

## Language teaching

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**05-01 Ainsworth, Judith** (Wilfrid Laurier U, Canada). **Hôtel Renaissance: using a project case study to teach business French.** *Journal of Language for International Business* (Glendale, AZ, USA) **16.1** (2005), 43–59.

Case studies are a valuable pedagogical tool for the LSP classroom, providing students with concrete examples to be read, studied and understood in the target language. This report describes the implementation of a project based case study designed for business French courses (*Hôtel Renaissance*). Students are divided into teams and given an incident to solve by quizzing the instructor. The next step involves a fact finding task using the internet and print material. This is followed by an audiovisual presentation where participants introduce themselves as hotel staff, and finally by a written project report. A range of follow up activities are also offered to improve written/spoken business communication skills. The authors' conclusion is that project case studies improve the acquisition of specialised language and content, while engaging the learner in activities that encourage both autonomy and interaction. As such, they are especially useful for intermediate-advanced level undergraduates in business and economics courses.

**05-02 Bärenfänger, Olaf** (U of Leipzig, Germany). **Fremdsprachenlernen durch Lernmanagement: Grundzüge eines projektbasierten Didaktikkonzepts** [Foreign language learning through learning management: main features of a didactic project-based concept]. *Fremdsprachen Lehren und Lernen* (Tübingen, Germany) **33** (2004), 251–267.

The starting point for this paper is the author's observation that despite new research and large financial investments into modern technologies, learning a foreign language only rarely brings about desired effects. The author argues that this is largely a result of not considering learners' individual characteristics. In addition, activities carried out in language classrooms are often not well coordinated and monitored. This article sets out to propose a didactic framework, which seeks to address the pitfalls and to promote efficient learning. The framework is based on the concept of project management (PM), which has been successfully applied in the manufacturing and service industry. The main procedures of PM such as identification of aims and objectives, efficient distribution of resources, transparency and systematic monitoring are transferred to the language classroom. Thus, the learning process is conceptualised as a learning project and its running as learning management (LM). Subsequently, the author

demonstrates how LM can be put into practice. The emphasis is placed on the identification of learners' individual needs and the mediation process between participants – learners and teachers.

**05-03 Benati, Alessandro** (U of Greenwich, UK; a.benati@gre.ac.uk). **The effects of processing instruction, traditional instruction and meaning–output instruction on the acquisition of the English past simple tense.** *Language Teaching Research* (London, UK) **9.1** (2005), 67–93.

Three types of instruction are reviewed in this paper. Processing instruction (PI) is a type of focus on form which gives learners explicit information and causes them to rely exclusively on form and structure to derive meaning from input. Traditional instruction (TI) is a focus on form which gives explanation and provides output practices to move learners from mechanical to communicative drills. The third type is meaning based output instruction (MOI) and this requires learners to concentrate on meaning over form. Parallel studies were set up among secondary school students in China and Greece in order to investigate the effects of these types of instruction. In each country students were split into three groups: PI, TI and MOI and each group had six hours of instruction on the English simple past tense. In the PI instructional material, temporal adverbs were removed so that learners' attention was directed to verb endings. The TI activities were a mixture of mechanical and communicative practice and the MOI group were always engaged in output communicative practice. Immediate post tests in both countries showed that the PI groups made the greatest improvement.

**05-04 Carless D.** (Hong Kong Institute of Education, Hong Kong). **Issues in teachers' reinterpretation of a task-based innovation in primary schools.** *TESOL Quarterly* (Alexandria, VA, USA) **38.4** (2004), 639–662.

This paper uses qualitative case study data to investigate how a task based innovation was implemented in three primary school classrooms in Hong Kong. Using classroom observation and interview data, the author suggests that teachers reinterpreted a 'new' curriculum according to their beliefs and also according to the practical constraints associated with individual school contexts. The author used examples to highlight problematic issues in task implementation. These include use of the mother tongue, classroom management or discipline problems, and the quantity of target language produced. The paper ends by discussing implications for the design and implementation of task based pedagogies in primary school contexts.

