*Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **55**, 2 (1998), 191–218.

The objectives of the study reported here are to identify the learning styles of second language (L2) teaching students and to reflect upon the relevance of learning style awareness in the context of teacher education. Both Kolb's 1984 experiential learning model and Honey and Mumford's 1986 learning style instrument were used to identify the learning styles of two groups of L2 teaching students at the authors' institution. The results indicate that 81.9% of the students prefer the reflective style, while only 45% and 13.6% chose the activist and pragmatist styles, respectively. None of the students shows any interest in the theorist style. This pattern of learning styles fuels the discussion of the predominance of the reflective mode in education and the relevance of implementing a pedagogical approach that permits learning style awareness within the context of teacher education.

# Bilingual education/ bilingualism

**99–648  Fazio, Lucy and Lyster, Roy** (McGill U., Montreal, Canada). Immersion and submersion classrooms: a comparison of instructional practices in language arts. *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **19**, 4 (1998), 303–17.

This paper describes a process-oriented study using the Communicative Orientation of Language Teaching (COLT) observation scheme (Spada & Fröhlich, 1995) that compares the second language learning environments of elementary-level students of French in four immersion and four submersion classrooms in the Montreal area. The database comprises almost 60 hours of observations during language arts lessons: 28.4 hours in the submersion classrooms, so named because designed for native speakers of French but comprising a large number of minority-language students obliged to attend French-language schools; and 30.5 hours in the immersion classrooms, composed of a majority of anglophone students attending English-language schools. Results indicate clear differences between the two environments. Language arts lessons in the submersion classrooms are predominantly analytic, with the content focus primarily on language form and most materials entailing only minimal discourse. Conversely, lessons in the immersion classrooms involve a more balanced combination of analytic and experiential orientation, including more variety in classroom organisation, with content focusing on both language and other topics, and text including more extended discourse.

**99–649  Hardman, Joel C.** (Southern Illinois U., Edwardsville, USA). A community of learners:

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Cambodians in an adult ESL classroom. *Language Teaching Research* (London, UK), **3**, 2 (1999), 145–66.

This article focuses on the English literacy development of Cambodian adults living in the USA. Using an adult English Second Language (ESL) classroom as a context, the researcher describes: how the Cambodian adults, literate in Khmer, participate in each other's English literacy development; how Cambodian children, fluent though not typically literate in Khmer, participate in their parents' development of English literacy; and how a Cambodian teacher participates in his students' development of English literacy. To answer these questions, the article examines how the participants draw on multiple linguistic competencies to help each other accomplish classroom tasks. In contrast to traditional home-school discontinuity studies, it is argued that people have multiple ways for sharing knowledge and creating environments for learning, especially in the case of immigrant communities that are in the process of cultural change and adaptation.

**99–650  Henry, Alex and Metussin, Dk. Hjh. Rohaniah Pg. Hj.** (U. of Brunei Darussalam). An investigation into the levels of difficulty of certain semantic word classes in a bilingual setting. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **2**, 1 (1999), 13–29.

Although typologies of word difficulty have been proposed since the 1970s, the word classes identified do not easily inform syllabus design or translate readily into classroom teaching strategies. Very little of this type of research has concerned itself with which semantic classes are likely to be easy or difficult for learners in a bilingual setting. The research reported here aimed to determine the relative ease or difficulty of learning semantic classes for pupils in Brunei Darussalam's bilingual education system. A second aim was to determine through an analysis of pupil translation errors which factors made a particular word or class of words difficult to learn. Pupils were tested on their ability to translate 500 words from Nation's (1984) high-frequency word list. The results suggest that semantic class is indeed a general indicator of how difficult a word may be for pupils to learn. They also suggest that the main cause of difficulty is relationships within semantic fields: pupils have a general idea about the meaning of the problematic words but seem unable to find an appropriate equivalent in their first language.

**99–651  Kenner, Charmian** (Thames Valley U., London, UK). Children's understandings of text in a multilingual nursery. *Language and Education* (Clevedon, UK), **13**, 1 (1999), 1–16.

