

This article explores what teachers and teacher trainers working overseas can learn by being returned to the role of beginner students of a new language, especially when their 'teacher' may be someone who has never taught English before, or who is still in training. In the former case, the experience is considered closer to acquisition, and promotes understanding about differences between acquisition and learning; in the latter case, with a trainee teacher, the learning experience is shown to be a mutual one, where the trainee-as-teacher and the teacher-as-student both gain new insights. The issues that emerge relate to the native/non-native divide, and also to the importance of cultural awareness in teaching and training. The arguments are based on first-hand personal experience rather than on the results of controlled experiments: nevertheless, the conclusions are deemed generalisable to many teaching and training contexts, and lead to specific recommendations for training and development activities.

**01-290 Mac Corraidh, Seán** (Coláiste Ollscoile Naomh Muire, Béal Feirste, N. Ireland). *Cúrsa Insebhíse i mBéal Feirste don Ghaeloideachas*. [Inservice courses in Irish-medium education in Belfast.] *Teangeolas* (Dublin, Ireland), **38/39** (2000), 36-47.

Teachers have been practising in Irish-medium primary schools in Belfast and beyond since 1971, yet it is only recently that a pathway for Irish-medium education has been offered at St. Mary's University College, Belfast. In the provision of in-service courses at the college, a module entitled *Sainchúrsa Gaelige do Mhúinteoirí i nGaelscoileanna* (a specialised course for teachers in Irish-medium schools) was drawn up and delivered in the first semester of the academic year 1998-99, the author of the present article being the course tutor. The article is a synopsis of the content of the course and proposes an effective teaching/learning model in a bilingual situation, formed from experience. The author concludes that student teachers who intend to teach in Irish-medium education need training in teaching strategies and methods conducive to the realisation of the objectives of good learning outcomes and second language acquisition. It is postulated that active participation of pupils in learning activities and communication in the second language are two fundamental features of Irish-medium education which entail exemplary professional practice, build confidence in children in their early years of schooling and instil competence as they go through their primary education.

**01-291 Miller, Lindsay** (City U. of Hong Kong) and **Aldred, Deborah**. Student teachers' perceptions about communicative language teaching methods. *RELC Journal* (Singapore), **31**, 1 (2000), 1-22.

This paper presents some aspects of student teachers' perceptions about the suitability and usability of communicative language teaching (CLT) methods in the

language classrooms of Hong Kong. Teacher education around the world emphasises a move towards more communicative teaching methods with interactive student-centred learning encouraged. But for student teachers who have grown up in cultures which often have teacher-centred classrooms, examination and curriculum constraints, and large classes, there is often a mismatch between theoretical methods and reality. The paper describes how a research initiative used to gain an understanding of some of the student teachers' perceptions of CLT methods became incorporated in an awareness-raising exercise in the methodology course. This move was an attempt to make the course more relevant for the local student teachers involved and provide more support in training them for the classroom. Ultimately it is hoped that such initiatives will encourage student teachers to have more positive attitudes towards communicative teaching methods.

## Bilingual education/ bilingualism

**01-292 Alonso-Nieto, Laly** (I. Gallego Gorria I.P., Spain) and **Tierney, Daniel**. Language education in the Basque country. *Vida Hispánica* (Rugby, UK), **22** (2000), 3-9.

The Basques are currently immersed in a process of revivifying the language, which includes its introduction into the education system. The aim of this paper is to describe and evaluate the Bilingual Education Policy implemented in Euskadi over the last 15 years. It begins with a brief overview of the historical factors which have been of great relevance in determining the situation in which the Basque language finds itself today. The second part of the paper reports on and evaluates more recent developments in language education in Euskera, in particular three models of Primary Education proposed by the Basque Government to overcome a marked diglossic situation and ensure that all children acquire a sound level of Spanish and Euskera. The final section examines teacher training for Euskera and foreign language teaching in the area. The paper concludes that recent developments in Euskadi seem to be more successful than expected, although there remains a need to create a framework to guarantee intergenerational transmission both by speakers of Basque as a first and second language. Maintaining the generally positive attitudes towards the language and culture, together with establishing a clear commitment to the preservation of the language, are likely to be decisive factors in its continued growth.

**01-293 Caldas, Stephen J.** (U. of Louisiana, USA; *Email*: caldas@louisiana.edu) and **Caron-Caldas, Suzanne**. The influence of family, school,

and community on bilingual preference: results from a Louisiana/Quebec case study. *Applied Psycholinguistics* (Cambridge, UK), **21**, 3 (2000), 365–81.

