

## Language teaching

**04-538 Allford, D.** Institute of Education, University of London. d.allford@sta01.joe.ac.uk  
**'Grasping the nettle': aspects of grammar in the mother tongue and foreign languages.** *Language Learning Journal* (Rugby, UK), **27** (2003), 24–32.

The 'nettle' in the title to this paper is explicit grammar instruction (EGI). This is examined in relation to recent curriculum developments in Britain in two areas: first language (L1) teaching and foreign language (FL) teaching. In the first section, the author gives a historical review of developments in L1 grammar teaching before turning to the National Literacy Strategy (NLS). It is argued that the NLS necessitates teaching from lists of items, and imposes EGI in a decontextualised way. Missed opportunities for research on the NLS in Britain are highlighted. In the second section the author examines FL teaching, discussing the transfer of L1 metalinguistic awareness. Traditional grammar teaching based on 'accumulated entities' is considered along with alternatives such as a move from declarative to procedural knowledge and developing a 'spiral' syllabus which revisits grammatical items. Finally the uses and limitations of grammatical rules in L1 and FL teaching are discussed. The author concludes that the NLS places undue emphasis on decontextualised language study, but argues for the use of some grammar rules in both L1 and FL teaching.

**04-539 Álvarez, Inma** (The Open U., UK).  
**Consideraciones sobre la contribución de los ordenadores en el aprendizaje de lenguas extranjeras.** [The contribution of computers to foreign language learning.] *Vida Hispánica* (Rugby, UK), **28** (2003), 19–23.

This paper claims that much still remains to be learned concerning the contribution of computers to foreign language learning. Only cautious recognition has so far been given to the potential of computers to offer synchronous and asynchronous communication and this is due to an insistence on the traditional objective of FL learning as face-to-face communication with native speakers. This attitude has distracted attention away from the educational benefits of asynchronous electronic communication. This paper argues for these benefits as an alternative mode of interaction with its own characteristics. It also discusses the intercultural problems which such global communication brings with it. It is concluded that there is a growing necessity to incorporate computer-mediated communication into foreign language learning since this represents one more means of real communication which requires specific linguistic and sociolinguistic competence. It is also suggested that such a move requires the revision of

educational objectives in language courses and adequate preparation and training of staff.

**04-540 Arkoudis, S.** (U. of Melbourne, Australia; Email: sophiaa@unimelb.edu.au). **Teaching English as a second language in science classes: incommensurate epistemologies?** *Language and Education* (Clevedon, UK), **17**, 3 (2003), 161–173.

Over the last 15 years there has been a world-wide trend in English-speaking countries towards the mainstreaming of English as a Second Language (ESL). This paper argues that the notion of mainstreaming has not been adequately researched. While policy makers see it as ESL teachers cooperating with subject specialists in planning curriculum tasks for the ESL learners, the reality is very different. On the basis of research undertaken in Victoria, Australia, the author explores the epistemological authority of an ESL teacher when planning curriculum with a science teacher. She suggests that subject specialists have a stronger epistemological authority than ESL teachers – they work in departments that have a strong, enclosed community identity, whereas the ESL community is less easily identified, since they are teaching language across several subject areas. The argument is put for the need to explore the distinct discourse communities that teachers belong to in order to understand how teachers can negotiate shared epistemological constructs. Implications for teacher education are discussed.

**04-541 Bandin, Francis and Ferrer, Margarita** (Manchester Metropolitan U., UK). **Estereotípicos.** [Stereotypes.] *Vida Hispánica. Association for Language Learning* (Rugby, UK), **28** (2003), 4–12.

This paper studies classroom activities focussing on cultural stereotypes against the background of current immigration in Spain. The objective of this teaching unit is to create the opportunity for students to familiarise themselves with a topical subject and contrast their own ideas with those currently presented in the media. The first section describes procedures and audio-visual materials in three consecutive hour-long classroom sessions. The paper then goes on to discuss results from piloting of these activities with high-intermediate and advanced level Spanish students. A full description and samples of the materials used in the sessions are included in the appendix.

**04-542 Banno, Eri** (Okayama University). **A cross-cultural survey of students' expectations**

**of foreign language teachers.** *Foreign Language Annals*, **36**, 3 (2003), 339–346.

This study investigates the expectations of foreign language teachers held by students from different cultures. The author begins by providing background information on research into teacher effectiveness and what is considered to be good teaching. There follows a description of the study, whose purpose was to discover students' views of good foreign language teachers, as well as similarities and differences in these views across cultures. A total of 313 Japanese, American, and Chinese college students participated in the study. A questionnaire listing 18 attributes of good teachers was developed and administered to participants. Chi-square statistics and the Spearman rank-order correlation coefficient were used to analyze the data. Results show that students from all three groups placed importance on qualities such as "explain clearly", "motivates students", and "approachable". Japanese and Chinese students showed similar expectations of foreign language teachers. Chinese participants placed more importance on pronunciation than did the Japanese and the Americans. While Japanese valued entertaining, impartial, open-minded and reliable teachers more than the Americans, the Americans valued creative and patient teachers more than the Japanese students did.

**04–543 Barron, Colin** (U. of Hong Kong, Hong Kong; *Email*: csbarron@hkusua.hku.hk). **Problem-solving and EAP: themes and issues in a collaborative teaching venture.** *English for Specific Purposes* (Amsterdam, The Netherlands), **22**, 3 (2003), 297–314.

This paper investigates two issues that are important to English for Academic Purposes (EAP). The first is the issue of collaboration between subject teachers and EAP teachers and the problem of reconciling what appear to be incommensurable discourses. The second issue is the difference between task-based learning (TBL) and problem-based learning (PBL). The specific situation is collaboration on a course for second-year Science students between the English Centre and the Science Faculty at the University of Hong Kong, which was not in fact particularly successful. The problems with the course are discussed in terms of a framework of methodology, epistemology and ontology in order to explain both success and failure in collaborative ventures. This philosophical focus is considered necessary in order to explain a paradox: while the philosophies of functionalism in EAP and realism in Science share a common philosophical background, they conflict at the ontological level. This conflict precludes collaboration and becomes apparent when TBL and PBL are compared using the framework. The paper concludes that the constructivist philosophy of the latter offers a better possibility for collaboration than functionalism.

**04–544 Bartley, Belinda** (Lord Williams's School, Thame). **Developing learning strategies in writing French at key stage 4.** *Francophonie* (London, UK), **28** (2003), 10–17.

This article discusses a project undertaken with two GCSE French classes and provides results from the first year of this project. Through two Best Practice Research Scholarships (BPRS), over the last two academic years, the author has carried out an intervention study in which learning strategies in writing French were introduced to two GCSE classes. The article begins with an outline of the project and a description of the strategies developed in the first year of the project, and the "drip-feed" approach to the training. The article then continues with a discussion of the qualitative data collected through student questionnaires relating to their perceptions of writing French. The author concludes that pupils have benefited from the strategy training and then comments on the way in which the project has continued during its second year and the implications for further research and development at key stages 3 and 5.

**04–545 Bax, S.** (Canterbury Christ Church University College). **The end of CLT: a context approach to language teaching.** *ELT Journal* (Oxford, UK), **57**, 3 (2003), 278–287.

This article argues that the dominance of CLT has led to the neglect of the context in which that pedagogy takes place. The author argues CLT, as the central paradigm in language teaching, should now be replaced with a Context Approach which places context at the heart of the profession. The article presents data from teachers and language teaching conferences to support the view that CLT has outlived its usefulness. The article presents data to support a position that such a shift is already taking place. The paper concludes by outlining the features of the Context Approach and discussing its implications. The author identifies those features of context which have an impact on an individual learner's language acquisition.

**04–546 Caballero, Rodriguez** (Universidad Jaume I, Campus de Borriol, Spain; *Email*: mcaballe@guest.uji.es). **How to talk shop through metaphor: bringing metaphor research to the ESP classroom.** *English for Specific Purposes* (Amsterdam, The Netherlands), **22**, 2 (2003), 177–194.

This paper explores the role and function of metaphor in the genre of the building review within architecture discourse, and suggests ways in which research into its textual and communicative function might be useful to those involved in creating ESP materials for students of architecture whose first language is not English. The author argue that genre and metaphor are two key cognitive and sociolinguistic mechanisms building up the content and formal schemas involved

in discourse interactions. On this basis, he claims that the incorporation of both in a co-ordinated fashion in the ESP classroom may maximise their heuristic potential in teaching future architects when, where and how to use the metaphors that make up part of their future jargon and help shape the new culture they are about to enter. This would facilitate the language-mediated, disciplinary enculturation process that ultimately renders ESP teaching truly meaningful.

**04-547 Field, J.** (University of Leeds). **Promoting perception: lexical segmentation in L2 listening.** *ELT Journal* (Oxford, UK), **57**, 4 (2003), 325–334.

This paper argues that greater attention needs to be paid to the perceptual processes involved in second language listening. The writer makes a case for greater understanding of the part perceptual processes play in breakdowns of understanding. The paper suggests employing basic auditory phonetics as a means of classifying, diagnosing, and predicting problems of lexical segmentation. The author suggests that recognition of how and why learners find speech input difficult to process can provide a programme of simple practice exercises which anticipate or rectify listening problems. The author sees an important challenge for teachers in recognizing learners' perceptual difficulties and providing such intensive practice. By embracing such practice, teachers may be able to better understand learners' problems in both perception and comprehension.

**04-548 Finkbeiner, Matthew and Nicol, Janet** (U. of Arizona, AZ, USA; Email: msf@u.Arizona.edu). **Semantic category effects in second language word learning.** *Applied Psycholinguistics* (Cambridge, UK), **24**, 3 (2003), 369–384.

There is a long-standing assumption, based on research in first language (L1) use, but with little empirical evidence from second language (L2) research, that it is more effective to present vocabulary items in semantically grouped sets. The authors of this article suggest that learning semantically related L2 words takes longer, but might produce more effective learning in terms of retrieval of vocabulary during production and comprehension. To test this, 47 undergraduate participants were taught new labels (32 created words, matched with pictures) for familiar concepts. A recognition task and two blocks of translation in each direction (L2–L1 and L1–L2) were used, with the translation times recorded for analysis. Times were found to be significantly slower for words learned in semantic sets than for those learned in random order. There was also an adverse effect, not significant, when the words to be translated were presented in semantic categories. Reasons for this, related to the simultaneous activation of semantically related items, are outlined. The authors conclude that teaching words in semantic sets does not aid learning, but rather creates competition between items, increasing difficulty both

during learning and in memory retrieval in language production.

**04-549 Frazier, S.** (University of California). **A corpus analysis of would-clauses without adjacent if-clauses.** *TESOL Quarterly* (Alexandria, VA, USA), **37**, 3 (2003), 443–466.

This article sets out to demonstrate empirically the quantitative prevalence of counterfactual and hypothetical conditions. The author claims that these are very often contextually implied rather than explicitly stated. The study uses corpus analysis of clauses that contain the modal 'would' to signify hypothetical and counterfactual meaning. The paper also examines 'would' in EFL/ESL textbooks and conducts a close analysis of spoken and written texts. The study employs both quantitative and qualitative methodology to categorize the conditional and hypothetical uses of would-clauses in spoken and written corpora. It uses Using MonoConc software and the author analyses a corpora drawn from three American English sources. The paper claims that although hypothetical and counterfactual clauses are quite fixed in their use of the modal 'would', features of 'marking' are much more variable. The author suggests that there may be benefits in achieving a balance between qualitative and quantitative accounting of corpus data, in particular that qualitative analysis can reveal diversity of environments in which a structure may appear.

**04-550 Harwood, Nigel** (Canterbury Christ Church University College, UK). **Taking a lexical approach to teaching: principles and problems.** *International Journal of Applied Linguistics* (Oxford, UK), **12**, 2 (2002), 139–155.

After briefly reviewing some of the reasons why the traditional grammar/vocabulary distinction is no longer adequate, this article describes two key principles which are claimed to be at the core of teaching in a lexical approach: 1. Teach real language, not 'TEFLese'; 2. Recycle and revisit. There are, however, a number of major difficulties which necessarily co-occur alongside any attempted classroom implementation. Having discussed how these difficulties may be overcome, the article closes by conceding that there is still much work to be done, in developing both a 'principled foundation' and the practicalities of implementation, before a lexical approach can hope to become more fully integrated into the mainstream ELT coursebook.

**04-551 Hird, Bernard** (Edith Cowan U., Australia; Email: b.hird@ecu.edu.au). **What are language teachers trying to do in their lessons?** *Babel*, (Adelaide, Australia) **37**, 3 (2003), 24–29.

This study was intended to identify the principles that inform the lesson practices of three language teachers, and find out why they did what they did in their lessons. Data were obtained from classes in German, French, and

Italian in the first year of secondary school (in Western Australia). The procedures adopted (observation and follow-up interviews) are described. Three common principles emerged which informed classroom practice: language learning is a cumulative, building process; the affective dimension of the learners is all-important; emphasis is placed on autonomous and independent learning. Some of the constraints on these principles (mainly imposed by examinations) are also discussed.

**04-552 Ho, Y-K.** (Ming Hsin University of Science and Technology, Taiwan). **Audiotaped dialogue journals: an alternative form of speaking practice.** *ELT Journal* (Oxford, UK), **57**, 3 (2003), 269–277.

This study investigates the use of audiotaped dialogue journals to provide greater opportunities for EFL learners to improve oral communication. The author collected a number of taped journal entries and responded to them over an 18 week period. The author claims that this form of journal keeping offers a number of language and affective benefits. It is suggested that students use a greater range of strategies, secure a broader basis for language acquisition, gain additional language input and activate the language for output. The author suggests a number of ways in which taped journaling can be integrated into classroom language learning activities.

**04-553 Huang, Jingzi** (Monmouth University, West Long Branch, NJ, USA). **Chinese as a foreign language in Canada: a content-based programme for elementary school.** *Language, Culture and Curriculum* (), **16**, 1 (2003), 70–89.

Programmes of content-based language teaching can be unsatisfactory because they either use the content to teach the target language or use the language to teach the content – they do not often teach both in parallel. A parallel approach is also usually considered suitable only for learners who already have some knowledge of the target language. This paper reports on a content-based approach in a language programme of Mandarin Chinese for young beginners in a Canadian elementary school. The theoretical background was based on the concept of ‘Knowledge Frameworks’ (Mohan 1986), which can be sub-divided into six ‘Knowledge Structures’. These in turn can be used as the basis of activities for combining language training with development of content knowledge (in this case, the culture that goes with the language). The author concludes from the findings that this can be a suitable approach for young beginners. The children not only ‘learned by doing’, but also learned why the language was used in a certain way. The findings have implications for the teaching of other languages. Suggestions for further research are put forward.

**04-554 Kennedy, G.** (Victoria University of Wellington). **Amplifier collocations in the British**

**National Corpus: implications for English language teaching.** *TESOL Quarterly* (Alexandria, VA, USA), **37**, 3 (2003), 467–487.

This study sets out to examine how adverbs of degree collocate with particular words in the 100-million-word British National Corpus. The article suggests that a mutual information measure can be used to show the strength of the bond between amplifiers (such as ‘extremely’ or ‘greatly’) and other words (typically adjectives or participles such as ‘rare’ or ‘appreciated’). Using corpus analysis, the author investigates the collocations associated with 24 amplifiers. The author claims that some amplifiers do not fit comfortably with certain adjectives and are not as interchangeable or synonymous as previously thought. He provides collocational data for both boosters and maximisers. The paper offers pedagogical suggestions based on these findings and claims that this kind of data can reveal something of the cognitive processes that lie behind language learning and language use and so is particularly valuable to language teachers.

**04-555 Kissau, Scott P.** (U. of Windsor, UK & Greater Essex County District School Board; Email: scotkiss@att.canada.ca). **The relationship between school environment and effectiveness in French immersion.** *The Canadian Journal of Applied Linguistics* (Ottawa, Canada), **6**, 1 (2003), 87–104.

The purpose of this study undertaken in British Columbia, Canada, was to investigate the relationship between school environment and effectiveness in French teaching. The two settings investigated were the immersion-centre school, where all students were involved in the French immersion program, and the dual-track school, in which the French immersion and regular English program co-existed. Questionnaires were developed to gather relevant information from students in Grade 7 and from teachers in both school settings. The investigation determined that immersion-centre students were perceived, by both teachers and students, to be exposed to more French and less peer pressure than their dual-track counterparts. It was also determined that there were no significant differences between the two groups in regards to student use of French or student and teacher satisfaction with the program. In conclusion, it is suggested that teachers and administrators at dual-track schools attempt to recreate the perceived advantageous conditions at immersion-centre schools in order to maximize student exposure to French and to improve school atmosphere.

**04-556 Laurent, Maurice** (Messery). **De la grammaire implicite à la grammaire explicite.** [From Implicit Grammar to Explicit Grammar.] *Tema*, **2** (2003), 40–47.

This paper discusses the application of the grammaticalisation process in the classroom, and it provides

a practical example using a word class board as a teaching tool. The first part of the paper describes the various sections on the board: each section has a different colour and represents a word class. There are no words on the board, only coloured sections. It is argued that such a board helps the students to build on their intuitive grammatical knowledge *without* using grammatical terminology. Hence, the board can be used with young children learning their mother tongue or with learners of a foreign language. The second part of the paper presents a lesson in which the board is used. The teacher introduces a simple sentence, such as “Ce panneau muet, l’avez-vous bien regardé” [This blank board, have you looked at it well?]. Using a pointer, the teacher first associates the words in the sentence to colored sections. A student is then asked to do the same thing with another sentence, and so on. In the third part of the article, the author explains the teacher’s role in this kind of lesson. For instance, the teacher has to select a corpus suitable for the students and has to have faith in their abilities. In conclusion, it is claimed that following the first steps of grammaticalisation as introduced in this paper, the students are ready for grammar definitions and grammar metalanguage.