This paper discusses the results of a one-year research project in a South London nursery class which included three- and four-year-olds from a variety of linguistic and cultural backgrounds. Children were given the opportunity to engage with a wide range of home lit-

eracy materials in the classroom, in English and in other languages. Through their use of these materials as part of purposeful social interaction, and through production of their own writing, the children displayed a knowledge of different genres, and an awareness of the kinds of symbol used within each type of text. The work of 30 children was collected and analysed during the year, and a case study was also made of one child, a four-year-old from a Gujarati-speaking family. The paper comments on the general response within the class, and then draws on the case study to illustrate the findings in detail. The results suggest that classroom literacy work needs to be expanded in order to capitalise on the full extent of young children's knowledge about written language.

## 99–652 Lanvers, Ursula (U. of Exeter, UK).
Lexical growth patterns in a bilingual infant: the occurrence and significance of equivalents in the bilingual lexicon. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **2**, 1 (1999), 30–52.

This article gives a detailed account of the lexical growth in a bilingual child (German and English) and discusses its theoretical implications. Evaluating the 'Principle of Contrast' (Clark, 1987, 1988) in bilingual acquisition, it is concluded that evidence of lexical *equivalent learning* and usage of equivalents can contribute to the debate on language separation in bilingual infants. The child in this study generally showed acquisition patterns of language-specific words to be related to the (varying) amount of input, changes in the language environment having a delayed effect on the dominance skill in the lexicon. New equivalents were learned very regularly from age 1.7 onwards, making up, on average, 30% of monthly new words. The time gap examination in the emergence of these equivalents showed patterns relating to the input: *changes of input greatly increased equivalent learning.* The patterns of equivalent learning, together with evidence of appropriate usage of these from the age of 1.7 onwards, were interpreted as evidence of emerging lexical separation around the age of 1.6. Furthermore, lexical acquisition in one language was not proportionate to the amount of exposure to that language, an observation of interest for the general theoretical discussion of the relation between input and acquisition.

## 99–653 Martin, Peter W. (U. of Leicester, UK).
Bilingual unpacking of monolingual texts in two primary classrooms in Brunei Darussalam. *Language and Education* (Clevedon, UK), **13**, 1 (1999), 38–58.

Despite arguments advanced by constructivists, it is acknowledged that teacher talk has remained dominant in the classroom, particularly so in the Southeast Asian context, where the traditional teacher-centred classroom is the mainstay of educational practice in the school. Most studies on classrooms in developing countries in general, and in Southeast Asia in particular, have

been concerned with such issues as the availability and quality of instructional materials, curricular innovations, and the quantity and quality of teachers. Few studies have actually provided in-depth portraits of the classrooms – consequently, little is known about their interactional patterns in multilingual contexts. This paper reports on empirical research in two fourth-year primary classrooms in Brunei Darussalam, Southeast Asia's newest independent nation, which operates a bilingual system of education in which Malay is the language of instruction in the first three years of schooling, with a switch to English for several subjects in the fourth year. The paper highlights the relationship between bilingual talk and monolingual texts, i.e., how the monolingual textbook is embedded in bilingual interaction in the classroom.

## 99–654 Oliver, Rhonda (Edith Cowan U., Western Australia) and Purdie, Nola. The attitudes of bilingual children to their languages. *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **19**, 4 (1998), 199–211.

The study reported here examined the attitudes of 58 bilingual primary-school children towards their first (L1) and second languages, and the attitudes they attribute to parents, teachers and peers in the context of the home, the classroom and the playground. It also examined whether students' attitudes to language are moderated by whether or not they were born in Australia and the number of years they have lived there, the cultural group to which they belong, and whether or not they had received English as a Second Language (ESL) help. Participants were aged 9-12 years, with proficiency both in English and in another language (in most cases their L1), and came from three main cultural groups, Asian, European and speakers of Arabic. Results indicate that, despite significant differences in attitudes to English and to L1, students on the whole felt more positive than negative about both languages, and perceived their teachers, parents and friends to have similarly positive attitudes. There is also nonethless a clear implication for teachers to consider what they can do to lessen the gap in attitudes towards English and the L1 of their bilingual students, and of the significant others for these students.

## 99–655 Pelletier, Janette (Ontario Inst. for Studies in Ed., Toronto U., Canada). A comparison of children's understanding of school in regular English language and French immersion kindergartens. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **55**, 2 (1998), 239–59.

