This paper compares the systems and objectives of teacher evaluation in different countries – France, USA, Russia, Germany, England, Spain and Portugal. Traditionally the function of teacher evaluation was to check their knowledge and their pedagogical practice, and it was carried out by national inspectors. Recently, however, educational reforms in many countries have created a second function, that of individual teacher development/improvement through a combination of assessment and advice conducted by the head teacher or head of languages department. The degree of strictness and the methods by which evaluation is carried out differ considerably from one country to another, and this is studied in some detail, as are the various criteria by which teachers are assessed; in the USA, for example, evaluation is geared more towards pedagogy, whereas in Spain pedagogy and administration are equally weighted. How evaluation affects a teacher's career – including the sanctions that may be available – is considered; in some cases, for example, a teacher must be assessed before getting promotion or changing jobs. Inspectors and their role are also discussed.

99–506 Woodfield, Helen and Lazarus, Elisabeth (U. of Bristol, UK). Diaries: a reflective tool on an INSET language course. *ELT Journal* (Oxford, UK), **52**, 4 (1998), 315–22.

The tradition of learner diaries in classroom-centred research is now well-established. This article describes a small-scale study conducted with a group of Malaysian teachers who kept diaries of their language learning experience during a short course. Analysis of the diaries according to the two themes of barriers and supports to learning revealed that teachers reflected inwards on their own language learning processes and on themselves as teachers; and outwards on the learning processes of their students and on the teaching process in relation to themselves as adult learners. They also reflected on issues relating to the teaching and learning process. The language of their diaries was indicative of an attempt to link theoretical issues in second language (L2) learning with their own experiences as teachers and learners. The article concludes that diaries may provide an effective tool in encouraging inservice teachers to link theory and practice in L2 learning, and to reflect in more depth on the language learning process at a group and individual level.

Bilingual education/ bilingualism

99–507 Chincotta, Dino (U. of Bristol, UK) **and Underwood, Geoffrey**. Non temporal determinants of bilingual memory capacity: the role of long-term representations and fluency. *Bilingualism: Language and Cognition* (Cambridge, UK), **1**, 2 (1998), 117–30.

This paper reports two experiments examining the view that the variation in bilingual short-term memory capacity is determined by differential rates of subvocal rehearsal between the languages. Auditory memory span and articulation time were measured for three bilingual groups who spoke Finnish at home and Swedish at school (FS), and either Finnish (FF) or Swedish (SS) in both the home and the school. The results of Experiment 1 indicate that memory span for words varied in a lawful manner as a function of both articulation time and language dominance for SS and FF. For FS, however, an equivalent memory span between the languages was noted despite a shorter articulation time in Finnish than Swedish. Experiment 2 found that, for items with no pre-existing lexical representations (nonwords), articulation time was a more reliable indicator of memory span than language dominance for all three groups. The finding that within-language memory span was greater for short items than long items shows that bilingual short-term memory capacity is sensitive to the effects of word length in both the dominant and non-dominant language. Taken together, these findings are seen as moderating the view that bilingual short-term memory capacity is mediated exclusively by subvocal rehearsal and indicating an influential contribution from factors related to language fluency and the strength of lexico-semantic representations.

99–508 Deuchar, Margaret (U. of Wales, Bangor, UK) **and Quay, Suzanne**. One *vs.* two systems in early bilingual syntax: two versions of the question. *Bilingualism: Language and Cognition* (Cambridge, UK), **1**, 3 (1998), 231–43.

This paper identifies two versions of the question as to whether there is a single initial system in the syntax of developing bilinguals. Version 1 asks whether there are early mixed utterances and, if so, attributes this to a single initial system. Version 2 asks whether the utterances containing words from *one* of the child's languages exhibit the same syntax as those from the child's *other* language. Referring to their own data from an English-Spanish bilingual from ages 1; 7 to 1; 9, the authors argue that Version 1 is not tenable because of the paucity of lexical resources when the child begins to produce two-word utterances. They argue, however, that the early two-word utterances in the data *do* seem to exhibit a single rudimentary syntax, based on a predicate-argument structure found in all utterance types, mixed and non-mixed. They then argue in relation to Version 2 of the question that it can only be answered once the child's utterances can be identified as language-specific in the two languages – which is not possible before the emergence of morphological marking. They illustrate this by an analysis of their data from ages 1; 8 to 2; 3. They argue that language-specific morphology allows them to identify the language of the utterances in their data and to see evidence for the appearance of two differentiated morphosyntactic systems.

99–509 Fontana, Sabina (Catania U., Italy).
Lingua italiana dei segni e linguaggio verbale
nell'interazione tra sordi e udenti. [Italian sign
language and verbal language in interaction
between the deaf and the hearing.] *Rassegna
Italiana di Linguistica Applicata* (Rome, Italy), **30**, 2/3
(1998), 159–88.