**04–557 Lear, Darcy** (The Ohio State University, USA). **Using technology to cross cultural and linguistic borders in Spanish language classrooms.** *Hispania* (Ann Arbor, USA), **86**, 3 (2003), 541–551.

Many Spanish-language classrooms in the USA rely largely on ‘authentic’ technological resources such as videos, CD-ROMs and Internet sources to bring culture into the classroom. This paper addresses the problem of there often being a discrepancy between those who decide what educational technology will be used and those who are charged with implementing it. The technical expertise of the two groups often falls short of that required to use the technology in questions. It is also argued that these technologies, especially the Internet, often reinforce the international dominance of English language and North American culture. Both teachers and students must be critical in their approach to both the term ‘authenticity’ and the sources of ‘authentic’ materials: educational materials devised for language-teaching purposes often have a cultural bias that makes them unsuitable. The importance is also emphasised of teachers’ roles in guiding students to question ‘authenticity’ and its sources. Several suggestions are made for the use of new technologies in the implementation of culture and language learning.

**04–558 Leeser, Michael J.** (University of Illinois at Urbana-Champaign, USA; Email: leeser@uiuc.edu). **Learner proficiency and focus on form during collaborative dialogue.** *Language Teaching Research*, **8**, 1 (2004), 55.

One of the challenges in content-based instruction in second language classrooms is how to focus on form in

a way that is both effective and appropriate. The use of collaborative tasks that push learners to consciously reflect on their own language use (i.e. produce ‘language – reflected episodes’) while conveying meaning has been proposed as one way to accomplish this goal. The study reported in this article investigated how grouping learners by their relative proficiency (high-high, high-low, or low-low) affected the amount, type (lexical or grammatical) and outcome (correct, unresolved or incorrect) of language related episodes produced during a passage reconstruction task, completed by twenty-one pairs of adult L2 Spanish learners from a content based course. The findings revealed that the proficiency of the dyad members affected how much dyads focused on form, the types of forms they focused on as well as how successful they were in resolving the language problems they encountered.

**04–559 Levis, John M.** (Iowa State University, USA) **and Grant, Linda.** **Integrating pronunciation into ESL/EFL classrooms.** *TESOL Journal*, **12** (2003), 13–19.

Approaches advocating the integration of pronunciation into oral communication in the classroom have been embraced for over a decade, yet teachers have received little clear direction in this area. This article addresses the practical challenges of integrating pronunciation into oral communication. Traditionally, work on pronunciation is included as ad hoc corrections during speaking practice, and many integrated-skills textbooks do not provide an explicit sustained focus on pronunciation. The authors go on to suggest principles to guide the incorporation of pronunciation into oral communication courses, and provide four activities demonstrating how key pronunciation features can be incorporated into tasks designed to help students in the oral communication skills development. The authors argue that suprasegmental features are more likely than segmental features to be directly relevant to skill in using the spoken language, as they are more clearly connected to functions of spoken English. Thus, the activities provided focus for the most part on suprasegmentals, such as stress, rhythm, and intonation.

**04–560 Mitchell, R.** (Centre for Language in Education, University of Southampton; Email: rfm3@soton.ac.uk) **Rethinking the concept of progression in the National Curriculum for Modern Foreign Languages: a research perspective.** *Language Learning Journal* (Rugby, UK), **27** (2003), 15–23.

This paper looks at problems in the language theory underlying the UK National Curriculum for Modern Foreign Languages (NCMFL). The author first of all reviews the rise of the NCMFL, tracing the current state of foreign language learning from the post-war period onwards. The paper then discusses some ‘design problems’ of the NCMFL, and comments on aspects which could have benefited from current research. The

'ladder' metaphor of language development is criticised along with the 'four skills' pattern and an overemphasis on accuracy. The author goes on to discuss teacher implementation and student response to the NCMFL, relating it to government goals at each key stage. Finally the paper examines current research on learner progression and how effective teaching can speed up this process. The author argues for a much greater contribution of research to MFL syllabus in the UK.

**04-561 Moffitt, Gisela** (Central Michigan U., USA). **Beyond Struwwelpeter: using German picture books for cultural exploration.** *Die Unterrichtspraxis* (Cherry Hill, NJ, USA), **36**, 1 (2003), 15–27.

In recent years, the inclusion of authentic texts in foreign language teaching has become an accepted practice due to the emphasis on communicative and content-based language instruction. The goals of these approaches are to gain knowledge and understanding of other cultures, to develop insight into the nature of language, and to communicate with speakers of the target language. In this article, the author shares her experiences of reading German picture books in intermediate language classes. She briefly discusses the history of German children's books since 1945. She then addresses the advantages and possible problems related to using such books, providing practical suggestions for their use. Finally, using one specific book as an example, she demonstrates how these books may be taught. The author concludes with her view that using picture books can be a rewarding experience, arguing that they are most useful in intermediate language courses for exploring cultural similarities and differences.

**04-562 Morley, J. and Truscott, S.** (University of Manchester; *Email: mfwssjcm@man.ac.uk*). **The integration of research-oriented learning into a Tandem learning programme.** *Language Learning Journal* (Rugby, UK), **27** (2003), 52–58.

This paper describes research into the Tandem learning programme at Manchester University in the 2001/2002 academic year. British and visiting Erasmus students – French, Spanish, Italian and German – are paired and required to undertake collaborative tasks together to produce a 'learning dossier'. While the tasks for this have previously been teacher directed, for the year in question the tasks were re-designed to allow students to become more active learners. Pairs were required to negotiate and work towards shared goals. This 'enquiry-based approach' called for students to become researchers of the target language. Each pair chose one of four research-based learning tasks to complete, for example a contrastive analysis of two newspapers in their partner's country, though the great majority chose the more traditional translation task. The outcomes were positive, with most students achieving firsts and 2:1s for the work. Students felt the collaborative project was interesting and helped them to achieve linguistic insights

into the nature of language and language learning. The paper ends with suggestions for improvements in the weighting of tasks and the staging of students' work.

**04-563 Oliver, Rhonda** (Edith Cowan U., Australia; *Email: rhonda.oliver@cowan.edu.au*) and **Mackey, Alison.** **Interactional context and feedback in child ESL classrooms.** *The Modern Language Journal* (Madison, WI, USA), **87**, 4 (2003), 519–533.

This article reports on an empirical investigation of the role of interactional context in exchanges between teachers and learners, in this case children with low level proficiency, in ESL classrooms. The teacher–learner exchanges were categorized as being primarily focused on content, communication, management, or explicit language. Results suggest that the context of the exchange affected both teachers' provision of feedback and learners' modifications to their original utterances following feedback. Teachers were most likely to provide feedback in exchanges that were focused on explicit language and content; learners were most likely to use feedback provided in explicit language-focused exchanges. Feedback was seldom used in content exchanges and never in management contexts. This study suggests that the importance of the interactional context should not be underestimated when discussing feedback in second language classroom settings. The authors point out how results may have differed for adolescents, adults or any learners with different levels of proficiency. They conclude that findings point to the desirability of more finely-grained analyses.

**04-564 Pachler, N.** (Institute of Education, University of London; *Email: n.pachler@ioe.ac.uk*). **Foreign language teaching as an evidence-based profession?** *Language Learning Journal* (Rugby, UK), **27** (2003), 4–14.

The writer describes his paper as a 'general' introduction to recent developments in educational policy making in the UK. This analysis of the uneasy relationship between teaching and research compares 'evidence-based' and 'evidence-informed' practices, suggesting the latter is best in terms of educational policy. Pachler comments that politicians and thus policies often tend towards short-term strategies with tangible benefits. There is often a lack of reference to current second and foreign language (FL) acquisition research and an assumption of a linear progression in language learning. While FL research is frequently exploratory in nature and sometimes contradictory, the case is made for an 'integrative' view of research. The writer questions the notion of often-used government term of 'best practice' as inappropriate. The paper concludes by calling for more dialogue between researchers and teachers, pointing out the benefits each group can offer the other in working towards evidence-informed practice.

**04-565 Portmann-Tselikas, Paul R.**  
(Karl-Franzens Universität Graz, Austria).

**Grammatikunterricht als Schule der Aufmerksamkeit. Zur Rolle grammatischen Wissens im gesteuerten Spracherwerb.**

[Grammar teaching as a training of noticing. The role of grammatical knowledge in formal language learning.] *Babylonia* (Switzerland, www.babylonia), **2** (2003), 9–18.

This article thoroughly examines the role of grammar teaching in foreign language pedagogy. Firstly, the author draws a clear distinction between three types of grammar: a) grammar as produced by native speakers, b) grammar as knowledge about a language and c) grammar as produced by learners. Particular attention is drawn to the second type, declarative grammatical knowledge. This knowledge itself is not the driver of the foreign language development – indeed, many learners are able to learn a foreign language without being taught grammar, by deducing the rules from communication in the target language. Nevertheless, its potential should not be ignored. Teaching of grammar directs learners' attention to target structures (noticing) and increases their language awareness. It enables them to take better control of the learning process and hence to be more effective in real communicative situations. Subsequently, the author introduces a concept of receptive grammar – 'Rezeptive Grammatik', which in contrast to traditional product-orientated approaches, focuses on the semantic side of grammar and in so doing facilitates reflections on target language structures. Finally, the author proposes a range of teaching ideas based on reception and reflection.

**04-566 Purvis, K.** (*Email: purvis@senet.com.au*)  
**and Ranaldo, T. Providing continuity in learning from Primary to Secondary.** *Babel*, **38**, 1 (2003), (Adelaide, Australia), 13–18.

This paper describes a collaborative project conducted by a high school teacher and a primary school teacher, both teachers of German in South Australia. The project goal was to improve the transition for students continuing with German at high school. Current problems were identified, including the possibility that primary school German was insufficiently valued by both primary and high school teachers. Over two years the project involved liaison between primary principals, the trialling of a textbook for primary German and discussion of assessment at both levels of schooling. The collaboration proved highly successful with high school teachers gaining a clearer understanding of the achievements of students at primary level. Both groups of teachers learned from the experience and brought about changes in their own teaching situations.

**04-567 Román-Odio, Clara and Hartlaub, Bradley A.** (Kenyon College, Ohio, USA).  
**Classroom assessment of Computer-Assisted Language Learning: developing a strategy for**

**college faculty.** *Hispania* (Ann Arbor, USA), **86**, 3 (2003), 592–607.

This paper looks at trends in CALL research and suggests strategies for an objective classroom assessment of CALL. In illustration, a case study is described, in which a music based multi-media programme used with a group of college students of Spanish was evaluated. The study was based on a 'paired replicates design', in which pre- and post-study scores of the same test are compared. The results showed that the simultaneous presentation of spoken and written language through multimedia can substantially improve listening skills and also help reading skills, though to a less obvious degree. Appreciation of the target culture was also enhanced. Overall the study succeeded in identifying a viable methodological avenue for the objective assessment of CALL, aimed at evaluating and quantifying its effectiveness in language acquisition. Details are given of how the study was conducted and the challenges that may be found in this sort of study are discussed.

**04-568 Schleppegrell, Mary J.** (University of California, Davis, USA) **and Achugar, Mariana.**  
**Learning language and learning history: a functional linguistics approach.** *TESOL Journal*, **12**, 2 (2003), 21–27.

Teachers involved in content-based ESL instruction need strategies for dealing with the language itself. The authors report on activities which were designed using the framework of systemic functional linguistics in order to help teachers and learners unpack the dense and abstract language of history textbooks. A functional analysis analyses language from three perspectives: how it constructs a representation of the world, how it enacts social relationships, and how it transforms those meanings into a message. Analysing the types of verb processes represented in each clause of a text can help learners understand when writers are writing about events, providing commentary, reporting what others have said, or describing the state of something. Identifying the participants involved and how they are represented, e.g. as individuals or as groups, and as agents or receivers of action, can help learners understand greater abstraction in the categorisation of people, and to understand the preconceptions of writers about history. Analysing how the information is organised can help learners understand whether the text is about either about how or why events occurred. These analyses provide strategies to help learners not only improve their reading and other linguistic skills but also achieve grade-level standards in the content area.

**04-569 Schoenbrodt, Lisa, Kerins, Marie and Geseli, Jacqueline** (Loyola College in Maryland, Baltimore, USA; *Email: lschoenbrodt@loyola.edu*)  
**Using narrative language intervention as a tool to increase communicative competence in**

**Spanish-speaking children.** *Language, Culture and Curriculum* (Clevedon, UK), **16**, 1 (2003), 48–59.

In this paper a study is described which aimed to assess the effectiveness of a narrative intervention programme on the communicative competence of 12 primary-school Spanish-speakers, divided into an experimental group and a control group. The efficacy of providing a narrative intervention in the learners' native language was also examined, with one group being given a narrative in Spanish (mother tongue) and the other group in English (target language); the subjects were given narrative interventions of 2 types: story retelling and story generation. The findings of the study revealed that the use of a narrative intervention increased communicative competence markedly in both of the two groups, with that of the group that had the narrative intervention in the mother tongue being even further enhanced. The assessment of the study was done by pre-test/post-test control group design. It is pointed out that the sample was very small and suggestions for further research with bigger samples are given.

**04–570 Shen, Hwei-Jiun** (National Taichung Institute of Technology). **The role of explicit instruction in ESL/EFL reading.** *Foreign Language Annals* (New York, USA), **36**, 3 (2003), 424–433.

In recent years, both implicit and explicit instruction have become important in fostering reading ability, manifesting a conflict in perception as to how best promote reading competence. Whole language is an example of implicit instruction, as it embodies principles such as a child-centered curriculum, meaning-centered instructional approaches, reading materials chosen or created by learners, a literate classroom environment, and collaborative peer interaction. Explicit instruction is rooted in cognitive psychology, emphasizing learners' metacognition; in its approach for reading instruction, it underscores explicit modeling of information processing. This article examines the existing literature with respect to both approaches for first language instruction at the word, text and sentence level. The discussion is expanded to include the role of explicit instruction in reading English as a second or foreign language, including its role at the word level in EFL reading in Taiwan. The author concludes by suggesting that explicit instruction is a necessary tool for fostering ESL/EFL reading ability.

**04–571 Sifakis, N. C.** (Hellenic Open U., Greece; Email: nicossif@hol.gr). **Applying the adult education framework to ESP curriculum development: an integrative model.** *English for Specific Purposes* (Amsterdam, The Netherlands), **22**, 2 (2003), 195–211.

The paper brings together recent work in English for specific purposes/languages for specific purposes (ESP/LSP) and adult education and puts forward an integrative model for ESP curriculum design. It outlines

a set of characteristics that identify the ESP learner within the general adult learning framework. Taking current theories on the adult learner profile as a starting point, it then focuses on a model that associates adult education principles with effective ESP learning. This model has two sides. One side requires the adult learner's ESP teacher to come to terms with adulthood-oriented considerations (i.e. issues unique to adult learning), such as 'mess-management', motivation and adult learning cycles. The other side involves both a number of ELT-methodology-specific communicative strategies that are indispensable in the ESP class, such as self-directed learning techniques, as well as enhancing the role of the ESP teacher as counsellor. Some implications for the construction of CALL programmes are discussed and the paper ends with the suggestion that all approaches to teaching learners in the ESP framework can benefit from the successful handling of both aspects of the earlier model.

**04–572 Simpson, R. and Mendis, D.** (University of Michigan). **A corpus-based study of idioms in academic speech.** *TESOL Quarterly* (Alexandria, VA, USA), **37**, 3 (2003), 419–441.

This study addresses the issue of which idioms should be taught, given the vast inventory of idioms in a native speaker's repertoire. The article sets out to assess the advantages and limitations of a corpus-based approach to researching and teaching idioms in specific academic sub-genres. It also seeks to establish whether there are more idioms used in interactive language than in monologic language. The study draws on a specialized corpus of 1.7 million words of academic discourse (The Michigan Corpus of Academic Spoken English). It uses Wordsmith Tools to produce frequency counts for each selected idiom. The authors identify the pragmatic function of idioms for evaluation, description, emphasis, collaboration and metalanguage. The study finds that sub-genres of academic language do not significantly vary in the proportion of idiomatic use but that that differences are noticeable in individual writings. Consequently the authors suggest that variation is more likely to be a factor of individual idiolect. Pedagogical applications are suggested and the paper finishes with a plea for more context and corpus based approaches to teaching idioms.

## Language learning

**04–573 Akker, Evelien** (Nijmegen U., The Netherlands; Email: e.akker@nici.kun.nl) and **Cutler, Anne.** **Prosodic cues to semantic structure in native and non-native listening.** *Bilingualism: Language and Cognition* (Cambridge, UK), **6**, 2 (2003), 81–96.

In native listeners' processing of accentual structure, accented syllables receive rapid processing, and listeners actively direct attention to parts of an utterance where accent will fall. Listeners exploit cues in prosodic



contour to locate as rapidly as possible the points where accent occurs. As accent falls on semantically central words, rapid and effective processing of accent placement leads to efficient comprehension of meaning. Can non-native listeners process prosodic information for semantic structure as efficiently as native listeners? The investigation reported uses the predicted accent effect and the question-induced focus effect to examine native and non-native perceptual processing of the semantic information conveyed by sentence accent. Participants in four experiments were speakers of English, tested in their native language, and Dutch students learning English, tested in Dutch and English. The prosodic structures of the two languages are very similar, and the same rules for accent assignment apply; thus Dutch listeners should have the same routines available for English as native listeners. The dependent variable in each experiment was reaction time to the target phoneme. Results showed that predicted accent effects and effects of question-induced focus in Dutch parallel those in English. However, non-native listeners demonstrated reduced efficiency in the mapping of prosodic information to semantics. Possible explanations for this are discussed.