The case study reported here attempts to extend our understanding of how the environmental context is associated with a bilingual's choice of language. It examines the shifting bilingual preference of three French/English bilingual children over a three-year period. It also clarifies the distinction between the many often misleading terms used to refer to bilingual preference (i.e., a bilingual's language choice). The children's fluctuating bilingual preference is accounted for in terms of three contextual domains: home, school, and community. The home domain was predominantly French-speaking, while the community domain shifted between predominantly English-speaking Louisiana and French-speaking Quebec. The 10 year-old identical twin girls were in a French immersion programme in Louisiana during the entire three-year period; their 12-year-old brother was not. A new, domain-sensitive longitudinal measure – the bilingual preference ratio (BPR) – was created and applied for each child using 36 months of weekly tape recordings of mealtime conversations. BPR fluctuations indicate that the greatest effect on the children's language preference was community immersion in the target language. However, the twins' markedly greater preference for speaking French at home in Louisiana is attributed to the influence of French immersion at school.

**01-294 de Bot, Kees** (U. of Nijmegen, The Netherlands; *Email*: c.debot@let.kun.nl) and **Stoessel, Saskia**. In search of yesterday's words: reactivating a long-forgotten language. *Applied Linguistics* (Oxford, UK), **21**, 3 (2000), 333–53.

This article addresses the fate of languages acquired during childhood which have not been used in a long time: are they simply lost, overridden by other languages acquired later, or are they maintained despite the lack of use? Two German subjects were tested for their knowledge of Dutch, which they acquired as a second language in their childhood. In leaning on methodology from memory research, the researchers assess different levels of 'knowing'. As part of these tests, this study evaluates the so-called 'savings'-approach which measures sub-threshold memory items that are not recalled or recognised using other types of tests. The results suggest that even after 30 years of non-use, residual vocabulary knowledge can be found. There is a strong effect of cross-linguistic influences, but also Dutch words that are not cognates seem to be retained. However, the part-set hypothesis, i.e., the reactivation of a whole set of words after the relearning of some, could not be confirmed. This study demonstrates that it can be difficult to distinguish between 'real' memory and well-developed learning strategies.

**01-295 De Houwer, Annick** (Foundation for Scientific Research, Flanders / U. of Antwerp,

Belgium; *Email*: vhouwer@uia.ac.be). Language acquisition in children raised with two languages from birth: an update. *Revue Parole* (Paris, France), **9-10** (1999), 63–87.

This article provides an overview of the most important results from present-day research into the acquisition of two languages from birth. The process of acquiring two languages from birth closely resembles the primary acquisition of just one language, although obviously bilingual children learn to use two linguistic systems at once. Another aspect that sets bilingual children apart is the fact that they continuously have to choose between their two languages both at the level of the conversation as well as at the level of the utterance. The available evidence shows that already before the age of two bilingual children are able to use these specifically bilingual aspects of language very much like adult bilinguals do.

**01-296 Isurin, Ludmilla** (Ohio State U., USA; *Email*: lisurin@nls.net). Deserted island or a child's first language forgetting. *Bilingualism: Language and Cognition* (Cambridge, UK), **3**, 2 (2000), 151–66.

The longitudinal study reported in this paper examines first language (L1) vocabulary decline by a child whose native language input effectively ceased after her immersion into the second language (L2) environment. The subject of the study was a Russian girl adopted by an American family, brought to the USA, and completely isolated from any contact with the Russian-speaking environment. The analysis of the data was based on the results of picture naming tasks and reaction time measurements. Three groups of words showed high vulnerability to forgetting: high frequency words, cognates, and semantically convergent pairs (pairs of words lexically distinguished in L2 and non-distinguished in L1). Fast forgetting of these lexical items in L1 was related to the acquisition of their equivalents in L2. The comparison of noun versus verb retention acquisition suggested that there might be a delay in L1 verb forgetting / L2 verb acquisition at the early stage of an extensive exposure to the second language.

**01-297 May, Stephen** (U. of Bristol, UK; *Email*: steve.may@bris.ac.uk). Accommodating and resisting minority language policy: the case of Wales. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **3**, 2 (2000), 101–28.