This article examines a corpus of video-recorded inter-
actions between deaf and hearing participants. The
material consists of communicative situations involving
the author's deaf parents and hearing family members,
fluent in both Italian Sign Language (ISL) and spoken
Italian, and a guest using only the latter. Within the
family, the two codes tend to interact in three interest-
ing ways: by mutual convergence through simplifica-
tion (foreigner talk); by interference at various levels;
and by code-switching, with utterances combining
both languages. Several transcripts are provided as evi-
dence of these phenomena. At the same time, the spo-
ken Italian of the deaf informants is akin to a fossilised
version of foreigner talk; even their facial expressions
are influenced by ISL conventions. The author con-
cludes that the interaction between the two codes
suggests the presence of a mixed-lingual discourse
whose unique status deserves closer attention and
scrutiny.

99–510 Green, David W. (U. Coll. London, UK).
Mental control of the bilingual lexico-semantic
system. *Bilingualism: Language and Cognition*
(Cambridge, UK), **1**, 2 (1998), 67–81.

This paper aims to foster discussion of the means by
which bilinguals control their two language systems. It
proposes an inhibitory control (IC) model which
embodies the principle that there are multiple levels of
control. In the model a language task schema (modulat-
ed by a higher level of control) 'reactively' inhibits
potential competitors for production at the lemma level
by virtue of their language tags. The IC model is used
to expand the explanation of the effect of category
blocking in translation proposed by Kroll and Stewart,
1994, and predictions of the model are tested against
other data. Its relationship to other proposals and mod-
els is considered and future directions proposed.

**99–511 Hermans, Daan, Bongaerts, Theo, de
Bot, Kees and Schreuder, Robert** (U. of Nijmegen,
The Netherlands). Producing words in a foreign
language: can speakers prevent interference from
their first language? *Bilingualism: Language and
Cognition* (Cambridge, UK), **1**, 3 (1998), 213–29.

It remains unclear why speakers need more time to
retrieve words in a foreign and less dominant language
than in their first and more dominant language. The
study reported here focuses on one possibility, i.e., that
more time is needed because there is interference from
the first language. Two picture-word interference
experiments were conducted to investigate whether or
not words from the first language Dutch are activated

during lexical access in English as a foreign language.
The Dutch native speaker participants were instructed
to name pictures in English. The experiments show that
the Dutch name of a picture is activated during initial
stages of the process of lexical access in English as a
foreign language. It is concluded that bilingual speakers
cannot suppress activation from their first language
while naming pictures in a foreign language. The impli-
cations for bilingual speech production theories are
discussed.

99–512 Müller, Natascha (U. of Hamburg,
Germany). Transfer in bilingual first language
acquisition. *Bilingualism: Language and Cognition*
(Cambridge, UK), **1**, 3 (1998), 151–71.

Much research on bilingual first language acquisition
has stressed the role of the dominant or preferred
language even when the two languages have some
influence on one another. This paper tries to look at
transfer or interference from the perspective of the
input to which the child is exposed. Transfer is argued
to occur in those domains of the grammar where the
language learner is confronted with ambiguous input.
The bilingual child may, as a relief strategy, use parts of
the analysis of one language in order to cope with
ambiguous properties of the other. Ambiguity of input
is crucial, and is evaluated here through a comparison
with monolingual language acquisition: if monolingual
children have problems with the language material in
question, it may be suggested that the input contains
evidence for more than only one grammatical analysis.
A quantitative difference between monolingual and
bilingual language acquisition will be interpreted as
evidence in favour of cross-linguistic influence in bilin-
gual language development. The paper reviews longitu-
dinal studies on the acquisition of word order in
German subordinate clauses.

99–513 Valdés, Guadalupe (Stanford U., CA,
USA) **and Geoffrion-Vinci, Michelle**. Chicano
Spanish: the problem of the 'underdeveloped' code
in bilingual repertoires. *The Modern Language
Journal* (Malden, MA, USA), **82**, 4 (1998), 473–501.

Little research has been carried out among Mexican-
American university students that focuses on the char-
acteristics of the different levels and styles of language
found in the repertoires of bilingual speakers or on the
awareness they may have about the existence of differ-
ent registers or levels of language. This article explores
one dimension of this issue by describing the character-
istics of oral texts produced by second- and third-
generation bilingual Chicano speakers when required
to carry out a set of functions in only one of their avail-
able codes. The analysis focuses on the characteristics of
planned, non-interactive spoken language produced in
Spanish by university-level Chicano students in a class-
rom setting as compared with Spanish monolinguals of
comparable age, education and social background.
Results of the analysis suggest that, although the bilin-
gual students' lexical production appears to be less 'rich'

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than that of their monolingual counterparts, both bilingual and monolingual participants appear to use an 'approximative' academic register that is still clearly in a state of development.