**04-574 Allen, Heather W.** (University of Pittsburgh) **and Herron, Carol A.** **mixed-methodology investigation of the linguistic and affective outcomes of summer study abroad.** *Foreign Language Annals* (New York, USA), **36**, 3 (2003), 370–385.

The authors begin by reporting on the limited studies existing on study abroad (SA) programs, which reveal both positive and negative effects on the learning of languages and cultures. The study reported in this article targeted language anxiety, integrative motivation, and listening and speaking skills in a group of 25 university students participating in a foreign language summer SA program in France. Several instruments were used to test the focus areas: Foreign Language Classroom Anxiety Scale, French Use Anxiety Scale, State Anxiety Questionnaire, Attitude/Motivation Test Battery, French Oral Proficiency Test, French Listening Proficiency Test, Demographic/Language Contact Profile, and Study Abroad Interview Protocol. Quantitative data were collected prior to study abroad, during study abroad, and after study abroad, and qualitative data during study abroad only. Results show that after SA, students were less anxious speaking French both in and out of the classroom, and they made significant improvements in oral and listening skills. However, their integrative motivation and attitudes towards learning French and French people remained unchanged as a group, as was the case with a non-SA group also tested for these affective factors. The article ends with recommendations for further research and for better preparation in SA preprogram orientations.

**04-575 Barcroft, Joe** (Washington U., MO, USA; *Email: barcroft@artsci.wustl.edu*). **Effects of**

**questions about word meaning during L2 Spanish lexical learning.** *The Modern Language Journal* (Madison, WI, USA), **87**, 4 (2003), 546–561.

This study looks at the effect of presenting questions about word meaning during an immediate lexical learning task. English-speaking learners of Spanish as a second language (L2) attempted to learn 24 new Spanish words while viewing word-picture pairs. For 12 of the words, they thought about specific questions related to the meaning of each target word (e.g., In what ways can this object be used?). For the other 12 words, they were instructed only to do their best to learn the target words. After the learning phase, the participants completed three recall tasks: (a) free recall in Spanish, (b) free recall in English, and (c) cued recall in Spanish (when presented with pictures only). The results indicated significantly greater cued-recall scores in the no questions condition than in the questions condition, a finding that provided evidence for a potentially inhibitory effect of semantic elaboration during L2 word learning. The study concludes by proposing areas of lexical learning where elaboration is appropriate. In addition, some implications are drawn for researchers and developers of instructional materials.

**04-576 Boehlke, Olaf** (Creighton U., USA; *Email: boehlke@creighton.edu*). **A comparison of student participation levels by group size and language stages during chatroom and face-to-face discussions in German.** *Calico Journal* (Texas, USA), **21**, 1 (2003), 67–87.

Synchronous computer-mediated communication (CMC) is real-time communication via a computer network. This study compares written German discourse produced by 27 learners of German as a FL in a CMC environment by means of a chatroom with the oral discourse produced by the same learners in small face-to-face discussion groups. Two research questions are asked: i) How is the level of participation in communicative interactions distributed among participants? ii) What kind of language does the learner use in each mode? The level of participation was measured by coding the data with communication units. The overall level of participation among groups with five students was compared to groups with only four. Finally, the language difficulty levels produced in both discussion modes was studied and discussed by applying a scale of language stages. Participation was, in general, more evenly distributed among chatroom groups and it was noted that groups with four members profited most from the equalising effect of the chatroom.

**04-577 Brandford, Verna and Wilson, Rebecca** (Institute of Education, U. of London). **Using PowerPoint to develop pupils' oral skills in**

**modern foreign languages.** *Francophonie* (London, UK), **28** (2003), 18–24.

The increased use of information and communication technology (ICT) has changed the face of teaching and learning in all subjects including modern foreign languages (MFL). Whilst there is good practice in the use of ICT in MFL, its role in raising attainment and as a source for creativity is often underdeveloped or not fully exploited. This case study concerns itself with measuring the outcomes within French lessons of pupils' use of ICT, and PowerPoint in particular, through their production of extended utterances in the target language as part of a presentation, rather than through traditional methods. The participants were Year 8, Year 9 and Year 10 in a girls' high school in the UK. A questionnaire was designed and distributed to the teachers and pupils at the end of the project as part of the evaluation process. The authors of the study conclude that the use of ICT can heighten teaching and learning in MFL through its potential to not only allow pupils to manipulate and generate language for their own purposes but also in other areas, such as: friendship exchanges; data sharing; collaborative artefact creation; peer critiquing; and question asking.

**04–578 Brouwer, Catherine E.** (U. of Southern Denmark, Denmark; *Email*: rineke@language.sdu.dk). **Word searches in NNS-NS interaction: opportunities for language learning?** *The Modern Language Journal* (Madison, WI, USA), **87**, 4 (2003), 534–545.

A substantial portion of second language acquisition research focuses on interactional practices in which nonnative speakers (NNSs) engage. From various theoretical viewpoints, it is assumed that certain types of interactional practices, specifically those in which participants focus on linguistic form, may promote language learning. The question of whether, and under which conditions, such sequences can be seen as providing the NNS with language learning opportunities, is considered in this article in a data-driven way, applying conversation analysis (CA) as a method. The article considers one specific type of interactional practice, “word search” sequences, and opportunities for language learning that they may provide for NNSs, on the basis of naturally occurring interactions between native speakers of Danish and Dutch speakers of Danish. It is argued that in order to distinguish between “language learning opportunities” and other types of interactional practices, the researcher needs to analyze data in appropriate detail.

**04–579 Carr, Jo** (Queensland U. of Technology, Australia; *Email*: j.carr@qut.edu.au). **Why boys into languages won't go: the problematic gender agenda in languages education.** *Babel*, (Adelaide, Australia), **37**, 2 (2002), 4–9.

The relationship between boys and school-based language learning is a problematic one, visible in low

enrolment and retention figures in post-compulsory language programmes. The author believes that the girls–languages alliance has little to do with biology and a lot to do with socialisation. She argues that language sits at the heart of gender socialisation. The study reported here focuses on the alienation of boys from the schooling experience, particularly acute in relation to language and literacy, and to the study of other languages. To find out what boys themselves are thinking, and discover their perceptions of their relationship with languages, recorded interviews were conducted with approximately 100 boys in secondary schools. Evidence of disaffection with language learning is presented and discussed. It was found that different curriculum areas were considered ‘gendered’, and that languages were girls’ subjects, inconsistent with the boys’ perceptions of masculine identity. The author concludes that ‘the problem with the boys’ involves a complex account of gendered subjectivities, but is optimistic that constructs such as masculinity are not stable and are open to change.

**04–580 Chalhoub-Deville, Micheline** (U. of Iowa, USA; *Email*: m-chalhoub-deville@uiowa.edu). **Second language interaction: current perspectives and future trends.** *Language Testing* (London, UK), **20**, 4 (2003), 369–383.

While theoretical arguments and empirical evidence have ascertained the multicomponentiality of the L2 construct, consensus is absent regarding the nature of these components and the way in which they interact. The present paper considers the orientation of the research needed to help explore new ideas about the nature of L2 interaction. The starting point for these arguments is a consideration of the knowledge base from the larger applied linguistics community as well as from related fields, such as educational psychology. The author provides an alternative to Bachman's model of communicative language ability, arguing that the latter incorporates interaction from an individual-focused cognitive perspective, while the alternative viewpoint sees individual ability and contextual facets interacting in ways that change them both. While some contexts activate stable ability features, others produce more variable learner performance. The focus of both theory formulation and empirical research should be on how to account for inconsistent performance in particular contexts from a social interactional perspective.

**04–581 Chan, Victoria, Spratt, Mary and Humphreys, Gillian** (Hong Kong Polytechnic U., Hong Kong). **Autonomous language learning: Hong Kong tertiary students' attitudes and behaviours.** *Evaluation and Research in Education* (Clevedon, UK), **16**, 1 (2002), 1–16.

This paper reports on a large-scale study of learner autonomy conducted with a group of tertiary students at the Hong Kong Polytechnic University in Hong Kong. The study investigates students' views of their

responsibilities and decision-making abilities in learning English, their motivation level and the actual language learning activities they undertake inside and outside the classroom, with a view to gauging their readiness for autonomous learning. The paper presents the student profile generated from the study. The paper concludes with a discussion of the pedagogical implications of the findings for the tertiary level in Hong Kong. The researchers point to the importance of promoting learner autonomy through adapting curriculum design and classroom practice to the constraining factors (heavy reliance on the teacher, the heavy workload, etc.) of Asian students' learning realities.

**04-582 Dam Jensen, Eva and Vinther, Thora** (University of Copenhagen, Denmark; *Email:* dam@hum.ku.dk.). **Exact repetition as input enhancement in second language acquisition.** *Language Learning* (University of Michigan, USA), **53**, 3 (2003), 373–428.

This article reports on two experiments where input enhancement was used to support learners' selection of focus in second language listening material. Eighty-four upper intermediate learners of Spanish took part in different listening programs where input consisted of video recordings of quasi-spontaneous dialogues between native speakers. Learners were tested for the effects of exact repetition and speech rate reduction on comprehension, acquisition of decoding strategies and linguistic features. Each of three groups listened to each utterance of the dialogue three times, in different speed combinations: fast-slow-fast, fast-slow-slow, fast-fast-fast, respectively. A fourth group served as a baseline and received no treatment. Comparisons of pretest and posttest scores showed significant effects for all three parameters (comprehension, phonological decoding ability, grammatical accuracy) although no difference with regard to effect could be established between treatment conditions (F-S-F, F-S-S, F-F-F). It is concluded that exact repetition can provide learners with more opportunity not only to decode meaning, but also to direct their attention to formal features within the input language. Thus, exact repetition has the potential to improve language acquisition.

**04-583 De Carlo, Maddalena** (Université de Cassino, Italy). **Affectivité et acquisition du langage.** [Affectivity and Language Acquisition.] *Études de linguistique appliquée* (Paris, France), **13**, 1 (2003), 275–290.

Psychoanalysis research has a lot to offer to theories on language acquisition and on linguistic issues in general. This article examines the question of meaning construction, using psychoanalysis theories in both mother tongue acquisition and language emergence as a starting point. On the basis of linguistic, psychoanalytic and pedagogic theories, the author first describes children's steps in language acquisition, and moves on to explain how children communicate with adults in

their environment. Here, the interaction between a child and his/her mother is a turning point in the learning process, since the mother is seen as a mirror on which the child can try his/her incomplete linguistic expressions, and have proper feedback on them. In the second part of her article, the author examines some of Daniel N. Stern's theories on Infant Research. Stern has investigated mother-infant interaction, and found that from birth, infants can not only satisfy their basic needs, but also truly interact with adults around them. In conclusion, De Carlo argues that the affective feature is the most important one in any communication or learning process.

**04-584 Derwing, Tracey M.** (Alberta U., Canada) **and Rossiter, Marian J.** **The effects of pronunciation instruction on the accuracy, fluency and complexity of L2 accented speech.** *Applied Language Learning* (Monterey, CA, USA), **13**, 1 (2003), 1–18.

This is a study assessing changes in 48 non-native speakers' (NNSs') pronunciation over a period of 12 weeks according to the type of instruction they received – Global (primarily prosodic features), Segmental (focus on consonants and vowels), No Specific Pronunciation instruction. Expert judges assessed speech samples from Time 1 and 12 weeks later at Time 2 for accentedness, comprehensibility and fluency. In addition, the judges classified errors as likely to interfere with comprehensibility, as merely bothersome, or as merely salient errors. They also provided an overall impression of the speech samples. The only group that was judged to have improved significantly had received Global instruction. It is argued that although the Segmental group demonstrated fewer phonological errors at Time 2, they paid so much attention to phonological accuracy that they were unable to demonstrate improvement in other areas. The Global group's productions were perceived to have improved, apparently at little cost to attentional resources required for non-prosodic aspects of speech. The study suggests, along with other implications, that pronunciation instruction should include a stronger emphasis on prosody.

**04-585 Dykstra-Pruim, Pennylyn** (Calvin College, MI, USA). **L2 acquisition of German plurals: how students form them and textbooks teach them.** *Die Unterrichtspraxis* (Cherry Hill, NJ, USA), **36**, 1 (2003), 43–55.

German pluralization appears to the beginning second-language (L2) learner to be quite unsystematic. Yet, despite this, significant evidence exists indicating that German pluralization is systematic. This study concerns itself with the L2 studies, in particular through replicating and extending the Phillips-Bouma study (1980), that shed light on how students of German as a second language process pluralization in German. The study was motivated by the following questions: 1. Is there improvement in NNS's understanding of

German pluralization as the level of German study advances?; 2. How do NNS German learners compare with NS children and adults in their assignment of plural markers?; 3. What tendencies can be observed in NNS German learner production of plural forms; 4. How can the teaching on German plurals in an academic setting be improved? The data was collected from 120 German students at 5 different levels within a 4-year liberal arts college. The study used the Phillips-Bouma list of 30 nonce words (possible but not actual words). The study concludes with some pedagogical implications and suggestions for future research.

**04-586 Eckman, Fred** (University of Wisconsin, USA; *Email*: eckman@uwm.edu), **Elreyes, Abdullah and Iverson, Gregory. Some principles of second language phonology.** *Second Language Research* (London, UK), **19**, 3 (2003), 169–208.

This article seeks to build an understanding of several well-known yet poorly comprehended problems relating to phonemic contrasts in the learning of L2 pronunciation. The authors identify three interesting learning situations; (a) the native language has neither of two sounds which contrast in the target language; (b) the native language includes just one of the two sounds which contrast in the target language; (c) the native language has both sounds in question but shows no contrast between them, i.e. a phoneme of the native language has two (or more) allophones that categorize as separate phonemes in the target language. Nine Spanish and seven Korean ESL learners were tested to determine whether their interlanguage exhibited relevant contrasts in both derived and basic environments. Participants who lacked relevant contrasts were entered into an instructional study to determine whether, once trained on contrasts within a basic or derived environment only, they would extend the contrasts to the other environment. Results revealed that target language contrasts between native language allophones are incorporated into interlanguages progressively. The authors argue that L2 phonology is a highly abstract enterprise parallel to the phonologies of primary languages, rather than – as has been assumed – a mere imitation of the target language's pronunciations.

**04-587 Egbert, Joy** (Washington State U., USA; *Email*: jegbert@wsu.edu). **A study of flow theory in the foreign language classroom.** *The Modern Language Journal* (Madison, WI, USA), **87**, 4 (2003), 499–518.

This article focuses on the relationship between flow experiences and language learning. Flow Theory suggests that flow experiences (characterized by a balance between challenge and skills and by a person's interest, control, and focused attention during a task) can lead to optimal learning. This theory has not yet been tested in the area of foreign or second language learning. The purpose of the present study is twofold:

first, to establish the foundation for a research stream addressing flow in language learning, and second, to investigate whether flow exists in foreign language (FL) classrooms. Findings suggest that flow does exist in the FL classroom and that Flow Theory offers an interesting and useful framework for conceptualizing and evaluating language learning activities. Possible areas of investigation for future research are mentioned.

**04-588 Ehrman, Madeline** (Foreign Service Institute, US Dept of State, Washington DC, USA; *Email*: ehrmann@aol.com) **and Leaver, Betty Lou. Cognitive styles in the service of language learning.** *System*, **31**, 3 (2003), (Oxford), 393–415.

This article introduces the Ehrman-Leaver (E&L) cognitive styles construct and describes its application in intensive language training in the Foreign Service Institute (FSI) language learning consultation service. In the E&L model, a superordinate construct, synopsis-ectasis, replaces the traditional 'global-analytic' distinction and relates to the degree of conscious control of learning desired or needed. The ten E&L subscales are overviewed and the literature of each briefly reviewed: (1) field independent and field sensitive – used to establish four possible learner types; (2) random (non-linear) – sequential (linear), for structuring; (3) global – particular, for processing; (4) inductive – deductive; (5) synthetic – analytic; (6) analogue – digital; (7) concrete – abstract; (8) levelling – sharpening; (9) impulsive – reflective. The article describes the FSI institutional context using the E&L model and questionnaire. The E&L Questionnaire uses self-reported behaviour to determine cognitive style preferences, and is used in conjunction with other instruments. Trained Learning Consultants call students' attention to surface, achievement and deep strategies. The article concludes by illustrating the use of the E&L Construct with reference to two learners. Neither is a clear-cut example of synoptic or ectenic, but the ten-scale profile presents information in a way that is useful for the student.

**04-589 Felser, Claudia** (U. of Essex, UK; *Email*: felsec@essex.ac.uk), **Roberts, Leah, Gross, Rebecca and Marinis, Theodore. The processing of ambiguous sentences by first and second language learners of English.** *Applied Psycholinguistics* (Cambridge, UK), **24**, 3 (2003), 453–490.

This article reports research into adult English second language (L2) learners' resolution of relative clause attachment ambiguities. The empirical questions to be answered focused on the sentence processing strategies used, the transfer of processing strategies from L1, and the extent of L2 learners' use and integration of phrase-structure and lexical-semantic information during processing. Two groups of advanced L2 learners, with Greek or German as their L1, participated in a set of tasks, as follows: first with German L1

participants: (1) a questionnaire requiring interpretations of 40 sentences (20 experimental, and 20 unambiguous fillers); (2) sentences read on-line, presented segmentally, using a moving window technique, to indicate reaction times; then, with Greek L1 participants: (3) a grammaticality judgement test including constructions considered particularly difficult for Greek L1 learners of English and a questionnaire as in (1); (4) as experiment (2). The results indicated that L2 learners do not process ambiguous sentences in the same way as adult native speakers (NSs) of English do. Depending on their L1, learners use either (as in Greek and German) the principle of predicate proximity (NP1) or (as in the case of English) the principle of recency (termed NP2). However, where prepositions such as *with* are used, NP2 disambiguation seems to be universally preferred. Performance was also compared to that of 6- and 7-year old English speakers, whose interpretations were not affected by the type of preposition used.

