities to a standard set of essays into which specific errors had been intruded. The fictional students were either Southeast Asian, Northern European, or U.S. native English speakers (NESs). Mainstream composition teachers evaluated the writing samples using rating scales, and they also wrote marginal comments and signs. Analyses indicated an advantage favouring the Asian writers over the NES writers in ratings of overall composition quality. No differences in the number of errors detected for each writer nationality were found. On the other hand, teachers' ratings of NNS writing were best predicted by the number of surface errors they detected. Ratings of NES writing, in contrast, were justified by marginal notations and comments; teachers tended to write longer comments when they judged the writing to be poor. The significance of the study is to enjoin composition teachers to reflect on their differential dependence on surface error when evaluating NES and NNS writing.

98-299 Schleppegrell, Mary J. and Colombi, M. Cecilia (U. of California, Davis). Text organisation by bilingual writers. Clause structure as a reflection of discourse structure. *Written Communication* (Thousand Oaks, CA), **14**, 4 (1997), 50-3.

This article compares essays written in Spanish and English by two advanced-level bilingual writers whose prior formal academic writing instruction has been only in English. The authors describe both writers' discourse-organisational and clause-combining strategies, showing that one writer's organisational structure reflects explicit planning, whereas the other employs a more emergent organisational structure for her essays. In each case, these choices are the same for Spanish and English. Analysing these writers' clause-combining strategies demonstrates that organisational structure at

the discourse level is reflected in the types of clause combinations chosen by the writers at the sentence level, with one writer using more simple sentences and embedded clauses and the other using more hypotactic and paratactic clause combinations. The article demonstrates how clauses constitute and reflect the structure of texts, and suggests that development of a repertoire of styles and discourse strategies depends on control of a variety of syntactic options.

Bilingual education/ bilingualism

98-300 Candelier, Michel (U. René Descartes, Paris). La bipolarisation précoce bilingue: préparation à l'Europe ou consécration des inégalités? [Selective bilingual education: preparation for Europe or creation of inequality?] *Etudes de Linguistique Appliquée* (Paris), **106** (1997), 175-86.

Claims are often made for the positive role of bilingual education programmes in preparing pupils for citizenship of the European Union (EU). This paper examines the validity of such claims from a sociology of education perspective, drawing on a range of education policy documents from both the EU itself and two member nations, France and Germany. It refers to bilingual schemes in operation within the public education systems of these two nations: the introduction of a second language into the mainstream timetable of elementary schools, and at secondary level the establishment of, respectively, *sections européennes* (European sections) and *bilinguale Züge* (bilingual streams). It is argued that, despite the greater tradition of egalitarianism within the French education system, a low level of commitment to the extension of the elementary schemes and selective recruitment onto the secondary streams renders them elitist in effect if not intent. The author concludes that there is a fundamental tension between the rhetoric of democratisation and European unity, and the pressure on schools to sort pupils for the job market. It is argued that bilingual streams represent a compromise between these two demands, and may effectively serve to increase rather than decrease social inequality.

98-301 Corsetti, R. and others. Won, tu, treeh: bilinguismo, bigrafismo strategie ortografiche. [Won, tu, treeh: bilingualism, biliteracy and spelling strategies.] *Rassegna Italiana di Linguistica Applicata* (Rome), **29**, 2 (1997), 107-30.

Despite the growing pressure placed on primary schools by worldwide migration movements, the development of literacy among young bilinguals still awaits proper investigation. As a contribution in this direction, the study reported here examines the spelling errors of three bilingual children and two adults with native-like fluency in two European languages. A large corpus of

compositions and dictations was gathered and scanned for evidence of interference between different orthographies and pedagogic approaches to literacy. Whereas markedly phonological orthographic systems (e.g. Italian and Greek) exhibited a range of typically intralinguistic errors, in the case of less coherent systems (e.g. Italian and English) the phonological rationale of one language tended to interfere with the ideographic features of the other. Such findings were confirmed by the difficulty of adult respondents (consecutive bilinguals) to perceive and therefore to spell correctly any phonological trait unavailable in the first language. Further longitudinal and cross-sectional research embracing other writing systems also is urgently needed. Without a better understanding of the different literacy acquisition strategies and their interplay, schools will fail to meet the educational challenge of a multilingual society.