This research examined how children understand and experience kindergarten in English first language (L1) and French immersion second language (L2) programmes, through interviews and direct observation of 10 French immersion and 10 regular English language classes. A sub-sample of children was interviewed using puppets. Results show that understanding of school is

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equally sophisticated for children in L2 immersion and regular L1 contexts as judged by direct observation, by children's 'scripts' of kindergarten, and by their responses to interview questions. The similarities between L2 immersion and regular L1 kindergartens were greater than the differences, and the equally positive picture of immersion and regular schooling contradicts suggestions in the literature that the L2 immersion experience is too stressful for five-year-olds. The multiple approaches used in this study were developed to supplement the traditional kinds of measures used in previous studies of L2 immersion based on outcomes. Findings are discussed in terms of children's understanding of school and the relative importance of the teacher's language in building that understanding.

**99–656   Pennington, Martha C.** (U. of Luton, UK). Framing bilingual classroom discourse: lessons from Hong Kong secondary school English classes. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **2**, 1 (1999), 53–73.

This article presents a model of bilingual classroom discourse as a set of communicational *frames* illustrated by data from secondary English classes in Hong Kong. The 'innermost' frame, where the second language (L2), English, is most likely to occur, is that in which the lesson is conducted. Linked to this *lesson frame* is a *lesson-support frame* which functions to structure communication and behaviour. The teacher is the main participant in this frame, though students may also participate. Institutional messages not directly related to communication in the lesson frame are conveyed in an *institutional support frame* characterised by primary use of the mother tongue rather than the L2. The 'outermost' frame is that in which non-lesson talk occurs, generally in the mother tongue. This *commentary frame* may be exploited by students to develop a counter-discourse in opposition to the institutional agenda and other sorts of new discourses. The discussion addresses the difficulty faced by teachers in L2 contexts in trying to encourage communication and participation without marginalising the L2. It also suggests similarities and differences in students' off-lesson talk in other bilingual and non-bilingual school contexts.

**99–657   Pennington, Martha C.** (U. of Luton, UK). Bringing off-stage 'noise' to centre stage: a lesson in developing bilingual classroom discourse data. *Language Teaching Research* (London, UK), **3**, 2 (1999), 85–116.

This article is concerned with the analysis of classroom discourse. A transcript of part of an English lesson conducted in a Hong Kong secondary school by an ethnic Chinese bilingual Cantonese-English teacher and his students is expanded and elaborated in stages to illustrate issues involved in developing bilingual classroom discourse data. The different transcripts of the same segment of classroom discourse demonstrate how the focus, the form and the level of transcription help to determine the analysis of the discourse and the view of

it that can be derived by means of the investigative process. Through the elaboration of the transcript, it is shown how different interactants define their participation using the two available languages, English and Cantonese, within each of three frames of classroom interaction. In the segment of the lesson presented, which comprises a role-play activity, the teacher and two students participate in the *lesson frame*, where only English occurs. The teacher and other students participate in a *lesson-support frame*, where speech has a regulative function directed at keping the lesson 'on track' and where English and Cantonese occur. These institutional frames may be exploited by speakers to convey implicit and explicit messages that encode different layers of meaning. Other students (but not the teacher) participate in a third, *commentary frame*, where they make evaluative comments in relation to the talk that is going on in the lesson frame and where most communication is in Cantonese. It is maintained that for the bilingual classroom discourse presented (and, by implication, for the larger context of discourse of which that segment is a part) a representation in terms of discourse frames provides a view of language use and participant interaction that aids further analysis and helps not only the researcher but also those to whom the data are presented to build a rich schema for understanding and interpreting the dynamics of that context. In particular, it makes it possible to observe how the main participants, the students, bend the institutional context to their own purposes.

**99–658   Villa, Daniel and Villa, Jennifer** (New Mexico State U., USA). Identity labels and self-reported language use: implications for Spanish language programmes. *Foreign Language Annals* (New York, USA), **31**, 4 (1998), 505–16.

Demographic changes in the US population are reflected in the students entering Spanish language instruction programmes with a wide range of language skills: from those with no knowledge of Spanish to those natively fluent in the language. In response to the increasing number of students who enter Spanish classes with some degree of heritage language skills, many nationwide programmes have instituted 'Spanish for Native Speakers' (SNS) courses. Participation in such classes is not generally mandatory, however, and not all students possessing heritage language skills enrol in SNS programmes, opting instead for classes designed for non-native speakers. This article examines the relationship between self-identification labels and self-reported language use, among other factors, of students who have self-selected into SNS courses. A principal goal is to work towards a better understanding of certain identity features of students with heritage language skills, in order to inform future curriculum development in student-centred SNS programmes.