**04-590 Gass, Susan** (Michigan State University, USA; *Email: gass@msu.edu*) **and Svetics, Ildikó.** **Differential effects of attention.** *Language Learning* (Michigan, USA), **53**, 3 (2003), 497-545.

This paper reports on a study of the differential effects of attention on different aspects of language, and how this differential effect interacts with increased linguistic knowledge (i.e., proficiency). Thirty-four English speakers enrolled in Italian 1st-, 2nd-, and 3rd-year foreign language courses in the United States were placed into one of two conditions, (with focused attention, and without focused attention), for each of three linguistic areas (syntax, morphosyntax and lexicon). They were exposed to example and practice sentences with levels of attention manipulated through different instructions and tasks. It was predicted that focused attention would have the greatest effect on the lexicon and the least on syntax. The results showed the opposite, suggesting that focused attention can facilitate learning in areas that are highly complex and abstract. For the non-focused attention condition, the predicted results were borne out. With regard to proficiency, focused attention was found to have a diminishing effect, with the greatest effect in early periods of learning and the least in the latter stages. From these results, the authors conclude that learning can take place with or without focused attention and may be facilitated by either externally or internally driven attention.

**04-591 Griffiths, Carol** (Auckland Institute of Studies, Auckland, New Zealand; *Email: carolg@ais.ac.nz*). **Patterns of language learning strategy use.** *System*, (Oxford, UK), **31**, 3 (2003), 367-383.

This paper reports the first phase of an on-going study of language learning strategy use by 348 learners of mixed nationality (Asian and European), carried out at a language school in Auckland, New Zealand. A version of the Strategy Inventory for Language Learning (SILL) questionnaire for speakers of other languages

learning English was used to elicit strategies used. The author found a significant relationship between strategy use and course level, with further significant differences in strategy use and course level according to nationality. 15 strategies used very frequently, especially at advanced levels, and 4 strategies that the European students reported using frequently were combined to make a list of 'Plus' strategies. These were then divided into eight categories: strategies relating to interaction with others, to vocabulary, to reading, to tolerance of ambiguity, to language systems, to management of feelings, to the management of learning, and to the utilisation of available resources. Strategies typical of lower level students were found to give greater emphasis to memorisation and, where management of feelings was reported, show attempts to control study patterns in an isolated fashion. A longitudinal study (to be reported elsewhere) reveals a statistically significant relationship between reported language learning strategy use and progress in language learning.

**04-592 Hertel, Tammy J.** (Department of World Languages and Cultures, Juniata College, USA; *Email: hertel@juniata.edu*) **Lexical and discourse factors in the second language acquisition of Spanish word order.** *Second Language Research* (London, England), **19**, 4 (2003), 273-304.

English word order is a fairly fixed subject-verb order whereas Spanish allows null subjects and has freer word order. Word order in Spanish is determined by lexical verb class and information structure; however these aspects are rarely taught in the second language (L2) classroom. This paper begins by describing second language acquisition of Spanish word order, the importance of focus and prosody, and studies of the difficulties English speakers have in learning Spanish. The study involved English-speaking learners of Spanish in four groups of differing levels and one Spanish native speaker (NS) control group. All participants completed a contextualised written task involving the manipulation of information structure. This was designed to produce the target structures of unaccusative and unergative verbs. The NS group produced significantly more verb subject sentences with unaccusative verbs than with unergative verbs in answer to global questions. Only the advanced learner group demonstrated a similar pattern, and showed some tendency towards overgeneralisation of inversion. The writer concludes that the study provides evidence that English-speaking L2 learners of Spanish follow a developmental path that can be accounted for by a lexical view of parametric change.

**04-593 Hertel, Tammy J.** (Juniata College). **Using an e-mail exchange to promote cultural learning.** *Foreign Language Annals* (New York, USA), **36**, 3 (2003), 386-396.

In this article, the author reports on an action research project which focuses on the cultural attitudes of

students in a Spanish I class both before and after an e-mail exchange program. Data was collected from 13 students, and included a questionnaire at the beginning on student age, background, Spanish language experience, and experiences with Mexican culture. The e-mail exchange was set up with an intermediate-level English writing class in Mexico, through the Intercultural E-mail Classroom Connections ListServ; 13 pairs were created. Content of the messages was open-ended, and the primary language English. The U.S. students were also assigned two papers in which they were to analyze and reflect on what they learned about Mexican culture through the exchange, by rereading hard copies of all messages sent and received, which they submitted with the papers. Data analyzed included the e-mail exchanges, the papers, and pre- and post-exchange surveys on attitudes towards Mexican and U.S. cultures and the exchange itself. Results show positive reactions to the exchange on the part of the students, who also indicated that their attitudes towards and perceptions about Mexican culture were influenced by the experience. The author ends with some suggestions for implementing electronic exchanges.

**04-594 Hu, Chieh-Fang** (Taipei Municipal Teachers College, Taiwan; *Email*: cfhu@mail1.tmtc.edu.tw). **Phonological memory, phonological awareness and foreign language word learning.** *Language Learning* (University of Michigan, USA), **53**, 3 (2003), 429-462.

This article examines the role of phonological memory and phonological awareness in foreign language (FL) word learning. Measures of phonological memory and phonological awareness were administered to 58 Chinese-speaking 4-year-olds 4 times (T1 to T4) across 2 years. FL (English) word learning was assessed at T3, and children's ability to relearn the words was assessed at T4. Measures indicated that phonological memory was related to FL word learning at T3, whereas phonological awareness was not. Phonological awareness, however, emerged as a significant predictor at T4, even after allowing for FL word learning at T3 and phonological memory. The results of the research suggest that phonological memory and phonological awareness may support FL word learning, but phonological awareness may play a specific role when the words are relearned. The article concludes that phonological awareness training could be incorporated into classroom activities to facilitate pronunciation and word-learning in young FL learners.

**04-595 Izumi, Shinichi** (Sophia University, Japan; *Email*: s-izumi@sophia.ac.jp). **Processing difficulty in comprehension and production of relative clauses by learners of English as a second language.** *Language Learning* (Michigan, USA), **53**, 2 (2003), 285-323.

This article examines a research study to test the predictions of three major hypotheses of relative

clause acquisition in second language acquisition: Keenan and Comrie's (1977) Noun Phrase Accessibility Hierarchy (NPAH), Kuno's (1974) Perceptual Difficulty Hypothesis (PDH), and Hamilton's (1994) SO Hierarchy Hypothesis (SOHH). These hypotheses are based on different rationales and make different predictions on the difficulty order of different relative clause sentence types. Data for analysis was taken from an earlier study (Izumi, 2000, 2002) in which 61 learners of English as a second language were administered three different elicitation tasks to test both comprehension and production ability in regard to relative clause acquisition. Results of the present study found mixed support for the NPAH and the SOHH and full support for the PDH and generally suggest a complementary rather than contradictory relationship exists between the NPAH and the PDH. The author concludes that differences observed in different tasks point to the importance of researchers examining learners' processing problems in multiple tasks and in different modalities.

**04-596 Jones, Linda, J.** (U. of Arkansas, USA; *Email*: lcjones@uark.edu). **Supporting listening comprehension and vocabulary acquisition with multimedia annotation: the students' voice.** *Calico Journal* (San Marcos Tex. USA), **21**, 1 (2003), 41-65.

Based on a generative theory of multimedia learning, this study investigates under what conditions multimedia annotations can support listening comprehension in an L2. Specifically, students' thoughts and opinions are described concerning how verbal and visual annotations in a multimedia environment can assist the comprehension of, and acquisition of new vocabulary from, an aural passage. Participants were randomly assigned to one of four listening treatments and 20 students selected for interview to gain a clearer understanding of the effects of different media types on students' comprehension and vocabulary acquisition. Results showed that students remembered and recalled text best when they had selected both verbal and visual annotations while listening. Qualitative evidence is provided for a generative theory of multimedia learning that suggests the availability and choice of verbal and visual annotations enhances students' abilities to comprehend the material presented and acquire vocabulary.

**04-597 Jung, Euen Hyuk (Sarah)** (Yonsei U., South Korea; *Email*: jungehs@hotmail.com). **The role of discourse signaling cues in second language listening comprehension.** *The Modern Language Journal* (Madison, WI, USA), **87**, 4 (2003), 562-577.

In contrast to the extensive research on reading, few studies have been conducted to investigate the role of discourse signaling cues in second language (L2) listening. Even the few existing studies provide inconsistent support for the beneficial effects of

discourse signaling cues on L2 listening comprehension. Most of these studies also fail to show how these cues affect listeners' comprehension of different levels of information in the text. The current study examined the effects of discourse signaling cues on L2 learners' listening comprehension of high- and low-level information in academic lectures. The study involved 80 Korean learners of English as a Foreign Language. Of the 80 learners, half listened to the lecture with discourse signaling cues (signaled group), and the other half listened to the lecture without such cues (non-signaled group). Half the learners in each group performed summary tasks; the other half performed recall tasks. Compared to the non-signaled group, the signaled group recalled significantly more high- as well as low-level information from the lecture in an accurate manner. The findings showed that discourse-signaling cues play an important role in L2 listening comprehension. On the basis of the findings recommendations for future research are made.

**04-598 Knutson, Sonja** (Memorial U., Newfoundland, Canada). **Experiential learning in second-language classrooms.** *TESL Canada Journal* (Burnaby, B.C., Canada), **20**, 2 (2003), 53-64.

This article is a discussion of some of the issues surrounding experiential learning in the second-language classroom. Experiential learning is defined by the inclusion of phases of reflection designed to help the learner relate a current learning experience to past and future experience. The author seeks to establish a theoretical foundation for incorporating experiential phases into the second-language classroom by exploring past methods of teaching English as a second language, as well as looking at research in the field of second-language acquisition in the light of experiential methodology. The implications of experiential learning for second-language acquisition, in particular the aspects of motivation and investment, are explored, and some pitfalls of the experiential curriculum and their possible solutions are discussed. Finally, some possible projects adaptable to experiential methods are outlined, and areas needing further research, especially in the area of student voice and empowerment, are proposed.

**04-599 Littlemore, Jeannette** (U. of Birmingham, UK). **The communicative effectiveness of different types of communication strategy.** *System*, (Oxford, UK), **31**, 3 (2003), 331-347

This article reports a study assessing the communicative effectiveness of a range of compensation strategies by learners whose cognitive styles are labelled (following Ehrman and Leaver 2002, 2003) as synoptic and ectenic. The participants, 82 French-speaking, university-level learners of English, seated in a language laboratory, were asked to record test items so that an English speaker would be able to identify the objects. The

recordings were transcribed and classified to give a record of the number of times a strategy was used for each item and by each participant. Communicative effectiveness, in its three aspects, was assessed on a band scale, according to ease of comprehension, stylishness, and demonstration of linguistic proficiency, by two native speaker judges. Compensation strategies were classified (following Poulisse's (1993) taxonomy) in three strategy families: "substitution" (6 strategies, 4 of which were favoured by synoptic learners), "substitution plus" (predicted as contributing to stylishness and proficiency ratings, rather than ease of comprehension) and "reconceptualization" (favoured by ectenic learners). Strategies in the reconceptualization category were found to relate significantly to all three measures. Of these, componential analysis appeared the most effective, followed by substitution. It is pointed out that the communicative effectiveness of the favoured strategies may not be universal, but culturally specific.

**04-600 McCollum, Daniel L.** (Pennsylvania State U., USA). **Utilizing non-cognitive predictors of foreign language achievement.** *Applied Language Learning* (Monterey, CA, USA), **13**, 1 (2003), 19-32.

The purpose of the research presented here was to investigate the influence of two non-cognitive factors in foreign language achievement: self-efficacy and learning-goal orientation. A scale was constructed, the Measure of Foreign Language Achievement Potential (MOFLAP), to measure these constructs; it was hypothesised that they would be individually predictive of foreign language achievement and maximally predictive when combined. Data were obtained for 128 undergraduate students of German at Pennsylvania State University. These consisted firstly of their responses to eighteen items (reproduced in Appendix) worded to assess the level of presence of each construct (using a Likert scale), and secondly of their final course grades. The MOFLAP proved to be highly reliable, and evidence of the instrument's construct, discriminant, and predictive validity was found, with self-efficacy being the superior predictor. The author believes the psychometric properties of the MOFLAP warrant its use by both educators and researchers.

**04-601 Morris, Frank** (University of Miami, USA; Email: fmmorris@miami.edu.) **and Tarone, Elaine.** **Impact of classroom dynamics on the effectiveness of recasts in second language acquisition.** *Language Learning* (University of Michigan, USA), **53**, 2 (2003), 325-368.

This paper discusses how the social dynamics of the language classroom may in some cases dramatically alter the way the cognitive processes of attention, or noticing, are deployed in cooperative learning activities in which learners correct each other's errors using recasts. Ten foreign language learners of Spanish were asked to form pairs then given a jigsaw task to complete. The task was designed to promote attention to meaning and form

within fifteen specific contexts. Learner collaboration was recorded, transcribed and coded. Stimulated recall sessions were conducted to elicit learners' perceptions of peer feedback during the jigsaw task. The results of the study revealed that interpersonal conflict arose in the interactions of three dyads of learners engaged in the task and that negative feelings about their conversation partners seemed to have caused some learners to interpret recasts not as helpful corrective feedback, but as criticism and even mockery. This in turn appeared to affect acquisition. The paper concludes by examining the impact the social context of the classroom can have in the way peer corrective feedback is perceived by learners, and offers a number of ideas for maximizing the efficacy of pair work in the L2 classroom.

**04-602 Ntirampeba, Pascal** (Université de Montréal, Québec, Canada). **La progression en didactique du texte argumentatif écrit.**

[Progressive approach to written argumentative text.] *Révue Canadienne de Linguistique Appliquée*, **6**, 2 (2003), 159–169.

In Québec, Canada, written argumentative texts constitute an important part of the French as mother tongue program in high schools. Moreover, the final French exam at the college level is a written argumentative text. This article deals with teaching such text type. Following an overview of the argumentative text as an object of study and a discussion of the need for a progressive approach to teaching and learning argumentative texts, the article illustrates their complexity and presents a synthesis of psycholinguistic research which might facilitate students' learning, in particular object construction, supporting ideas, interlocution and metacognitive aspects. It seems that the full mastery of argumentation can be achieved at approximately 16–17 years old, which in Québec, corresponds to the final year in high school. In conclusion, the author states that a large-scale study would be needed to confirm the linguistic and age-related findings of her research.

**04-603 Parkinson, Brian, Benson, Cathy and Jenkins, Michael** (U. of Edinburgh, Scotland, UK). **Learner diary research with 'Cambridge' examination candidates.** *Edinburgh Working Papers in Applied Linguistics* (Edinburgh, Scotland, UK), **12** (2003), 45–63.

This article reports part of a research project that investigated the experience of students preparing for Cambridge examinations, as revealed through their diaries and through meetings between the students and researchers. The data consist of the diaries of three learners (two Japanese and one Swiss), audio-tapes of the meetings, and 'coding sheets' containing summaries and classification of everything said at the meetings. The aim of the research project was to illuminate the behaviour of students preparing for examinations, in order to help these and future students, and to assist

the researchers in their teaching and advice to students. This account focuses on the diaries. The authors are critical of previous learner diary research, in terms of design, methodology, and validity. They report in detail on the diary entries of their students, which exhibit perceptive analysis by the students of their learning. The authors conclude that the terms 'strategy' and 'anxiety', although valid as constructs, fail to do justice to the complexity of choices made by the learners and the variety of cognitive, affective, and interpersonal demands made on them as individuals. The inadequacy of much advice given to learners is also revealed. The authors also raise the issue of the 'truth' of the diaries, and conclude that they present 'a' truth rather than 'the' truth.

**04-604 Pérez, Luisa, C.** (Emporia State U., USA; *Email: perezlui@emporia.edu*). **Foreign language productivity in synchronous versus asynchronous computer-mediated communication.** *Calico Journal* (Texas, USA), **21**, 1 (2003), 89–104.

This study aims to observe the effects of dialogue journaling through email (asynchronous) on new language produced by learners of Spanish as an L2 compared with the new language produced by these learners during chatroom sessions (synchronous), thereby establishing which of the two might be more effective in increasing foreign language productivity. 24 subjects studying first-year Spanish emailed a weekly dialogue journal to their instructor, attended conventional classes, and participated in computer-mediated communication (CMC). Findings show no significant differences between the two CMC modes. It is concluded that both techniques had benefits for vocabulary enrichment and productivity and that both tools enhanced the language acquisition process.

**04-605 Pulido, Diana** (Washington State University, USA; *Email: dpulido@wsu.edu.*). **Modeling the role of second language proficiency and topic familiarity in second language incidental vocabulary acquisition through reading.** *Language Learning* (University of Michigan, USA), **53**, 2 (2003), 233–284.

The study reported here examined the impact of topic familiarity, second language (L2) reading proficiency, and L2 passage sight vocabulary on incidental vocabulary acquisition. Independent variables included (a) a topic familiarity questionnaire, (b) the *Adult Basic Learning Examination. Spanish Battery* (Karlsen & Gardner, 1990), and (c) a passage sight vocabulary test. A repeated-measures design was used with a cross-sectional sample. Ninety-nine adult learners of Spanish were asked to read narratives (two more and two less familiar) containing nonsense words. Two and twenty-eight days after reading, two gain measures were administered: (a) translation production and (b) translation recognition. Analyses revealed robust effects of reading



proficiency, differential effects of topic familiarity, and isolated effects of passage sight vocabulary on vocabulary gain and retention of new words. The article concludes with pedagogical implications for promoting vocabulary growth in the classroom and suggestions for further research in formulating models of L2 incidental vocabulary acquisition through reading.