**05-05 Curry, M. J. & Lillis, T.** (U of Rochester, New York, USA). **Multilingual scholars and the imperative to publish in English: negotiating interests, demands, and rewards.** *TESOL Quarterly* (Alexandria, VA, USA) **38.4** (2004), 663–688.

This paper examines how multilingual scholars (working in Hungary, Slovakia, and Spain,) negotiate the demand to publish in English alongside their wider academic and publishing interests. The study features the academic writing and publishing practices of 16 psychology scholars. Specifically, profiles of three scholars are chosen to illustrate how academic and professional interests are negotiated. The authors characterize the range of target writing communities in terms of discourse community, community of practice, and speech community. The paper raises issues related to the differential value and reward systems attached to publications for different communities. The paper finishes by discussing implications for curriculum and pedagogy in English for academic purposes.

**05-06 Dufficy, Paul** (U of Sydney, Australia; p.dufficy@edfac.usyd.edu.au). **Predisposition to choose: the language of an information gap task in a multilingual primary classroom.** *Language Teaching Research* (London, UK) **8.3** (2004), 241–261.

Children learning English as an additional language are not only learning the language itself and also using it for content subjects within the primary school curriculum. This paper explores a content based information gap task in a multilingual primary classroom, focusing on the language choices made by the children. The 29 children in the class were put into pairs and each child was given a crossword with half the clues completed. The task was to explain their words to their partner and thus complete the crossword. The crossword itself contained words connected with Aboriginal tools as this linked with the class topic. Six groups were videotaped while completing the crossword and all interactions were transcribed then analysed using aspects of systemic functional grammar and concordance software. A strong regularity in language choices was found with the structure of the task predisposing the children to use patterns of language useful in writing information reports such as ‘it’s made/used by...’. The author concludes by discussing the usefulness of an inventory describing the relationship between task types and the accompanying language work.

**05-07 Evans, Michael & Fisher, Linda** (U of Cambridge, UK; mje1000@hermes.cam.ac.uk). **Measuring gains in pupils’ foreign language competence as a result of participating in a school exchange visit: the case of Y9 pupils at three comprehensive schools in the UK.**

*Language Teaching Research* (London, UK) **9.2** (2005), 173–192.

UK secondary school students have been largely ignored by empirical studies into the effects of residence in the target language (TL) community on foreign language (L2) acquisition. This article reports a small scale study examining evidence provided by quantitative and qualitative measurement of L2 proficiency by elementary level learners of French, following a school foreign exchange visit. Research questions focused on the effect of this on L2 proficiency, its nature and relation with the four language skills, its duration, and correlation between aspects of the experience and improved performance. The subjects were 68 year 9 pupils (13–14 years old) studying French, from three schools, but treated, for the purposes of the study, as a homogenous group. Each was matched with a non-participant at the same school for comparison. All completed pre-visit questionnaires on attitudes to and contact with TL, and tests of French in four skills pre- and post-visit, with the exchange participants’ attitudes investigated by questionnaire and focus group interviews on return. GCSE grades were collected two years later. Analysis of test results show linguistic development in use of verb tenses and expressive language. This is also illustrated by one pupil’s written output included and analysed. Larger scale studies would be needed to confirm whether improved performance correlates with perceived support from the host family.

**05-08 Gunn, Cindy** (The American U of Sharjah, UAE; cgunn@ausharjah.edu). **Prioritizing practitioner research: an example from the field.** *Language Teaching Research* (London, UK) **9.1** (2005), 97–112.