**99–659   Winter, Kirsten** (U. of Birmingham, UK). Speech and language therapy provision for bilingual children: aspects of the current service.

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*International Journal of Language and Communication Disorders* (London, UK), **34**, 1 (1999), 85–98.

This article presents the findings of a questionnaire survey which asked speech and language therapy managers in England about the caseloads of the therapists in their trust as regards bilingual children. The survey was the first part of a larger research project aiming to explore the apparent over-representation of bilingual children in speech and language therapy in some areas and under-representation in others (compared with the proportion of bilingual children in the population). This main research question is discussed in relation to the literature and to the survey aims. The results describe aspects of the context in which the speech and language therapy service for bilingual children is operating: the lack of information about bilingual children is highlighted. The staffing and training implications of bilingual clients' distribution over therapists' caseloads in areas with different levels of minority ethnic population are also considered. The finding that the majority of speech and language therapists in England who work with children (59%) see at least one bilingual child speaks of the extent to which issues relating to bilingualism affect therapists.

# Sociolinguistics

**99–660  Carrier, Karen** (U. of Pennsylvania, USA). The social environment of second language listening: does status play a role in comprehension? *The Modern Language Journal* (Malden, MA, USA), **83**, 1 (1999), 65–79.

Research in second language (L2) listening has focused on the factors involved in the process of listening and how variation in these factors affects comprehension. However, most of the research has focused on the psycholinguistic dimension of listening, with, as a consequence, very little research on the sociolinguistic dimension, particularly status relationships. This article examines what is meant by the term 'status' within the social relationship, and gives a short synopsis of the research carried out so far on L2 listening factors. It is argued that, because it has been shown that the social relationship has an effect on both language behaviour and conversational interaction, and that conversational interaction has an effect on listening comprehension, then the social relationships in an interaction may have an effect on listening comprehension. Implications for theory building and the language classroom are suggested.

**99–661  Crystal, David.** The future of Englishes. *English Today* (Cambridge, UK), **15**, 2 (1999), 10–20.

This article seeks to examine whether the increasing diversity of English world-wide will lead to a need for new approaches to English language teaching (ELT) in the 21st century. It begins by discussing the evolving concept of English as a family of languages, and the social and political issues involved in designating new varieties, using the examples of Ebonics and Scots. It then moves on to discuss 'language mixing', and proposes a continuum of hybridisation from standard colloquial English through grammatical and lexical hybrid forms to colloquialisms from the speaker's first language. It is suggested that, for the purposes of mutual intelligibility and pedagogy, internationally accepted, standard varieties of the language for communication in writing and in speaking are required, though these will co-exist with recognised local varieties. The implications for ELT are then discussed. It is suggested that input for training students in receptive skills needs to be diverse, while training in productive skills should remain conventional. Finally, the role of the British Council in ELT is considered, and a change in emphasis is advocated in its current policies and practices to accommodate the increasing diversity of English and to participate in the establishing of these two international standard varieties.

**99–662  Modiano, Marko** (Gavle U., Sweden). International English in the global village. *English Today* (Cambridge, UK), **15**, 2 (1999), 22–28.

This article begins by discussing Kachru's model of concentric circles to represent varieties of English. It argues that the model is hierarchical, placing major varieties such as British and American English in the inner circle and relegating regional varieties to the outer circles. At the same time the focus on describing each regional variety conflicts with the need to recognise and describe (rather than prescribe) an international variety of English, which can be used to facilitate cross-cultural communication. The author questions the usefulness of Kachru's model for the development of English as an International Language (EIL). Instead he proposes a model of centripetal circles of international English where classification depends on communicative ability rather than geographical location. The inner circle is occupied by communicatively competent speakers of EIL for whom English can be either the first or second language. The middle circle includes English speakers who need to code-switch in order to communicate using EIL, while the third ring is for learners of English. This model is considered dynamic, enabling transitions between circles depending on proficiency in EIL. Descriptions of EIL are therefore required, so that it can be adopted as an educational norm.

# Applied linguistics

**99–663  Flowerdew, L.** (Hong Kong U. of Science and Technology). Corpus linguistic techniques applied to textlinguistics. *System* (Oxford, UK), **26**, 4 (1998), 541–52.

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