**04-606 Sasaki, Yoshinori** (Ochanomizu U., Japan) and **Hayakawa, Harumi**. **Does a quiz facilitate or spoil language learning? Instructional effects of lesson review quizzes.** *Applied Language Learning* (Monterey, CA, USA), **13**, 1 (2003), 33–56.

The two studies reported here investigated whether lesson review quizzes result in positive effects on subsequent academic performance, or whether the effects are non-existent or negative. The learners studied were university students of Japanese at the University of New South Wales, Australia. The first study, using a questionnaire, showed that the majority of the students believed in the positive effects on learning when quizzes form part of the assessment programme, and that their attitude to quizzes remained longitudinally stable across academic terms. A second study tested this expectation against actual performance. It was hypothesised that students who regularly take assessable lesson review quizzes would outperform those who do not. The procedure is described, and the results of this study are presented and discussed at length. The authors believe the results highlight the positive effects of quizzes, and find little if any evidence to demonstrate negative side effects.

**04-607 Seus-Walker, Katia** (IUT-Université de Toulouse III, France). **Pour développer l'autonomie des apprenants.** [Developing learner autonomy.] *Les Cahiers de l'APLIUT*, **XXII**, 2 (2003), 43–58.

With the growth of technology in language teaching, it becomes important to help students develop learning strategies in semi-autonomous situations. This article illustrates a model of guided autonomy, where contextual constraints exist and where the learner's profiles must be particularly taken into account. The author posits a difference between autonomous learning and learning to be autonomous, though the two processes are frequently associated. The article presents the pedagogy of putting into play progressively more difficult tasks before describing the various areas in which the learner must manage his own learning. For instance, in a semi-autonomous context, the student can evaluate when s/he needs the assistance of a teacher, without being put in an uncomfortable outgroup situation. Next the author discusses problems that have been observed when putting this method into practice. Finally, new directions are proposed, which might bring complementary support to teaching in a semi-autonomous context, thereby guaranteeing greater efficiency. In an appendix, the author presents

the set of instructions given to the students when they are working alone on their exercises.

**04-608 Sparks, Richard L.** (College of Mount St. Joseph, Cincinnati, Ohio) **Philips, Lois and Javorsky, James**. **College students classified as having learning disabilities and attention deficit hyperactivity disorder and the foreign language requirement.** *Foreign Language Annals* (New York, USA), **36**, 3 (2003), 325–337.

This study compares four college student groups: 1) students classified as LD (learning disabled) who petitioned for and were permitted to substitute required college FL (foreign language) courses 2) students classified as both LD and ADHD (attention deficit hyperactivity disorder) who petitioned for and were permitted to substitute required FL courses, 3) students classified as LD who had fulfilled the requirement by passing their FL courses, and 4) students classified as both LD and ADHD who had also fulfilled the requirement by passing FL courses. The authors carried out two studies; one compared petition LD students with petition LD/ADHD students, and the other compared petition and non-petition students. The results of the first study show no significant differences between the two petition groups in cognitive ability (IQ), most native language skills, FL aptitude, scholastic aptitude, graduating grade point average (GPA) and FL GPA. The results of the second study showed no significant demographic differences between the petition and non-petition students, while the non-petition students scored higher on four out of six cognitive achievement tests. The authors suggest that LD/ADHD students may not experience more severe learning problems than LD students, and that they should be encouraged to enroll in FL courses.

**04-609 Stotz, Daniel and Meuter, Tessa** (Zürcher Hochschule Winterthur, Switzerland; *Email*: daniel.stotz@zhwin.ch). **Embedded English: integrating content and language learning in a Swiss primary school project.** *Bulletin suisse de linguistique appliquée* (Neuchâtel, Switzerland), **77** (2003), 83–101.

This paper reports on the experimental introduction of English into the primary school in the Canton of Zurich, Switzerland, where it was used as the language of instruction, not as a separate subject in the curriculum; initially referred to as an embedding approach, it is now known as Content and Language Integrated Learning (CLIL). The wider educational context in multilingual Switzerland is briefly described. A two-year evaluation study (two periods of classroom observation and two tests) focused on classroom interaction, learning opportunities, and the transition from receptive to productive linguistic abilities. A discussion of the lessons learned from the project include the conclusion that there was a discrepancy between ambition and practice, and that sights need

to be set lower for primary school CLIL. The insights gained from the Zurich project reflect the experiences from other CLIL projects in Europe. For the future, the authors recommend focusing on three key characteristics: degree of exposure to the language; subject fields and content-language ratio; and the level of preparedness of teachers in terms of their language competence, as this constrains or opens up the range of discourse types available to learners. The paper concludes with a discussion of the socio-economic advantages ('added value') of CLIL.

**04-610 Takeuchi, Osamu** (Kansai U., Osaka, Japan; *Email*: takeuchi@ipcku.kansai-u.ac.jp). **What can we learn from good foreign language learners? A qualitative study in the Japanese foreign language context.** *System*, (Oxford, UK), **31**, 3 (2003), 385–392.

This article discusses a qualitative study of reported strategy use by foreign language (FL) learners in the Japanese context. 67 books on 'how I learnt a foreign language', written in Japanese and published in Japan, and describing the learning of various FLs including (nearly 70%) English, were analysed. Descriptions of learning strategies, and the stage of their use, were underlined and categorised. The strategies used by these Good Language Learners (GLLs) were categorised as (1) Metacognitive and (2) Strategies in specific skill areas (listening, reading, speaking, vocabulary, pronunciation, writing, grammar). The GLLs' efforts to find maximum opportunity for practice and to immerse themselves in the FL was associated with an intermediate stage of learning. The strategies in used specific skill areas showed a strong emphasis on accuracy: memorisation, practice, imitation, use of correction, and employing conscious knowledge of grammar. The author makes a distinction between common strategies and context specific (e.g. in FL context) strategies, and highlights the fact that some strategies seem to be closely associated with certain stage of learning.

**04-611 Vandergrift, Larry** (University of Ottawa, Canada; *Email*: lvdgrift@uottawa.ca). **Orchestrating strategy use: toward a model of the skilled second language listener.** *Language Learning* (University of Michigan, USA), **53**, 3 (2003), 463–496.

This article reports on an investigation of listening strategy applications by 36 junior high school students learning French. The investigation examines the types of strategies used and the differences in strategy use between more skilled and less skilled listeners. Students were classified into respective groups according to the results of a listening comprehension test. Think-aloud data were then collected from the two groups as students listened to authentic texts in French. The think-aloud data were coded and analyzed both quantitatively and qualitatively. Significant differences were found between more skilled and less skilled listeners in

the use of metacognitive strategies as well as in strategies for comprehension monitoring, questioning for elaboration, and translation. These differences were reinforced by a qualitative analysis of representative think-aloud protocols. The article concludes with a discussion of an emerging model of the skilled listener. It offers a number of pedagogic suggestions for teachers to help students develop listening skills during classroom listening activities.

**04-612 Vann, Roberta J.** (Iowa State U., USA) and **Fairbairn, Shelley B.** **Linking our worlds: a collaborative academic literacy project.** *TESOL Journal* (Alexandria, VA, USA), **12**, 3 (2003), 11–16.

For students of English for speakers of other languages (ESOL), cognitive/academic language proficiency (the language of decontextualised academic situations) typically lags behind that of basic interpersonal and communicative skills. This can result not only in low academic achievement but also in low self-confidence and motivation, and little understanding of higher education opportunities. This paper describes a project designed to enhance academic literacy through social interaction, based on the work of Bakhtin and Vygotsky, in particular the latter's notion of the 'zone of proximal development', or 'scaffolding'. A group of ESOL students from Bosnia and Mexico, at middle school in the Midwestern United States, and a group of future ESOL teachers, shared their respective learning experiences. The six-week project, during which the students learned how to make formal presentations and use computer technology, culminated in a day spent on the university campus with the trainee teachers. The students' self-confidence was improved, and they gained valuable knowledge of university life.

**04-613 Verspoor, Marjolijn and Lowie, Wander** (University of Groningen, The Netherlands). **Making sense of polysemous words.** *Language Learning* (University of Michigan, USA), **53**, 3 (2003), 547–586.

Although vocabulary can be successfully acquired through incidental learning, decoding meaning through inference from context is not necessarily the most effective method in instructional settings. This article argues that the guessing meanings from context can be made more efficient if learners are given core senses of polysemous words as cues to help learners develop a "precise elaboration". Experiments were conducted in which two groups of Dutch students of English were given 18 pairs of sentences with either the core sense or a noncore sense provided for each target word and were asked to guess and give a correct Dutch translation of the figurative senses of each underlined polysemous word in the second sentence of each pair. Groups were given time to verify and memorize words and then an immediate short-term recall test was administered followed by an unannounced long-term retention test around three weeks later. Tests indicated that providing

learners with a core sense results in better guessing and long-term retention of figurative senses of polysemous words than does providing cues involving nonliteral senses. The authors conclude that finding the core sense of a polysemous word and then creating meaningful links between words is a useful strategy for students learning vocabulary.

**04-614 Weldon, A. and Trautmann, G.** (U. of North Carolina-Asheville, USA). **Spanish and service-learning: pedagogy and praxis.** *Hispania* (Ann Arbor, USA), **86**, 3 (2003), 574–585.

More and more Spanish instructors in the USA are turning to service-learning to enhance student learning, especially oral comprehension, conversation and cultural understanding. Even in areas where there is a small Spanish-speaking population it is possible and desirable to place students in direct contact with native Spanish speakers, through links between the university and various community agencies. This paper describes the effects on American university students of Spanish of service-learning in a local health centre in California. It is argued that if the service-learning is well planned and monitored and pedagogically tied to specific academic goals, objectives, methods and assessment, it can be a significant tool in reaching the ACTFL's "standards for foreign language teaching". These standards, known as the "five Cs" – communicating, cultures, connections, comparisons, communities – are shown to have been met. The students benefited personally as well as academically from the experience and it is posited that USAmerican-Latino-relations also benefited from the Latinos realising that there were USAmericans who were happy to help them.

**04-615 Wen, W. P.** (Xiangtan U., Hunan, P.R. of China lw@xtu.edu.com) and **Clément, R.** **A Chinese conceptualisation of willingness to communicate in ESL.** *Language, Culture and Curriculum*, (Clevedon, UK) **16**, 1 (2003), 18–38.

MacIntyre et al.'s (1998) heuristic model of willingness to communicate (WTC) is based on research principally conducted in the western world. This paper proposes a revision of the WTC model so as to reflect more closely the situation in English language Chinese classrooms. Two main revisions are suggested: changing some structural relationships between constructs included in the MacIntyre model and reinforcing some of the variables from a Chinese perspective. The paper argues that cultural values based on Confucianism dominate the shaping of an individual's perception and way of learning, as evident in L2 communication. The linguistic, communicative and psychological variables that might affect students' willingness to communicate in a Chinese setting are explored and potential relations between these and Chinese cultural values are exemplified. Suggestions for empirical research are given.

**04-616 Yeh, Yuli and Wang, Chai-wei.** (National Tsing Hua U., Taiwan; *Email*: ylyeh@mx.nthu.edu.tw). **Effects of multimedia vocabulary annotations and learning styles on vocabulary learning.** *Calico Journal* (Texas, USA), **21**, 1 (2003), 131–144.

CALL represents one potentially powerful method for increasing language learners' vocabulary size due to its capacity for multimedia presentation of glossary annotations. This study firstly aims to investigate the effectiveness of three types of vocabulary annotations on vocabulary learning for 82 freshmen EFL students in Taiwan. A further objective was to see whether learners with certain perceptual learning styles – auditory, visual-verbal, visual-nonverbal, and mixed preferences – benefited more from a particular type of vocabulary annotation. Whole class data were collected on the pre-test and a questionnaire on perceptual learning styles and, after students had used the courseware, their comments on the same were noted and a post-test given. Post-test results indicated that the version of the courseware with the text plus picture annotations was the most effective for vocabulary learning. Perceptual learning styles did not seem to have a significant influence on the effectiveness of vocabulary annotations.

**04-617 Yuet Hung Chan, C.** (City U. of Hong Kong; *Email*: ctych@cityu.edu.hk). **Cultural content and reading proficiency: a comparison of mainland Chinese and Hong Kong learners of English.** *Language, Culture and Curriculum*, (Clevedon, UK) **16**, 1 (2003), 60–69.

The study described here investigates the effects of background knowledge and language proficiency on L2 reading comprehension. Two groups of students, one from Hong Kong (HK) and one from mainland China (MC), were divided into 2 proficiency levels, intermediate and post-intermediate. In the reading tests, the HK intermediate learners did significantly better than MC on a cloze text about HK, though the groups were about same on a neutral text; the post-intermediate groups were about the same on the HK text, showing that at higher level proficiency aids comprehension; results also showed that high language proficiency compensates for lack of background knowledge and, conversely, background knowledge compensates for lack of language proficiency. It is concluded that background knowledge facilitates L2 reading comprehension; that L2 proficiency plays a significant role in reading comprehension; and that there are significant interactions between background knowledge and proficiency. The findings have implications for teaching reading to L2 learners.

**04-618 Zsiga, Elizabeth** (Georgetown University, USA; *Email*: zsigae@georgetown.edu). **Articulatory timing in a second language – evidence from Russian and English.** *Studies in*

*Second Language Acquisition* (New York, USA), **25**, 3 (2003), 399–432.

The study reported here compares patterns of consonant-to-consonant timing at word boundaries in English and Russian and investigates the roles of transfer and emergence of linguistic universals in second language (L2) acquisition. Native Russian speakers learning English and native English speakers learning Russian were asked to produce phrases in English and Russian contrasting VC#CV, VC#V and V#CV sequences. The duration of stop closures was measured as well as the percentage of consonant sequences in which the first consonant was audibly released. Results confirmed that in their native language (L1), Russian speakers had a higher percentage of released final consonants than did English speakers in their L1 as well as a higher ratio of sequence-to-singleton duration. Examination of the timing patterns across different clusters revealed different articulatory strategies for the two languages. The native Russian pattern transferred to L2 English, but the native English pattern did not transfer to L2 Russian. The study offers evidence for both articulatory transfer and the emergence of a default pattern of articulation, characteristic of neither L1 nor L2.

**04-619 Zughoul, Muhammed Raji and Abdul-Fattah, Hussein** (Yarmouk U., Jordan). **Translational collocational strategies of Arab learners of English: a study in lexical semantics.** *Babel* (Amsterdam, The Netherlands), **49**, 1 (2003), 59–81.

Arab learners of English encounter a serious problem with collocational sequences. This paper has three objectives: it investigates the use of collocates as an indicator of language proficiency, and the strategies Arab learners of English use in their attempt to come up with the proper collocation; and it demonstrates how equivalent English and Arabic words combine differently. A translation test of 16 Arabic collocations (presented in appendix) was administered to graduates and undergraduates, to elicit receptive and productive competence (multiple choice and free translation respectively). Twelve distinct communication strategies manipulated by the subjects were identified, and these are exemplified and described. In the opinion of the authors, the overall proficiency of the students in English collocational sequences was held to be inadequate. The findings substantiated the role of the native language in foreign language production. The authors conclude that greater instructional focus on collocation is needed.

## Reading and writing

**04-620 Akamatsu, Nobuhiko** (Doshisha University, Japan; *Email*: nakamats@mail.doshisha.ac.jp.). **The effects of first language orthographic features on second language**

**reading in text.** *Language Learning* (Michigan, USA), **53**, 2 (2003), 207–231.

This paper reports on a study which investigated the effects of first language (L1) orthographic features on second language (L2) reading. Three groups of fluent L2 readers with a variety of backgrounds (Chinese, Japanese and Persian) were provided with English passages printed in either a normal manner or with the words case alternated and asked to read them for comprehension. Results showed that in terms of reading speed, the Chinese and Japanese (nonalphabetic L1 groups) were more adversely affected by case alternation than was the Persian group (an alphabetic L1 group). The author concludes that, because of L1 effects on basic processing in L2 reading, L2 readers with a nonalphabetic background may be less efficient in processing the constituent letters in English words than those with an L1 alphabetic background.

**04-621 Argamon, S., Koppel, M., Fine, J. and Shimoni, A. R.** (Department of computer Science at the Illinois Institute of Technology. *Email*: argamon@iit.edu). **Gender, genre and writing style in formal written texts.** *Text* (Berlin, Germany), **23**, 3 (2003), 321–346.

Using a corpus of 604 documents from the British National Corpus, this study attempts to analyse features of female and male writing. The *EG algorithm* was used to select useful features for female and male indicators, showing personal pronouns to indicate female-authored texts and determiners and quantifiers male ones. The paper suggests that female and male writers use different means to signal to the reader the subject of discussion. Females tend to make use of shared knowledge whereas males give more details; this difference aligns with *involved* and *informative* writing. Female pronoun use, in particular first, second and third person pronouns, points to a higher degree of *personalisation* of the text. In contrast male writers tend to depersonalise texts. Since pronouns occur with far greater frequency in fiction than in nonfiction while determiners are more common in nonfiction than fiction, the authors suggest a correlation between female-male and fiction-nonfiction differences.

**04-622 Dreyer, Carisma and Nel, Charl** (Potchefstroom U., South Africa; *Email*: nsocd@puknet.puk.ac.za). **Teaching reading strategies and reading comprehension within a technology-enhanced learning environment.** *System* (Oxford, UK), **31**, 3 (2003), 349–365.