98-302 Doyé, Peter (Technische U. Braunschweig). Bilinguale Grundschulen. [Bilingual primary schools.] *Zeitschrift für Fremdsprachenforschung* (Bochum, Germany), **8**, 2 (1997), 161–95.

'Bilinguale Grundschulen' in the understanding of this article are primary schools which are attended by pupils from two different language communities, in which teaching and learning take place in two languages and the teaching staff are native speakers of either language. The article deals with six typical representatives of this type of school: the Europa-Schule Berlin; the Vienna Bilingual Schools; the German-French School in Freiburg; the Danish-German School in Kopenhagen; the German-Italian School in Wolfsburg; and the Slovenian-Hungarian Schools in Slovenia. The reasons for their foundation are explained, and their organisation and objectives delineated. The central part of the paper gives a detailed description of one of these institutions, the Europa-Schule Berlin, and deals with its history, its pupils and teachers, its methodology and the research programme concerned with its evaluation. Five examples are quoted in order to show typical features of the teaching methods at bilingual primary schools. Finally, three unsolved problems are discussed: the supply of qualified teachers; the question of continuity; and the definition of proficiency to be attained in both languages.

98-303 Lambert, Monique (U. Paris VIII). En route vers le bilinguisme. [En route to bilingualism.] *Aile* (Paris), **9** (1997), 147–72.

This article investigates the way in which the performance of French learners of English at levels of proficiency ranging from intermediate to quasi-bilingual differs from that of native speakers when carrying out a film re-telling task. Four different stages of language proficiency are characterised, based on the choice and functional use of linguistic means to refer to space and time. The differences are (partially) explained by comparing learners' performance with that of native speak-

ers of French doing the same task. Results show that the influence of the first language takes varying forms, guiding attention to formally equivalent linguistic means, filtering functional uses, and orienting the perspectives given to events and situations talked about. The analysis reveals that, although near-native speakers dispose of an extended lexical repertoire and master grammatical rules, their organisation of information is guided by identifiable characteristics of their source language, French. It is concluded from these transfer phenomena that the principles underlying text organisation are extremely resistant to re-structuring.

98-304 Lin, Jing (McGill U.). Policies and practices of bilingual education for the minorities in China. *Journal of Multilingual and Multicultural Development* (Clevedon), **18**, 3 (1997), 193–205.

Bilingual education for minorities in China has always been closely linked with political policies held by the government. Since 1980, bilingual education has been provided in some minority schools as a part of the government's policy to improve relationships with ethnic minorities in China. Chinese scholars have argued that bilingual education is necessary to advance learning among minority students. However, schools attempting to implement bilingual teaching are faced with many problems – notably with respect to curriculum, textbook publishing, teacher training and instructional adjustments. Even greater problems lie within society at large, where minorities still suffer discrimination and bias. This paper argues that bilingual education should be given a high priority and receive concerted attention at all levels.

98-305 Noonan, Brian, Colleaux, Jacqueline (Saskatoon Catholic Schools, Saskatchewan) and **Yackulic, Richard Alan** (U. of Saskatchewan). Two approaches to beginning reading in early French Immersion. *The Canadian Modern Language Review/La Revue canadienne des langues vivantes* (Toronto, Ont.), **53**, 4 (1997), 729–42.

The purpose of the study reported here was to examine the effects of the order of languages in which students are taught to read in early French Immersion. Specifically, the research compared the results of two matched samples ($n = 47$) of Grade 3 students on French and English reading skills. One group had been introduced to beginning reading in English, the second group was introduced to beginning reading in French. The results showed no significant differences in English or French reading between the two groups at the end of grade three. The results point to the need for a better understanding of factors which may affect bilingual proficiency, for assessing how such proficiency is measured, and the interdependence between languages in early French Immersion.

98-306 Schecter, Sandra R. (York U.) and **Bayley, Robert.** Language socialization practices and cultural identity: case studies of Mexican-descent families in California and Texas. *TESOL Quarterly* (Alexandria, VA), **31**, 3 (1997), 513–41.