Any minority language policy must overcome two key difficulties if it is to be successfully implemented at state level. One is institutional – how can a minority language be legitimated and institutionalised in the public or civic realm when this has always been regarded previously as the preserve of the majority language? The other is attitudinal – how can a minority language gain sufficient support from majority language speakers for

it to be accepted (and spoken regularly) as a state language? This paper explores these two difficulties, and the potential for their resolution, by discussing recent institutional developments in Welsh language policy in Wales – notably, the (1993) Welsh Language Act and the (1988) Education Reform Act, and by examining the attitudes and responses to such developments of a cohort of Welsh teacher trainees. The empirical data, drawing on both quantitative and qualitative analyses, shows that, while minority language policies can garner considerable support at a general level, as is the case now in Wales, more specific aspects of bilingual policy remain openly contested. The latter is particularly so when aspects of minority language policy, such as bilingual requirements for public sector employment, appear to impinge on individual citizenship rights.

**01-298 Shameem, Nikhat** (Senior Coll. of New Zealand). Factors affecting language gain and loss in young immigrants and the case of the Wellington Indo-Fijians. *Prospect* (Macquarie U., Sydney, Australia), **15**, 2 (2000), 48–64.

This paper outlines the factors affecting English language gain and first language (L1) loss among young immigrants. It is argued that L1 maintenance is necessary, not only for social justice, but also for long-term cognitive and educational benefits, since English language acquisition and use among young immigrants often results in the loss of their L1 skills. The paper presents a form which schools, and in particular teachers of English to speakers of other languages (ESOL), can use to collate information about bilingualism and multilingualism among young learners in order to provide more targeted support. The use of the form is illustrated with a group of Indo-Fijian teenage immigrants living in Wellington, New Zealand. This case study illustrates the importance of identifying ESOL students as members of specific speech communities rather than simply assuming that they constitute a homogenous group. It is argued that, to empower ESOL students, teachers need to find out about their specific backgrounds. They should be wary of assuming that students who happen to share birthplace or ethnicity necessarily constitute a homogenous group within the same speech community. The more specific identification of students' backgrounds will not only allow their particular ESOL needs to be addressed more appropriately, and thus help them to function more competently in the host environment, but will also encourage and support their home language and culture.

**01-299 Tomiyama, Machiko** (Internat. Christian U., Tokyo, Japan; *Email*: tomiyama@icu.ac.jp). Child second language attrition: a longitudinal case study. *Applied Linguistics* (Oxford, UK), **21**, 3 (2000), 304–32.

This paper examines the second stage of natural second language (L2) attrition in the L1 environment as observed in a Japanese male returnee child. The second stage is the

second part of a longitudinal study encompassing a total of 33 months of observation. The first stage (reported elsewhere) runs from month 2 of his return until month 19, the second from month 20 to month 33. The stages are so labelled retrospectively because of a natural division in the qualitative changes observed in the subject's production data rather than absolute chronological periods. The subject, who spent seven years in the United States, was 8;0 at the time of his return. The overall baseline data shows that he was highly proficient in English. The second stage is characterised as a period of change in syntax and morphology yet stability in lexicon and fluency. A structural change in the modification of nouns, from post-nominal to pre-nominal, is attributed in part to syntactic reduction and in part to interlingual transfer to cope with the deficiency in L2. Some attrition in morphology, plural and past irregular morphemes, in particular, is also observed. On the other hand, no substantial amount of loss in productive vocabulary is observed; there is even recovery of some items. Also it is noted that the level of fluency remains constant throughout the second stage. Overall, the study reveals the differential attrition pattern in the subject's linguistic subsystems and fluctuation in the subject's performance. It also illustrates the value and relevance of examining data over a long span of time to capture a macroscopic view of language behaviour patterns.

**01-300 Williams, Cen** (U. of Wales Bangor, UK; *Email*: cbs002@bangor.ac.uk). Bilingual teaching and language distribution at 16+. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **3**, 2 (2000), 129–48.

In Wales, primary education through the medium of the minority language (Welsh) has seen a rapid growth during the second half of the twentieth century, which has been mirrored – albeit at a substantially lower rate – in the secondary sector. In the post-16 and post-18 sectors, however, no significant growth is evident. This article concentrates on the post-16 age group within the 'further education' sector in Wales, i.e., in colleges which offer two main educational routes, (a) the vocational route and (b) the academic route which leads to the university entrance A (advanced) level examinations. The article provides a summary of the Welsh context. It then outlines a small-scale research project into bilingual delivery and teaching within the sector and discusses the variety of bilingual teaching contexts encountered. Finally, the article offers conclusions and recommendations which may benefit lecturers teaching a similar age group and in similar bilingual situations in other countries.

## Sociolinguistics

**01-301 Bell, Jill Sinclair** (York U., Toronto, Ontario, Canada). Literacy challenges for language