99–514   van Hell, Janet G. and de Groot, Annette M. B. (U. of Amsterdam, The Netherlands). Conceptual representation in bilingual memory: effects of concreteness and cognate status in word association. Bilingualism: Language and Cognition (Cambridge, UK), **1**, 3 (1998), 193–211.

The question of how the meanings of words in the two languages of a bilingual are organised in memory has elicited considerable debate in the research literature. The focus of the word association experiment reported here is on the representation of meanings of words with different characteristics in bilingual memory. In particular, the study examined the conceptual representation of abstract vs. concrete translation pairs, of cognates vs. noncognates, and of nouns vs. verbs. Dutch-English bilinguals associated twice to nouns and verbs that varied on concreteness and cognate status, once in the language of the stimuli (within-language), and once in the other language (between-language). Within- and between-language associations for concrete words and cognates were more often translations of one another than those for abstract words and noncognates, and nouns evoked more translations than verbs. In both within- and between-language association, retrieving an associate was easier to concrete than to abstract words, to cognates than to noncognates, and to nouns than to verbs. These findings suggest that conceptual representation in bilingual memory depends on word-type and grammatical class: concrete translations, cognates, and noun translations more often share, or share larger parts of, a conceptual representation than abstract translations, noncognates, and verb translations. The results are discussed within the framework of distributed memory representation.

99–515   Verhallen, Marianne and Schoonen, Rob (U. of Amsterdam, The Netherlands). Lexical knowledge in L1 and L2 of third and fifth graders. Applied Linguistics (Oxford, UK), **19**, 4 (1998), 452–70.

Lexical knowledge is an important predictor of school success. The study reported here focuses on aspects of the lexical knowledge of bilingual children in both their first (L1) and second (L2) language. It not only compares the amount of knowledge they have, but also deals with qualitative aspects of their lexical knowledge. Data were obtained from 40 bilingual Turkish-Dutch children (9- and 11-year-olds) living in the Netherlands who were asked to explain the meaning of some common Dutch and Turkish nouns in an extended word definition task. The meaning aspects the children mentioned in their responses were analysed according to a classification scheme developed by the authors. It turns out that there are important differences

between the available lexical knowledge in L1 and L2: children allot to L1 words less extensive and less varied meaning aspects than to L2 words, L2 being the language of education. These findings are added to earlier findings that the L2 knowledge of bilingual Turkish children lags behind that of monolingual Dutch children. The overall conclusion is that the L1 knowledge of the bilingual children cannot counterbalance their poor lexical knowledge in L2. Some educational implications are discussed.

Sociolinguistics

99–516   Abu-Rabia, Salim (U. of Haifa, Israel). The influence of the Israel-Arab conflict on Israeli-Jewish students learning Arabic as a third language. Language, Culture and Curriculum (Clevedon, UK), **11**, 2 (1998), 154–64.

The study reported here investigated attitudes towards learning Arabic and towards co-existence with Arabs within Israel of Israeli-Jewish students, with reference to specific reading topics and to evaluation of characters appearing in the reading material. Participants were 100 Jewish high school students in Israel aged 16-17 years; the language of instruction at school was Hebrew, and they studied English as a foreign language and Arabic as a third language. The students were found to possess low instrumental and low indoors integrative motivation, but their army service motivation and outdoors integrative motivation were high. They were interested in reading familiar texts, where their understanding was higher than that of unfamiliar texts; and they evaluated the Prophet Mohammed significantly more positively than the British character. It is suggested that the study may be of interest to educators in designing suitable materials for second language learning in problematic social contexts where the majority has to learn the language of the minority and vice-versa.

99–517   Ariza, Eileen N. (Florida Atlantic U., USA). Role reversal: the problems of a Spanish-speaking Anglo teaching Spanish to English dominant Puerto Rican children. Foreign Language Annals (New York, USA), **31**, 3 (1998), 431–36.

This article describes the unique situation of an Anglo, Spanish-speaking teacher assigned to teach Spanish to a group of non-Spanish-speaking youngsters of Puerto Rican descent in a bilingual school (Kindergarten to grade 12). The teacher reflects on the irony that the children have been raised in the dominant Anglo culture of the mainland United States and are in Puerto Rico against their wishes. Broken families and relocations have caused tremendous strife and have hindered the children's acceptance of the culture and Spanish language. Successful strategies that overcame the socio- and psycho-linguistic barriers are listed as the teacher describes how she went about creating a non-threatening learning environment.