The low levels of reading ability among undergraduate students in South Africa has an adverse effect on their chances of academic success. This article describes the format and structure of a strategic reading instruction component in an English for Professional Purposes course offered in a technology-enhanced environment over a 13-week semester. The programme consisted

of: a printed interactive study guide, (explaining the benefits of particular strategies); face-to-face contact sessions (modelling strategies and providing practice opportunities); and a technology-enhanced feature in the form of Varsite, a Learning Content Management System (LCMS). In pre-testing, all 131 first-year English as a Second Language (ESL) students were given a Reading Strategies Questionnaire, the TOEFL test, and two reading comprehension tests. Subjects were divided into 'successful' and 'at risk' (over 30% of those enrolled), according to their performance on the reading comprehension test. Successful students' strategy use was found to be goal-directed, seeming to monitor and evaluate their learning and reading comprehension, while the at-risk used mainly meta-cognitive strategies. Post-testing of reading comprehension, following completion of the strategic reading instruction module, showed significant increases in reading comprehension scores and use of reading strategies, especially among the 'at-risk' students in the experimental group.

**04-623 Fender, Michael** (U. of Pittsburg, PA., USA; Email: mjfst@pitt.edu). **English word recognition and word integration skills of native Arabic- and Japanese-speaking learners of English as a second language.** *Applied Psycholinguistics* (Cambridge, UK), **24**, 2 (2003), 289-316.

It is well documented that Arab English as a Second Language (ESL) learners experience difficulties with word recognition processes, while Japanese students experience greater difficulty, relative to other groups, with ESL word integration processes (considered postlexical word processing skills). This article reports a study of the different word-level processing difficulties for Arab and Japanese ESL students in order to explain the differences they experience while reading English texts. After an overview of L1 word recognition skills and their development, two experiments are described, with 19 Arab & 20 Japanese intermediate and low-advanced ESL students as subjects. In the first, word recognition skills and speeds were examined by presenting words and nonwords on a computer screen. Japanese ESL learners were found to be able to process consistent and inconsistent words more rapidly and more accurately than Arab ESL learners. The second experiment used a sentence reading task, using the moving window technique, to measure word integration skills, and found the Arab ESL participants to be significantly more accurate than the Japanese ESL participants in integrating words on-line into larger units of meaning and comprehending them. It is suggested that Arab ESL learners would benefit from supplementary word recognition tasks, while Japanese learners would benefit from practice targeting the development of incremental word recognition skills.

**04-624 Flowerdew, L.** (Hong Kong University of Science and Technology). **A combined corpus and systemic-functional analysis of the**

**problem-solution pattern in a student and professional corpus of technical writing.** *TESOL Quarterly* (Alexandria, VA, USA), **37**, 3 (2003), 489-511.

The author aims to describe similarities and differences between expert and novice writing in the problem-solution pattern, a frequent rhetorical pattern of technical academic writing. The paper draws on two analytic perspectives, corpus analysis and systemic-functional analysis. The study compares a corpus of undergraduate student writing and one containing professional writing. Each corpus totalled approximately 250,000 words. Wordsmith Tools software was used to compare these two corpora with a 1 million core-written British National Corpora. The research includes searches for key words that provided linguistic evidence for the problem-solution pattern. Along with many similarities between the expert and the novice writing, the study's findings indicate important differences in the use of problem within the causal relation patterns. The student corpus displayed a more restricted use of vocabulary and pattern than found in the professional corpus. The author suggests that a combination of corpus analysis and systemic-functional analysis is a valuable tool in isolating insufficiencies in student lexico-grammar.

**04-625 Goswami, Usha** (U. of Cambridge, UK), **Ziegler, Johannes C., Dalton, Louise and Schneider, Wolfgang.** **Nonword reading across orthographies: How flexible is the choice of reading units?** *Applied Psycholinguistics* (Cambridge, UK), **24**, 2 (2003), 235-248.

This article reports a study of grapheme-phoneme processing strategies employed by English and German readers. It was predicted that children learning to read inconsistent orthographies such as English would show considerable flexibility in making use of spelling-sound correspondences, whereas children learning to read consistent orthographies such as German would use mainly small-size grapheme-phoneme strategies. The hypothesis was tested in a cross-language blocking experiment. Two types of nonword were devised: (1) large-unit nonwords, analogous with real words, that could be read either by using rhyme units, or by grapheme-phoneme correspondence; (2) small-unit nonwords with no orthographic rhyme neighbours that could not be read by lexical analogy. Three groups of 24 English children at reading age levels 7, 8 and 9 years took part, and 25, 23, and 20 German children were rested at 7, 8, and 9 years old. Half received blocked presentation of nonwords, and half received mixed presentation. English children showed better performance when items were blocked by nonword type, but less good performance in mixed lists. This suggests that in mixed lists English readers have to switch back and forth between small-unit and large-unit processing, resulting in switching costs.

**04-626 Hinkel, Eli** (Seattle University, USA; *Email: ehinkel@seattleu.edu*). **Tense, aspect and the passive voice in L1 and L2 academic texts.** *Language Teaching Research* (London, UK), **8**, 1 (2004), 5.

This study analyses specific written discourse production in which NNSs' usage of English tenses and voice appears to be dramatically different from that of the NSs. The data for the study narrowly focuses on a small number of verb phrase features, such as tenses, aspects and the passive voice, examining how they are presented in writing instruction texts and identifying areas of L2 learning in need of intensive instruction. The results of the study demonstrate that even after many years of L2 learning and use, advanced NNS students may have difficulty with the conventional use of the tenses, aspects of the passive voice in written academic discourse. The paper also offers some practical attempts to improve NNS students' production of L2 written academic code.

**04-627 Hirose, Keiko** (Aichi Prefectural University, Nagakute, Aichi, Japan; *Email: khirose@for.aichi-pu.ac.jp*). **Comparing L1 and L2 organizational patterns in the argumentative writing of Japanese EFL students.** *Journal of Second Language Writing* (New Jersey, USA), **12** (2003), 181–209.

This article reports on an investigation into the relationship between Japanese students' first language (L1) and second language (L2) writing in terms of organization. In the first section, the author summarizes previous research into Japanese L1 and L2 writing instruction, and English-Japanese contrastive rhetoric. In the second section, the author describes the study; 15 Japanese EFL students, third- and fourth-year Japanese university students majoring in American Studies wrote two argumentative essays in response to the same prompt, one in Japanese and one in English. The L2 compositions were scored by English-speaking professors, and the L1 compositions by Japanese professors, for clarity of theme, appeal to readers, expression, organization, knowledge of language forms, and social awareness. The compositions were then analyzed for macro-level rhetorical pattern, location of main idea and presence or absence of a summary statement. Results show that there were similarities in the use of deductive type organizational patterns in both L1 and L2, yet organization scores were not significantly correlated across the two languages. Furthermore, L2 composition total and organization scores were significantly different from those of L1, and some students showed problems of organizing both L1 and L2 texts. The author concludes by discussing implications for further research and pedagogy.

**04-628 Lee, Miranda Y. P.** (Hong Kong Polytechnic University of Hong Kong; *Email: ctmylee@polyu.edu.hk*). **Discourse structure and**

**rhetoric of English narratives: differences between native English and Chinese non-native English writers.** *Text* (Berlin, Germany) **23**, 3 (2003), 347–368.

This paper begins with a review of previous studies of narrative texts written by writers of different language and cultural backgrounds. The focus is then narrowed to contrastive studies of narrative structure and rhetoric and studies of both written and oral narratives are summarised. These studies suggest that narratives produced by different cultural groups have a similar overall structure but their rhetoric is different. In the current study, 40 Chinese undergraduates (CWs) and 40 English-speaking undergraduates (EWs) were given a picture story and asked to write the story for a 10 year-old English-speaking child. Both groups produced stories with a similar global structure, containing the main points of a narrative: *orientation, initiating and complicating events, a high point* and a *coda*. More of the CWs gave specific information on time orientation while the EWs were more likely to name the characters in the story. The EWs are more aware of *writer responsibility* and tended to give more background information thus filling the information gap for the reader, whereas the CWs expect readers to interpret the story. Finally the CWs gave an explicit moral to the story and presented this from the point of view of an older, additional character.

**04-629 Matsuda, Paul K.** (University of New Hampshire, USA; *Email: pmatsuda@unh.edu*), **Canagarajah, A. Suresh, Harklau, L., Hyland, K. and Warshauer, Mark.** **Changing currents in second language writing research: a colloquium.** *Journal of Second Language Writing* (New Jersey, USA), **12** (2003), 151–179.

This article is based on a colloquium (American Association for Applied Linguistics, 2002) on changing currents in second language (L2) writing. Harklau discusses the needs of young adult immigrants attending American universities, and suggests a need for greater attention to ethnolinguistic minority students in other countries and to issues of writer identity. Canagarajah examines the notion of multiliteracies in the context of L2 education, as the negotiation of discourses and identities has come about in part because of the diversity of English-language users, and in part because of the impact of new technology on writing. Warshauer further focuses on issues of technology and L2 writing, and discusses growing areas of research, such as computer-assisted classroom discussion, e-mail exchanges, and Web-based writing, calling for more research in terms of both ethnographic and corpus-based studies. Hyland discusses the emergence of discourse analysis in studies of L2 writing, summarizes some of the research in this area, and suggests possible directions for the future. Matsuda concludes with a section on the importance of metadisciplinary inquiry in the context of L2 writing research.

**04-630 Moreno, Ana** (Universidad de Leon, Spain; *Email*: dfmamf@unileon.es). **Matching theoretical descriptions of discourse and practical applications to teaching: the case of causal metatext.** *English for Specific Purposes* (Amsterdam, The Netherlands), **22**, 3 (2003), 265–295.

Many recent task-based textbooks on academic writing include at least one unit which aims at teaching how to write a cause-and/or-effect analytical essay. Most of these units introduce tasks which focus on how to express causal relations. This paper claims that, for these focus-on-form tasks to be useful for upper-intermediate to advanced English for academic purposes learners and adequate from a descriptive point of view, they should be based on comprehensive descriptions of this aspect of discourse as it behaves in the genre intended to be learned. The study compares the accounts of causal metatext given by a sample of 11 textbooks on academic writing to the results obtained from analysing the actual expression of 283 causal coherence relations drawn from a sample of 30 cause-and/or-effect essays. The results reveal that the textbook accounts examined often provide a narrow picture of how this area of language works in this specific subgenre. The paper suggests how these applied descriptions could be improved to offer a more adequate and presumably more helpful illustration of causal metatext in this subgenre. It also offers some suggestions as to how causal metatext could be introduced to the targeted students through an awareness-raising process.

**04-631 Ramanathan, Vaidehi** (University of California, Davis, USA; *Email*: vramanathan@ucdavis.edu). **Written textual production and consumption (WTPC) in vernacular and English-medium settings in Gujarat, India.** *Journal of Second Language Writing* (Ann Arbor, USA), **12** (2003), 125–150.

This paper provides a comprehensive overview of key characteristics of the socioeducational context that shapes the written textual production and consumption (WTPC) of “English-medium” (EM) and “vernacular-medium” (VM) students in Gujarat, India. The author provides background information regarding general national and statewide language policies regarding VM and EM education, and analyses the two socioeducational practices which shape the WTPC of both VM and EM students: the focus on learning facts and the importance of exams and textbooks. Next, he analyses the ways in which English language textbooks used in VM and EM K-12 schools socialize the students into divergent ways of writing, thinking and learning before they reach university. The author concludes by suggesting some ways in which institutions and individual faculty are mitigating the gulf between students socialized in the different mediums of instruction by working indirectly on their WTPC.

**04-632 Rasinski, Timothy V.** (Kent State U., USA) and **Hoffman, James V.** (U. of Texas, Austin, USA). **Oral reading in the school literacy curriculum.** *Reading Research Quarterly* (Newark, DE, USA), **38**, 4 (2003), 510–522.

The decline of reading aloud as a method of instruction over the past half-century has meant that it has been severely understudied. This article explores the role of oral reading in instructional practice, primarily at the elementary level with students who struggle in reading. Existing theory and research on oral reading are reviewed and an attempt is made to conceptualize the positive role oral reading may play in improving classroom reading instruction. The authors argue that there have been at least four strands of research over the past thirty years: (a) oral reading fluency, (b) teacher responses to students’ miscues, (c) self-monitoring and miscue analysis, and (d) guided reading and strategy development. The authors conclude that the ideal implementation of oral reading for classroom reading instruction, including appropriate balance of silent and oral reading, is still an incomplete story. They end with a call for more scientific and systematic studies.

**04-633 Saito, Hidetoshi and Fujita, Tomoko** (Hokusei Gakuen University, Japan; *Email*: saitoh@hokusei.ac.jp). **Characteristics and user acceptance of peer rating in EFL writing classrooms.** *Language Teaching Research* (London, UK), **8**, 1 (2003), 31–54.

Lack of research on the characteristics of peer assessment in EFL writing may inhibit teachers from appreciating the utility of this approach to assessment. This study addresses the following research questions: (1) How similar are peer, self and teacher ratings of EFL writing?; (2) Do students favour peer ratings?; and (3) Does peer feedback influence students’ attitude about peer rating? Forty-seven college students studying English writing in a Japanese college were assigned to write two essays. Each essay was commented on and rated by two teachers, three peers and the writers themselves. Students also completed a five-item questionnaire about their attitudes regarding peer rating. Peer and teacher rating were found to correlate significantly. The results of the questionnaire indicated that students had favourable attitudes towards peer rating.

**04-634 Steinman, Linda** (Seneca College, Toronto, Canada). **Cultural collisions in L2 academic writing.** *TESL Canada Journal* (Burnaby, B.C., Canada), **20**, 2 (2003), 80–91.

Learning to write in English for academic purposes presents a significant challenge for non-native speakers. Not only must they deal with the obvious linguistic and technical issues such as syntax, vocabulary, and format, but they must also become familiar with Western notions of academic rhetoric. (West or Western

in this article refer primarily to North America.) Collisions of cultures are experienced when the discourse practices L2 writers are expected to reproduce clash with what they know, believe, and value in their L1 writing. This study reviews a range of literature that addresses writing and culture. Described by researchers and by L2 writers are collisions regarding voice, organization, reader/writer responsibility, topic, and identity. Implications for writing pedagogy are discussed, including: awareness of contrastive rhetoric on the part of ESL writing instructors; instructors' acknowledgement of and appreciation for the prior knowledge that students bring from their L1; realization on the part of ESL writing instructors that Western notions of, for example, voice are simply one way among many of expressing oneself; and a need for open discussion with students about how they might incorporate standard Western notions of writing without compromising their own identity.

**04-635 Zareva, Alla** (University of Georgia Athens Georgia.) **Transfer effects on the process of L2 reading and comprehension.** *Literacy Across Cultures* (Fukui, Japan), **6** (2003), 25–34.

Transfer across languages is a variable that has been extensively studied by SLA researchers. Many research studies have investigated this by studying features of L2 output, and have suggested that instead of being a cause of negative transfer or interference, the native language system can occupy a valuable place in the scheme of things. While most transfer researchers have investigated this phenomenon by studying various features of learners' second language (L2) output, this paper reports on a study at the level of the *process* underlying output production, i.e. the possible effects of a transfer on the L2 reading comprehension as a process. Such transfer effects are discussed with the aim to point to the different perspectives of investigating this phenomenon as outlined by SLA research, psycholinguistic models of lexical access and theories of intelligence. In this way, it is possible to broaden our understanding of transfer when reading another language

## Language testing

**04-636 Chapelle, Carol A., Jamieson, Joan and Hegelheimer, Volker** (Iowa State U., USA; *Email: carolc@iastate.edu*). **Validation of a web-based ESL test.** *Language Testing* (London, UK), **20**, 4, (2003), 409–439.

The world wide web offers a mechanism for realising some of the current ideals for interactive language assessment by providing learners with information about their language ability at their convenience. However, acceptable validation processes need to be undertaken with these tests. The first part of this paper discusses the complexity of validation and then goes on to describe a project involving 50 subjects from university and community ESL classes, in which the purpose of a

low-stakes web-based ESL test guided its design and the validation process. Findings are discussed in terms of what kind of theoretical rationales can be brought to bear on a validity argument, how testing consequences as one aspect of validity can be considered at the test design stage, and how a validity argument can be represented to demonstrate the positive, negative and unknown aspects of the test use.

**04-637 Choi, Inn-Chull** (Sungshin Women's U., Republic of Korea; *Email: icchoi@sungshin.ac.kr*), **Sung Kim, Kyoung and Boo, Jaeyool.** **Comparability of a paper-based language test and a computer-based language test.** *Language Testing* (London, UK), **20**, 3 (2003), 295–320.

With the advent of the digital revolution, language testers have endeavoured to utilize state-of-the-art computer technology to satisfy the ever-growing need for a tool to measure English communication skills with maximal accuracy and efficiency. Thanks to the concerted efforts made by experts in such fields as computational linguistics, computer engineering, computer-assisted language learning, and psychometrics, language testers have recently succeeded in developing computer/web-based language tests. Among them are the Test of English as a Foreign Language computer-based test (TOEFL CBT) by Educational Testing Service, and CommuniCAT by the University of Cambridge Local Examinations Syndicate. As with the paper-based language test (PBLT), more rigorous research is now being conducted on the validity of computer-based language tests (CBLT) and computer-adaptive language tests (CALT). Content analyses and comparability studies of PBLT and CBLT/CALT are prerequisites to such validation research. In this context, utilizing an EFL test battery entitled the Test of English Proficiency developed by Seoul National University (TEPS), the present study is aimed at addressing the issue of the comparability between PBLT and CBLT based on content and construct validation employing content analyses based on corpus linguistic techniques in addition to such statistical analyses as correlational analyses, ANalysis Of VAriance (ANOVA), and confirmatory factor analyses. The findings support comparability between the CBLT version and the PBLT version of the TEPS subtests (listening comprehension, grammar, vocabulary, and reading comprehension) in question.