This paper discusses the principles behind Exploratory Practice which include understanding language classroom life and involving students in the process of their development. The writer argues the case for this method of research for English as a Second Language teachers, particularly those with large classes where it may be difficult to gain sufficient oral feedback. The author describes her research using student feedback from mixed nationality groups at an American University in UAE. 85 students with a score of TOEFL 500 or higher were asked to give written feedback on a writing course at the beginning, middle and end of a semester. Students were asked to comment on areas such as what they expected from the course, the most helpful comments from their peer reviewers and what the teacher and the students themselves could do to improve their writing. Students commented both favourably and unfavourably on groupwork, showed their dislike of the textbook and the heavy workload from other classes. The teacher-researcher was able to respond to students’ comments and to work with them to resolve problems. This working together for mutual understanding of the classroom is a demonstration of the usefulness of practitioner research.

**05-09 Hansen, J. G. & Liu, J.** (U of Arizona, USA). **Guiding principles for effective peer response.** *ELT Journal* (Oxford, UK) **59.1** (2005), 31–38.

This paper outlines principles to guide teachers in the development of effective peer response activities. The authors suggest a series of principles that could be used in planning and student training. Principles are listed chronologically and include use of prior experience, creation of comfortable environment, selection of mode of peer response, implementation of peer response sheets, modelling, and creating groups and group rules. Principles are supported by practical suggestions. The authors argue that planning and student training are ongoing processes that must be addressed before, during, and after peer response. Planning and training encompass students' responding to and revising their papers based on peers' comments. The authors see the encouragement of effective peer response as an integral part of language development in an L2 writing class.

**05-10 Hatoss, Anikó** (U of Southern Queensland, Australia; hatoss@usq.edu.au). **A model for evaluating textbooks.** *Babel – Journal of the AFMLTA* (Queensland, Australia) **39.2** (2004), 25–32.

This article presents a model for evaluating language textbooks in terms of teaching culture and promoting intercultural skills. It points out that language learning should ideally develop the learner's intercultural sensitivity although this does not automatically occur. The study focuses on the evaluation in terms of input, method and aims. Input should include elements of the target culture such as sociolinguistic variation and paralinguistic markers, as well as high and popular culture. Methods should aim for explicit, authentic, and experiential teaching. Textbooks should encourage students to reflect on input rather than just absorb it. Finally complete assimilation into the target culture is questioned as being neither a realistic nor a desirable outcome of culture teaching.

**05-11 Kabat, Kaori, Weibe, Grace & Chao, Tracy** (U of Alberta, Canada). **Challenge of developing and implementing multimedia courseware for a Japanese language program.** *CALICO Journal* (TX, USA), **22.2** (2005), 237–250.

Significant developments have taken place in the last decade in the area of computer assisted language learning (CALL) and its use of non-Indo-European languages. This paper reports a study carried out in 2001–2002 involving the implementation of software on first and third year courses teaching Japanese as a foreign language in a university in Canada. Courseware used consisted of *WebCT*, *Wimba* voice-conferencing, and *Njstar*, a plug-in used in conjunction with *WebCT* that enables viewing of Japanese characters. The

study attempted to systematically integrate technology to match pedagogical aims; it describes results from a survey carried out among student users of the technology and observations made by course instructors. Although student responses were generally positive towards the software, some expressed dissatisfaction due to technical problems such as computer crashes caused by the combined use of the three programmes. The paper reports issues such as the replacement of *Njstar* by *Global IME* to enable better compatibility, and the importance of continuous student support. Also discussed are the strengths and limitations of computerised quizzes which the paper suggests enables students to work at their own pace. The paper concludes CALL will continue to bring changes to the way language courses are conducted.

**05-12 Kuo, Wan-wen** (U of Pennsylvania, USA). **Survival skills in foreign languages for business practitioners: the development of an online Chinese project.** *Journal of Language for International Business* (Glendale, AZ, USA) **16.1** (2005), 1–17.