This article explores the relationship between language and cultural identity as manifested in the language socialisation practices of four Mexican-descent families: two in northern California and two in south Texas. The analysis considers both the patterns of meaning suggested by the use of Spanish and English in the speech and literacy performances of four focal children as well as family and dominant societal ideologies concerning the symbolic importance of the two languages, the way language learning occurs, and the role of schooling – all frameworks in which the children's linguistic behaviours were embedded. All four focal children defined themselves in terms of allegiance to their Mexican or Mexican American cultural heritage. However, the families were oriented differently to the Spanish language as a vehicle for affirmation of this commonly articulated group identity. The differences are emblematic of stances taken in a larger cultural and political debate over the terms of Latino participation in U.S. society. Parents in all of the families endorsed Spanish maintenance and spoke of the language as an important aspect of their sense of cultural identity. Only two of the families, however, pursued aggressive home maintenance strategies. Of the other two families, one used a protocol combining some Spanish use in the home with instruction from Spanish-speaking relatives, whereas the family that had moved most fully into the middle class was the least successful in the intergenerational transmission of Spanish, despite a commitment to cultural maintenance.

98-307 Thordardottir, Elin T., Ellis Weismer, Susan and Smith, Mary E. (U. of Wisconsin-Madison). Vocabulary learning in bilingual and monolingual clinical intervention. *Child Language Teaching and Therapy* (London), **13**, 3 (1997), 215–27.

The study reported here used a single-case alternating treatments design to compare the effectiveness of monolingual and bilingual clinical treatment approaches in teaching English vocabulary to a bilingual child with language impairment. In contrast to the widespread belief that regular exposure to two languages should not be recommended for children with language impairments, recent findings suggest that bilingual acquisition is a reasonable goal for these children in a supportive environment. The bilingual intervention approach in this study was designed to combine the beneficial effects of a positive attitude towards both languages and the use of the first language to learn the second. Results revealed comparable learning of English in the monolingual and bilingual treatment conditions, with a slight advantage in the latter. The results support the view that bilingual intervention does not restrict language growth compared to a monolingual treatment, and is, therefore,

desirable since it avoids important negative aspects that result from eliminating either language of children who live in bilingual environments.

98-308 Zéphir, Flore (U. of Missouri-Columbia). Haitian Creole language and bilingual education in the United States: problem, right, or resource? *Journal of Multilingual and Multicultural Development* (Clevedon), **18**, 3 (1997), 223–37.

This article looks specifically at the issue of a meaningful education for Creole-speaking students, particularly the Haitians, in the context of US bilingual programmes. In particular, it addresses the central question of how the home language, that is the Creole language, is used in the school system and what value is attached to it in an attempt to provide this particular group of students with effective instruction. Are the needs of Creole-speaking students being addressed by the schools? Are they being empowered to succeed? By looking at the Creole language as a strong marker of ethnicity for this particular group, it argues that this language has a rightful place in the educational system, and should no longer be perceived as a source of problems. It is the language that keeps the Creole-speaking children connected to their roots and gives them a sense of pride necessary to succeed and reach their full human potential. The article urges educators not to misclassify Creole-speaking students as African Americans, and to take into account their linguistic and cultural perspectives in the educational experience. Instruction in the Creole language is advocated as a model superior by far to the 'sink or swim' model.

Sociolinguistics

98-309 Ammon, Ulrich (Gerhard-Mercator-Universität, Duisberg) and **Kellermeier, Birte.** Dialekt als Sprachbarriere passé? [Dialect as a language barrier—in the past?] *Deutsche Sprache* (Berlin), **25**, 1 (1997), 21–38.

The topic 'dialect as a language barrier' has all but disappeared from the debate in linguistics and education; instead, dialects and dialect-speaking social milieux now tend to be portrayed in an idyllic light. This paper claims, however, that in reality the conditions criticised in the dialect-as-a-language-barrier discussion in the 1970s have hardly changed at all. In large parts of the German-speaking countries, there are still children who have grown up speaking dialect coming to school with a poor active command of Standard German. These are mainly socially disadvantaged children, their needs not catered for by schools, and disadvantaged in the school selection process. It is further claimed that schools do not provide many of these children with a knowledge of Standard German adequate for their later lives. A new empirical study in the Ruhr shows that even children speaking the Ruhr dialect, which is relatively close to Standard German, have problems at school. For these reasons, the