**04-638 Fulcher, Glenn** (U. of Dundee, UK; *Email: g.fulcher@dundee.ac.uk*) **and Márquez Reiter, Rosina.** **Task difficulty in speaking tests.** *Language Testing* (London, UK), **20**, 3 (2003), 321–344.

The difficulty of speaking tasks has only recently become a topic of investigation in language testing. This has been prompted by work on discourse variability in second language acquisition (SLA) research, new classificatory systems for describing tasks, and the advent



of statistical techniques that enable the prediction of task difficulty. This article reviews assumptions underlying approaches to research into speaking task difficulty and questions the view that test scores always vary with task conditions or discourse variation. A new approach to defining task difficulty in terms of the interaction between pragmatic task features and first language (L1) cultural background is offered, and the results of a study to investigate the impact of these variables on test scores are presented. The relevance for the generalizability of score meaning and the definition of constructs in speaking tests is discussed.

**04-639 Fulcher, Glenn** (U. of Dundee, UK; *Email*: g.fulcher@dundee.ac.uk). **Interface design in computer-based language testing.** *Language Testing* (London, UK), **20**, 4 (2003), 384–408.

Although the number of computer-based language tests has grown rapidly in recent years, there is little published literature on the process or on good practice in the development and design of such tests. This paper describes a three-phase process model for interface design. The first phase is planning and initial design. Here, account must be taken of good practice in the design of navigation systems and presentation of test content. In the second, the interface is tested for usability in an iterative process with constant revision. In the third phase, there may be fine-tuning to the interface following large-scale field testing. The paper also describes concurrent test development activities that take place during each of the design phases. Throughout, the aim of good interface design is to make the interface easy and quick to use for the test-taker so that it does not constitute a source of construct-irrelevant variance, thereby threatening the inferences to be drawn from test scores.

**04-640 Hill, K. Assessment in transition.** *Babel*, (Adelaide, Australia), **38**, 1 (2003), 19–24.

This paper discusses the current Australian policy of teaching foreign languages in primary schools. This well-established government programme is a contentious issue for principals, primary and secondary teachers, and media commentators. The paper argues for improved assessment and reporting to evaluate the effectiveness of the primary languages policy and to improve learning outcomes for students who continue the language at secondary school. A major reason for bureaucratic support is higher proficiency in the long term, although some research indicates this is does not always happen. Two major studies are examined: a Melbourne-based French study and a national, longitudinal study. Some factors for instances of poor long-term proficiency are considered and ways to overcome these are discussed. Finally the paper looks at innovative methods of assessment in managing the transition from primary to secondary schools, in particular the European Language Portfolio and the Australian Language Certificates programme.

**04-641 Luoma, Sari and Tarnanan, Mirja** (U. of Jyväskylä, Finland; *Email*: sluoma@cc.jyu.fi).

**Creating a self-rating instrument for second language writing: from idea to implementation.** *Language Testing* (London, UK), **20**, 4, (2003), 440–465.

While self-directed learning, learner autonomy, and peer assessment have all become increasingly popular in language learning in recent years, self-rating in language testing is still quite rare. This article provides a detailed report, with samples, on the development of a self-rating instrument for L2 writing from the initial idea to usability testing. The paper begins with a detailed description of the birth and development of the DIALANG language assessment system and goes on to report findings from a usability study with six learners of Finnish as a second language. Data consist of records of task and benchmark development, participant background data, learner texts, video recordings made during the self-rating process, retrospective interviews with learners, and teacher ratings of the learner texts. Findings suggest that the instrument is successful in promoting adequate – albeit at times over-estimated – self-rating and in motivating the learners to think more about their own assessment.

**04-642 Schlichting, J.E.P.T. (Liesbeth)** (U. of Utrecht; The Netherlands; *Email*: L.Schlichting@inter.nl.net) and **Henk C. Lutje Spelberg.** **A test for measuring syntactic development in young children.** *Language Testing* (London, UK), **20**, 3 (2003), 241–266.

This article considers linguistic, psychometric and clinical aspects of the Test for Sentence Development, a subtest of a new Dutch language production battery, the Schlichting Test voor Taalproductie (Schlichting Test for Language Production). The purpose of the Test for Sentence Development is to assess the syntactic knowledge in the language production of young Dutch children. The Test for Sentence Development aims to give an index of the level of grammatical skills of children from age 1;8 to 6;3 and makes use of functional imitation as an elicitation technique. The advantage of the new test is that very young children can be assessed systematically, which was not possible previously. The article gives details of the standardization study, in which the tests were administered to a representative sample of 1049 Dutch children. The authors conclude that the reliability and validity results justify the use of the test in clinical settings and language research.

**04-643 Yamashita, Junko** (Nagoya U., Japan; *Email*: yamashita@cc.nagoya-u.ac.jp). **Processes of taking a gap-filling test: comparison of skilled and less skilled EFL readers.** *Language Testing* (London, UK), **20**, 3 (2003), 267–293.

The present study investigates how skilled and less skilled readers answered a gap-filling (or rational

deletion cloze) test in order to examine whether such tests can measure text-level processing ability. Twelve Japanese EFL students (six skilled and six less skilled readers) completed a gap-filling test while thinking aloud about their test-taking processes. Their verbal protocols were categorized according to the classification of cloze item types developed by Bachman (1985). Results showed that both skilled and less skilled readers used text-level information more frequently than other types of information. The skilled readers, however, used text-level information more frequently than the less skilled readers. Qualitative analysis of the protocols revealed further differences in the use of different types of information between the groups. Although there were several cases where the items were answered correctly with local grammatical clues and extra-textual background knowledge, overall, the gap-filling test generated text level processing and differentiated well between skilled and less skilled readers. The present study, therefore, supports the claim that a gap-filling test can be used as a test to measure higher order processing ability.

## Teacher education

**04-644 Donaghue, H.** (Shajah Women's College, UAE). **An instrument to elicit teachers' beliefs and assumptions.** *ELT Journal* (Oxford, UK), **57**, 4 (2003), 344-351.

The author argues that teachers' beliefs influence the acceptance and uptake of new approaches, techniques, and activities, and therefore play an important part in teacher development. This article puts forward suggestions for trainers running teacher education courses. The author argues that trainers should encourage participants to think about their personal beliefs and theories about teaching before providing input. The article reports on the use of an instrument designed to elicit teachers' beliefs based on Kelly's (1969) theory of personal constructs. The author suggests specific procedures and activities for using an adapted version of Kelly's repertory grid technique. The author claims that this kind of technique is useful to encourage reflective thinking at the beginning of a training course.

**04-645 Heller-Murphy, Anne and Northcott, Joy** (U. of Edinburgh, Scotland, UK). **"Who does she think she is?" constraints on autonomy in language teacher education.** *Edinburgh Working Papers in Applied Linguistics* (Edinburgh, Scotland, UK), **12** (2003), 10-18.

The central concern of the authors in this work-in-progress report is the autonomy in language teacher education of both the 'educator' and the 'participants'. They propose a model that will be of use to those attempting to integrate an understanding of autonomy into teacher education. The model's four interconnecting elements (participant resistance

and openness; educator self-image; teacher education settings; and autonomy of all concerned) all have an impact on each other. Each element is discussed, but it is clear that the two 'problem' nodes in the model are educator self-image and participant resistance. A range of strategies to address some of the difficulties inherent in these two areas is proposed. Further investigation is advocated into participant attitudes to teacher education/development; participant reactions to educators in different settings; and the effect of audience on session design.

**04-646 LeLoup, J. W.** (State U. of New-York-Cortland) **and Schmidt-Rinchart, B.** **A Venezuelan experience: professional development for teachers, meaningful activities for students.** *Hispania* (Ann Arbor, USA), **86**, 3 (2003), 586-591.

For their professional development foreign language educators need to maintain language skills, increase cultural knowledge and keep current with developments in the field that will enhance their performance as classroom teachers. This article presents a model for professional development that is suited to the in-service language teacher with limited time and financial resources who wants to improve all aspects of their development and maximise their performance outcomes. It describes a 2-week total immersion course in Venezuela for teachers of Spanish from the USA. A description of the instructional models is given, along with examples of lessons used. The pedagogy covered the teaching of the 4 skills, as well as grammar, the communicative method and the use of authentic materials.

**04-647 Macaro, E.** (University of Oxford; *Email*: ernesto.macaro@educational-studies.oxford.ac.uk) **Second language teachers as second language classroom researchers.** *Language Learning Journal* (Rugby, UK), **27** (2003), 43-51.

Many researchers and language teachers have commented on the need for greater teacher involvement in research. This paper briefly discusses this need, then lists points which may inhibit teachers from carrying out their own research. Notably the author comments on the time factor and throughout the paper argues that if something is added to the workload then something else has to be 'subtracted'. The paper is then split between practical advice on reading and understanding articles in journals, and ideas for research topics. The latter is very accessible and for each possible research question a brief background is given followed by up to four methods which could be used to answer the initial question. The paper ends with a brief section on publishing research. The aim throughout is to 'de-mystify' the research process and thus encourage teachers to engage in research, whether alone or alongside researchers.

**04-648 Murphy, J.** (New College, Nottingham). **Task-based learning: the interaction between**

**tasks and learners.** *ELT Journal* (Oxford, UK), **57**, 4 (2003), 352–360.

This study investigates the relationship between tasks and learners. The author argues that it is necessary to consider the ways in which learners interact with tasks within the classroom environment. The author suggests that manipulation of task characteristics and conditions may not achieve the intended pedagogic outcomes, and that new ways are needed to focus learners' attention on form without sacrificing the meaning-driven principles of task-based learning. The paper makes the case that teachers are in a unique position with regard to their understanding and knowledge of individual learners, and that a closer partnership between teachers and researchers would be beneficial to support this process. The author argues that encouraging learners to notice develops their learner autonomy.

**04–649 Urmston, Alan** (Hong Kong Examinations and Assessment Authority, Hong Kong; *Email*: aurmston@hkeaa.edu.hk). **Learning to teach English in Hong Kong: the opinions of teachers in training.** *Language and Education* (Clevedon, UK), **17**, 2 (2003), 112–137.

This article presents findings from a longitudinal study of teachers learning to teach English in Hong Kong elementary schools. In 1994, 40 teachers enrolled in the first year of the BA course in Teaching English as a Second Language (BATESL) at the City University of Hong Kong completed a detailed questionnaire designed to assess their attitudes to the teaching of English in Hong Kong, including those related to the two areas focused on in this article: professional relationships and responsibilities, and perceptions and values. 30 out of the 40 teachers completed a similar questionnaire in 1997, at the end of their final year on the BATESL course. The results of the comparison of the two surveys show that pre-service teachers' beliefs and knowledge are based on their experiences as students within the educational system, and that they are also strongly influenced by their experience in the classroom as practice teachers. However, they are changed relatively less by the training they receive on the BA course. The author concludes with some possible implications for teacher education in Hong Kong.

**04–650 Wharton, Sue** (University of Aston, UK; *Email*: s.m.wharton@aston.ac.uk). **Defining appropriate criteria for the assessment of master's level TESOL assignments.** *Assessment and Evaluation in Higher Education* (London, UK), **28**, 6 (2003), 649–663.

This paper discusses assessment in a master's degree for ESOL teachers. It details the goals and purposes of the course and explores the development of criteria to meet these. The author suggests that the resulting assessment framework may be of interest to other departments who assess similar research reports to the course assignments

discussed in this paper. The paper also offers a position on the kinds of questions that should be asked and the ways in which such questions may be researched in any project to (re)define assessment criteria in an academic programme.

**04–651 Wildsmith-Cromarty, Rosemary** (University of Natal, Pietermaritzburg, South Africa; *Email*: wildsmith@nu.ac.za). **Mutual apprenticeship in the learning and teaching of an additional language.** *Language and Education* (Clevedon, UK), **17**, 2 (2003), 138–154.

Research is needed into the learning and teaching of African languages for greater understanding of acquisition, and to better inform teaching practice. This paper reports on an action research project focused on the learning and teaching of Zulu. During the first phase, a lecturer from a university Applied Language Studies (ALS) department became a learner of Zulu. Data collected in this phase included the researcher's language learning diary, as well as those of other learners, and results from four questionnaires administered to the learners. From the data, principles emerged which were used to implement course revision. During phase two, a teacher from the Zulu course enrolled in the Masters Programme in ALS, providing her with a better understanding of course development and methodology. The ALS researcher continued as a Zulu learner in the third phase, where her teacher was also her postgraduate student and co-teacher on a language pedagogy course. She continued as a Zulu learner in the fourth phase, during which her co-learners of Zulu joined her course on second language acquisition. The author concludes the article by providing testimony of the different participants as to the benefits of tapping into multiple perspectives for course design and for language teaching/learning research.

## Bilingualism

**04–652 Castro, D. and Gavruseva, E.** (University of Iowa; *Email*: elena-gavruseva@uiowa.edu). **Finiteness and aspect in Spanish/English bilingual acquisition.** *First Language* (Bucks, UK), **23**, 2 (2003), 171–192.

This paper investigates the acquisition of finiteness in the languages of a Spanish/English bilingual child to explore whether she treats the languages distinctly with regard to the 'Optional Infinitive effect' (OI). A brief background to this effect in child languages is given, with child Romance languages regarded as 'non-OI' in comparison with child Germanic languages. From transcripts of the child's language, aspectual semantics is discussed in relation to predicates; this specifies the temporal interval of an event and its 'telicity' (whether or not it has reached an endpoint). The paper concludes that the emergence of finiteness in the child grammars of both languages showed similar trends. This provides evidence for the 'two separate systems' hypothesis in

early bilingualism as the morphosyntactic effects are different in the two grammars.

**04-653 Gutierrez-Clellen, Vera F.** (San Diego State U., CA, USA; *Email*: vcllellen@mail.sdsu.edu) **and Kreiter, Jacqueline. Understanding child bilingual acquisition using parent and teacher reports.** *Applied Psycholinguistics* (Cambridge, UK), **24**, 2 (2003), 267–288.

This article reports a study of Spanish–English bilingual children in Southern California designed to examine the correlation between exposure to language(s) and performance. A secondary goal was to determine the accuracy with which parents or teachers could rate the child's use and proficiency in the two languages. Questionnaires, given to parents of 57 second-grade children, were designed to determine years(s) of exposure to Spanish, and language(s) spoken at home and elsewhere. Interview subjects were also asked to rate (using a 5-point scale) language proficiency of the child and of members of the household interacting with the child, and also to estimate hours of exposure to or use of either language. The teacher questionnaire asked for an estimate of child's language use and performance for each language (using 5-point rating scale), and to estimate the percentage of time that the child was exposed to each language. Children's language proficiency was then tested through spontaneous narration of a picture story. Exposure to Spanish at home was found to be a significant predictor of grammatical performance, and not to affect English performance. Parent and teacher ratings of use and proficiency were found to be generally reliable, indicating that they may be useful in determining bilingual status.

**04-654 Jaffe, Alexandra** (California State U., USA; *Email*: ajaffe@csulb.edu). **Talk around text: literacy practices, cultural identity and authority in a Corsican bilingual classroom.** *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **6**, 3&4 (2003), 202–220.

This paper examines literacy practices in a Corsican bilingual classroom, focusing on the way that pedagogic practices attribute authentic and powerful identities to both the minority language and to learners. This involves meeting two sometimes conflicting goals: (1) fostering an intimate and authentic sense of cultural ownership of the Corsican language among children who are largely French-dominant; and (2) creating symbolic and functional parity between Corsican and French in the broader context of the Corsican language revitalisation agenda. The analysis of Corsican literacy instruction in a Corsican bilingual school shows that these dual goals are addressed through practices that involve the collective, collaborative production of texts (intimacy function) which are treated as authoritative in the class (power/parity function). These micro-level practices are replicated in the overall patterning of

literacy work in the two languages of the classroom, where there is virtual parity in the amount of literacy work done in the two languages, but in which Corsican is the subject of less individual work and rigorous evaluation. The author also observes that the symbolic validation of children's linguistic and cultural authenticity often takes place at the expense of teaching basic language skills.

**04-655 Marian, Viorica** (Northwestern U., IL, USA; *Email*: v-marian@northwestern.edu) **and Spivey, Michael. Bilingual and monolingual processing of competing lexical items.** *Applied Psycholinguistics* (Cambridge, UK), **24**, 2 (2003), 173–194.

The traditional view that bilinguals and multilinguals are able to selectively activate and deactivate their languages has been challenged by evidence for parallel activation of languages. The automatic activation, by bilinguals, of both lexicons during monolingual input can be investigated using eye tracking: participants receive spoken instructions to move objects around and their eye movements are recorded, revealing that they briefly fixate objects with phonological similarities to the spoken word. This article describes an experiment with bilingual Russian–English speakers in which the objects were manipulated to include words with phonological similarities in English and Russian. 15 Russian–English bilingual young adults, living in the US, participated in the experiment. Using eye tracking, they were tested in first (L1) and second (L2) languages to examine spoken language processing under three conditions: when lexical items on a display competed for activation with a target item (a) between languages (b) within language (c) simultaneously from between and within languages. Monolingual English speakers tested under the same conditions were found to encounter within-language lexical competition, whilst the results of the bilingual experiment indicate that bilinguals may encounter competition from items between their two languages as well as within them. The study provides support for parallel spoken language processing in bilinguals.

