

Acknowledgments

With the data for this book being gathered in language classrooms several years ago, and with these data being thought about and sifted over in the intervening years, it is inevitable that some of the data have been made public before now. However, these data have been removed from the context of the work in its entirety. The purpose of publishing this monograph is to give a broader perspective and clearer contextual framework for data which are perhaps difficult to consider in isolation from that context. Earlier versions of some parts of this book have been published elsewhere, and I would like to acknowledge those sources.

Earlier versions of many of the chapters were published in de Courcy (1995d). The data relating to the French immersion students in Chapter 4 were originally published in de Courcy (1995c). An earlier version of the section of Chapter 3 which relates to the Chinese learners was published in de Courcy (1997c). Some of the data on reading and writing in Chinese from Chapter 5, and the case studies of the learners of Chinese from Chapter 6 were originally published in de Courcy (1997d).

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