**04-656 Martin, D., Krishnamurthy, R., Bhardwaj, M. and Charles, R.** (School of Education, University of Birmingham, UK; *Email*: d.m.martin@bham.ac.uk). **Language change in young Panjabi/English children: implications for bilingual language assessment.** *Child Language Teaching and Therapy* (London, UK), **19**, 3 (2003), 245–266.

This paper examines language changes in Panjabi among 50 bilingual Panjabi/English-speaking children aged 6–7 years old. The study was carried out with the aim of helping Speech and Language Therapists and other language and teaching professionals to assess bilingual children with alleged learning difficulties. A psycholinguistic approach to code-switching is

employed, based on the Matrix Language Frame (Myers-Scotton, 1993). The paper describes this model and discusses types of vocabulary borrowing and word-level grammar patterns. The study involved the collection of spoken data using tests, interviews and story-telling and resulted in a corpus of some 36000 tokens. Code-switching, that is, the use of English within predominantly Panjabi utterances, is recognised as socially meaningful and the implications of the study being conducted within an English-speaking school by bilingual adults is discussed. The authors suggest that this generation of children are developing a new British Panjabi variation and argue that assessment of home-language Panjabi should take account of the influence of English on word-level grammar and also borrowed English vocabulary. They conclude that it is essential that bilingual assessors are speakers of the local variety so that behaviours associated with language difficulty are not confused with language variation.

**04-657 Olmedo, Irma M.** (College of Education, U. of Illinois-Chicago, USA; *Email*: iolmedo@uic.edu). **Language mediation among emergent bilingual children.** *Linguistics and Education* (New York, USA), **14**, 2 (2003), 143-162.

Research into young children's linguistic abilities shows that they are sensitive to the language skills of their peers and can adjust their language to facilitate comprehension and communication. This article examines the communicative strategies of a group of kindergarten children in a dual language classroom in order to understand their developing bilingualism. An important feature of the children's classroom discourse is the way they collaborate with each other and serve as language mediators for their peers. Findings of this research suggest that even children of kindergarten age make judgments about the bilingual proficiency of their peers, monitor each other's comprehension and production skills, and provide scaffolds to maximize the comprehension and communication of their classmates. The author concludes by proposing questions raised by the research. In particular, a critical question for educators concerns the possible effect of language mediation strategies on literacy development.

**04-658 Ruan, J.** (U. of Oklahoma, USA). **Toward a culture-sensitive pedagogy: emergent literacy learning in Chinese-English bilinguals in America.** *Language, Culture and Curriculum* (Clevedon, UK), **16**, 1 (2003), 39-47.

This paper reports on a case study of three bilingual Chinese-English-speaking children in a mainstream American kindergarten. It focuses on the literacy experiences of the children, both in and out of school, and on the cultural beliefs of the teacher. It shows that the cultural beliefs of the teacher (including the assumption that all children had the same literacy experiences, which proved not to be true) informed her instructional practices in the classroom, leading to

a lack of support for the three children. It is argued that a culture-sensitive pedagogy would provide the best support for literacy learning in bilingual children.

**04-659 Seeff-Gabriel, B.** (Department of Human Communication Science, University College London; *Email*: b.seeff@ucl.ac.uk). **Phonological processing: a platform for assisting second-language learners with English spelling.** *Child Language Teaching and Therapy* (Clevedon, UK), **19**, 3 (2003), 291-310.

Many children with English as a second language (ESL) have difficulties in phoneme discrimination and this impacts on their spelling. Vowels in particular are a problem, and it would be useful for teachers to know if spelling and processing difficulties will self-correct over time or will remain a challenge for the children. In this paper recent research on spelling difficulties among bilingual children is discussed. The study was conducted in South Africa and involved 22 ESL learners between 12.3 and 15.8 years of age, all of whom were speakers of one or more South African black languages. The participants were required to undertake one spelling task and three auditory discrimination tasks, the latter involved both words and non-words. The results showed that all the ESL students had difficulties with spelling and auditory and phonological representation of words containing South African EFL vowels. Non-words caused more difficulties than words as students did not have semantic clues to help them. The authors emphasise the importance of introducing words for spelling within a meaningful context as opposed to a spelling word list. They suggest that teaching spelling within a contrasting phoneme or minimal pair framework may help students to discriminate between sounds.

## Sociolinguistics

**04-660 Chen Eoyang, Eugene** (Indiana U., USA & Lingnan U., Hong Kong). **English as a postcolonial tool: anti-hegemonic subversions in a hegemonic language.** *English Today* (Cambridge, UK), **19**, 4 (2003), 23-29.

English as the global (if not the universal) language reflects a hegemony of the past as well as of the present: both a continuation of the British Empire (and thus demonized as a former colonial language) and, as the preferred language of international business and capitalist development throughout the world, resented as a powerful neo-colonial language. Yet, as this study seeks to show, English is capable of acting against its own imperialisms, to undermine its own hegemony. The author explores how certain ethnic writers, involved in contrasting cultures, by using different fictionally mimetic techniques, embody in a majority language (English) the strangeness of a minority culture, and manage to make that strangeness accessible to the reader. The author concludes that such ethnic fictions create

bicultural, as opposed to bilingual, readers, illustrating the difficulties of making facile distinctions between colonial and anti-colonial, between a hegemonic and an anti-hegemonic language.

**04-661 Heinz, Bettina** (Bowling Green State U., USA; *Email*: bheinz@bgnnet.bgsu.edu).

**Backchannel responses as strategic responses in bilingual speakers' conversations.** *Journal of Pragmatics* (Amsterdam, The Netherlands), **35**, 7 (2003), 1113–1142.

Backchannel responses appear to be a universal behaviour, but specific backchannel behaviours are particular to language and culture. As such, they offer themselves to test central assumptions of Communication Accommodation Theory, in particular, assumptions relating to the processes of convergence and divergence. Researchers have identified linguistic and cultural differences in regard to the frequency, type, and placement of backchannel responses. This paper examines differences in American English and German backchannel behaviour and investigates backchannel behaviour in interactions between monolingual and bilingual Germans. Study 1 documents significant differences in the frequency and placement of backchannel responses among monolingual German speakers and monolingual American English speakers. Results show that Germans produce fewer backchannel responses and place these responses less frequently in overlapping positions than American speakers do. Study 2 finds that native Germans who have become equally proficient in American English, when they speak to other native Germans in German, produce a higher number of backchannel responses and more often in overlapping positions than do monolingual Germans. This pragmatic transfer, for which some evidence exists in cross-linguistic studies, contradicts basic assumptions of Communication Accommodation Theory. Implications of these findings for Communication Accommodation Theory, future research on backchannel responses, and pragmalinguistic research are discussed.

**04-662 Hinkel, Eli** (Seattle U., USA; *Email*: elihinkel@aol.com). **Adverbial markers and tone in L1 and L2 students' writing.** *Journal of Pragmatics* (Amsterdam, The Netherlands), **35**, 7 (2003), 1049–1068.

In the past several decades, analyses of large corpora of published written texts in English have allowed for new insights into the meanings, uses, and functions of adverbials of all types. However, far less is known about the uses of adverbials in second language (L2) text. This paper presents a quantitative analysis of deictic, modifying, and intensifying adverbials, as well as several semantic classes of adverb clauses, and compares their median frequency rates in academic essays written by first-year native speaker (NS) and academically-

advanced non-native speaker (NNS) students. The analysis focuses on NS and NNS uses of twelve semantic and syntactic classes of adverbials. The greatest pronounced differences between the essays of NSs and those of NNSs are identified in the frequency rates of amplifiers and emphatic adverbs, both of which are very common in informal conversations. The study concludes that because for most NNS academically-oriented learners, the greatest amount of exposure to L2 usage takes place in conversational discourse, the frequency rates of adverb clauses in L2 texts is determined by the frequency of a particular clause type in the conversational genre, i.e. the more common certain types of adverb clauses in conversational discourse, the greater the likelihood of their high frequency rates in L2 academic essays.

**04-663 Mackie, Ardiss** (Okanagan University College, B.C., Canada). **Race and desire: toward critical literacies for ESL.** *TESL Canada Journal* (Burnaby, B.C., Canada), **20**, 2 (2003), 23–37.

This article examines the complexities of race and teaching identity and their coupling with desire. The author contributes to a theory of critical literacies for ESL by questioning the construction of whiteness as it relates to ESL. She draws on a cross-disciplinary bibliography of critical pedagogy, cultural, and feminist studies. She explores the use of film as a powerful source of identity formation for teachers. She suggests that an interesting paradox in critical literacy is the simultaneous breaking down of binary identities while continuing to offer up a socially transformative curriculum. The author concludes that being colour-blind in the classroom, where different colours are present, neglects the possibility of learning who we are.

**04-664 MacPherson, Seonaigh** (Manitoba U., Canada). **TESOL for biolinguistic sustainability: the ecology of English as a *Lingua Mundi*.** *TESL Canada Journal* (Burnaby, B.C., Canada), **20**, 2 (2003), 1–22.

This article examines biological and linguistic diversity and the implications for a biolinguistically sustainable approach to TESOL. Drawing on interdisciplinary sources from bio-ecology and anthropology, the article examines the effect of the global spread of English as a *lingua mundi* in language shifts and extinctions. Consideration is given to how linguistic and biological exchanges are interrelated. Two hypothetical cases are introduced, drawn from the authors ethnographic experience in the Indian Himalayas that demonstrate how the introduction of two English-language discourses can lead to biological, linguistic, and cultural loss. One case involved the introduction of a commercial-scientific forestry discourse in an Indian village, and the other the introduction of a psychiatry discourse in a Tibetan refugee Buddhist educational institution. This is followed by a brief description of the actual cases as examples of sustainable biolinguistic (ESL)

education. The conclusion considers how to promote: more responsible TESOL research and education; an understanding of how English can be introduced to support the survival of local and indigenous languages.

**04-665 Marsh, Jackie** (Sheffield U., UK).

**One-way traffic? Connections between literacy practices at home and in the nursery.** *British Educational Research Journal* (London, UK), **29**, 3 (2003), 369–382.

This article reports on a small-scale study which examined the home literacy practices of a group of 3 and 4 year-old children in a working-class community in the north of England and explored how far these practices were reflected in the curriculum of the nursery the children attended. The data, based on literacy diaries completed by the families of 18 children over a period of 4 weeks, illustrate that there was a dissonance between out-of-school and schooled literacy practices and that there was more evidence of nursery literacy practices infiltrating the home than vice versa. Children's literacy practices in the home were focused on media and popular cultural texts and the article argues for greater recognition of these contemporary cultural practices in early years policy documentation and curriculum guidance. In addition, the article argues for a corresponding need to respond to the ever more complex forms of communicative practices which are offered in a highly technologised society and in the multifaceted semiotic universe which children inhabit.

**04-666 Matthews, Mona W. and Kesner, John**

(Georgia State U., USA). **Children learning with peers: the confluence of peer status and literacy competence within small-group literacy events.** *Reading Research Quarterly* (Newark, DE, USA), **38**, 2 (2003), 208–234.

This study investigated the interactions of 16 first-grade children during one academic year as they participated in literacy events with their peers. Of particular interest was how children with different levels of acceptance from their peers and different levels of reading achievement experienced collaborative peer-only literacy events. A sociocultural perspective guided the investigation. Constructs related to the individual psychology of the children were also considered in order to gain insights into experiences of individual children. Data included 138 hours of classroom observations, video and/or audiotapes of the children as they participated in collaborative literacy events, assessments of the children's reading ability, and assessments of the children's acceptance by their peers. A constant comparative method guided the data analysis. The analysis suggests that issues related to peer acceptance and reading competence complicate children's interactions during collaborative literacy events. While interactions during these events

are a source of support for some, they may be a source of stress for others. Implications for classroom teachers, in particular the need to consider peer group process as well as class outcomes, and for researchers, recommending more investigations of students' status among their peers, are presented.

**04-667 Spencer-Oatey, Helen and Jiang, Wenyng** (UK eUniversities Worldwide, UK; *Email*: hspencer-oatey@ukeu.com). **Explaining cross-cultural pragmatic findings: moving from politeness maxims to sociopragmatic interactional principles (SIPs).** *Journal of Pragmatics* (Amsterdam, The Netherlands), **35**, 10–11 (2003), 1633–1650.

This paper focuses on how culture can be treated as an explanatory variable in cross-cultural pragmatic studies. It starts with a review of pragmatic maxims (Grice, 1989), discussing the strengths and weaknesses of the concept. It then presents the findings from a British-Chinese replication of Kim's (1996) cross-cultural study of conversational constraints, and argues that the notion of maxims should be reconceptualised as sociopragmatic interactional principles (SIPs). The notion of SIPs is defined and explained, referring to the sociopragmatic-pragmalinguistic distinction (Leech, 1983) and other cross-cultural pragmatic approaches (House, 2000). SIPs are also discussed in relation to Brown and Levinson's (1987) perspectives on the impact of culture on language use. The paper ends with a call for more research to establish on an empirical basis the types of interactional principles that exist, and their interrelationships.

**04-668 Zhu, Huimin** (China). **Globalization and new ELT challenges in China. An account of the teaching of English and the kinds of English used in a vast, varied, and rapidly changing society.** *English Today* (Cambridge, UK), **19**, 4 (2003), 36–41.

As economics and trade turn the world into "a global village", English is playing an increasingly important role in China as a lingua franca for such matters as business, information, international travel, the Internet, cultural entertainment, and the environment, all of which have brought great changes in every aspect of life. Native English speakers are regarded as linguistically privileged, but such non-native English-speakers as the Chinese, in order to overcome their disadvantage, are launching campaigns to enable themselves to use English more accurately and fluently. 'Communicative competence' has become the chief goal of English language learning and teaching. This essay seeks to analyse the great changes that are taking place educationally in China, especially in ELT, emphasizing the importance of communicative language teaching (CLT), teacher training, reform of the examination system, and raising people's awareness of new challenges in education and life.

## Applied linguistics

**04-669 Hardison, Debra M.** (Michigan State U., USA; *Email*: hardiso2@msu.edu). **Acquisition of second-language speech: effects of visual cues, context, and talker variability.** *Applied Psycholinguistics* (Cambridge, UK), **24**, 4 (2003), 495–522.

The influence of a talker's face (e.g., articulatory gestures) and voice, vocalic context, and word position were investigated in the training of Japanese and Korean English as a second language learners to identify American English /ɪ/ and /I/. In the pretest-posttest design, an identification paradigm assessed the effects of 3 weeks of training using multiple natural exemplars on videotape. Word position, adjacent vowel, and training type (auditory-visual [AV] vs. auditory only; multiple vs. single talker for Koreans) were independent variables. Findings revealed significant effects of training type (greater improvement with AV), talker, word position, and vowel. Identification accuracy generalized successfully to novel stimuli and a new talker. Transfer to significant production improvement was also noted. These findings are compatible with episodic models for the encoding of speech in memory.

**04-670 Hirst, Elizabeth** (Griffith U., Queensland, Australia; *Email*: e.hirst@griffith.edu.au) **Diverse voices in a second language classroom: burlesque, parody and mimicry.** *Language and Education* (Clevedon, UK), **17**, 3 (2003), 174–191.

Competence has been theorised as the mastery of voices that are privileged within specific social contexts. An analysis of some classroom talk is used to show how students make humorous use of parody and mimicry to construct a complex social order and shifting strategic identities. The study described here was based on lessons of Indonesian in a primary LOTE [Language Other Than English] classroom in Australia. It is further argued that the low status of teachers of Indonesian in a LOTE programme, which is due to a number of administrative and cultural factors, can be reinforced, probably unwittingly, by students using various forms of humour for the purposes of their own power play in a way that reflects the racial values of their society. A specific episode is analysed to illustrate how the apparently idle chatter between children reveals that this talk does serious social work.

**04-671 Matsumura, Shoichi** (Ryukoku U., Japan). **Modelling the relationships among**

**interlanguage pragmatic development, L2 proficiency, and exposure to L2.** *Applied Linguistics* (Oxford, UK), **24**, 4 (2003), 465–491.

This study aimed to account for the different levels of pragmatic development among 137 university-level Japanese learners of English, as functions of their varying levels of English proficiency and amount of exposure to English. Their pragmatic development was assessed by the degree of approximation to native speech act behaviour in various advice-giving situations repeated during the course of an academic year. Unique to this study in interlanguage pragmatics was the use of structural equation modelling (SEM), which permits formulation and comparisons of several competing causal models. Although the results revealed the persistent effect of pragmatic competence on itself over the duration of the study, they also suggested that amount of exposure had greater potential to account for pragmatic development than level of proficiency. The author suggests that further studies examining the various patterns of cause-effect relationships among the variables pragmatic development, exposure and proficiency may be of value.

**04-672 de Mattos Pimenta Parente, Maria Alice and Geiger, Lucienne** (Rio Grande do Sul Federal U., Brazil) **and Dunbar, Harriet and Nespoulous, Jean-Luc.** **The role of phonological loop components on children's story recall during the first years of schooling.** *Revue Parole* (Mons, Belgium), **25/26** (2003), 45–74.

It is well documented that working-memory improves till the age of 12 and that, about the age of 7, important shifts occur due to the use of the "subvocal rehearsal strategy". The purpose of this study is to verify if a link exists between these shifts and the recall of different narrative structures (macrostructure and details) by children during schooling. A total of 45 children, aged from 6 to 12, participated in this study. All children were submitted to three word-repetition series and to a story recall task. Results showed a double dissociation between preliterate children and fluent readers. In the first group, the magnitude of the length effect was a predictor of macrostructure recall but not of the recall of details. On the contrary, in the latter group, the length effect was a predictor of details but not of the macrostructure. These results suggest that, in early ages, the "phonological loop" resources maintain the macrostructure but only later, the details of a story.