This article describes an online Chinese Project curriculum developed for students taking masters degrees in Business Administration and International Studies at the University of Pennsylvania's Lauder Institute. The material consists of web-based modules implementing Schank's Goal-Based Scenario and the principles of Anchored Instruction. In these studies, students learn to perform a range of basic tasks, such as meeting business people and dining out, in Chinese settings. After conducting a needs analysis among prospective users, the researchers constructed a set of communicative tasks drawing on the insights of six different theoretical models. These were then tested for eight weeks on 6 volunteers who also participated in classroom instruction and weekly meetings. Online access statistics and student output highlighted some weaknesses to be addressed by future versions of the course, in particular a need to minimise technological difficulties, promote learner commitment and motivation, allowing also for synchronous interaction with instructors.

**05-13 Liu, D., Ahn, G., Baek, K. & Han, N.** (Oklahoma City U, USA). **South Korean high school English teachers' code switching: questions and challenges in the drive for maximal use of English in teaching.** *TESOL Quarterly* (Alexandria, VA, USA) **38.4** (2004), 605–638.

This paper investigates code switching practices and teacher beliefs in South Korean high school classrooms. The authors recorded and transcribed classroom language in 13 high school English teachers' classrooms. In addition, the study surveyed views on the Government call for maximum English in class. The evidence presented in the paper suggests that teachers

used a relatively low amount of English (32%). This level was claimed to be lower than the level teachers and students reported to be 'appropriate' (53%–58%). The authors conclude by discussing pedagogical implications and making suggestions for further research.

**05–14 Lotherington, Heather** (York U, Canada). **What four skills? Redefining language and literacy standards for ELT in the digital era.** *TESL Canada Journal* (Burnaby, Canada) **22.1** (2004), 64–78.

New ways of communicating digitally are invalidating the four-skills analysis that has grounded historical L2 teaching practice and are demanding new ways of thinking about basic language teaching approaches. This paper examines changing language conventions in English used in online environments, theorizing directions for new and variable language conventions. After discussing recent developments in digitised communication and the new literacies which have emerged from them, an analysis is made of the perceived limitations imposed by concentrating on the traditional approach to skills learning in the light of virtual language use. The proposal made is that relative language standards such as spelling, grammar, and punctuation will be a new condition of appropriate language use in virtual as well as real communication. The paper calls for ongoing close linguistic and sociolinguistic monitoring, pedagogical experimentation, and close attention to learner needs in order appropriately to address current developments in written and spoken communication.

**05–15 Lutjeharms, Madeline** (Vrije U, Belgium). **Der Zugriff auf das mentale Lexikon und der Wortschatzerwerb in der Fremdsprache** [Access to the mental lexicon and vocabulary acquisition in a foreign language]. *Fremdsprachen Lehren und Lernen* (Tübingen, Germany) **33** (2004), 10–24.

The question of how words are stored in our memory and what mental procedures enable us to access them has puzzled a number of scholars for the last three decades. This paper critically examines a number of concepts framing the acquisition of vocabulary in the first language (L1) and procedures of lexical access. Subsequently, the author moves on to discuss research on access to mental lexicon in bilinguals. Research findings derived predominately from experimental studies – masked priming – are presented. The author arrives at the conclusion that despite a vast scope of research, results cannot be easily generalised because they only rarely take into consideration contexts of language learning. Affective aspects, which may have a positive impact on vocabulary acquisition, are also excluded. Nevertheless, there are some valuable suggestions, which could foster the acquisition of foreign words, particularly in instructed settings. With reference to this, the author highlights the role of L1 and writing as supporting tools in the acquisition of

L2 vocabulary and proposes a number of didactical strategies.

**05–16 Lyster, Roy** (McGill U, Canada; roy.lyster@mcgill.ca). **Research on form-focused instruction in immersion classrooms: implications for theory and practice.** *French Language Studies* (Cambridge, UK) **14.3** (2004), 321–341.

This article presents a comparative analysis of five quasi-experimental studies involving close to 1,200 students, ranging in age from 7 to 14, in 49 French immersion classrooms in Canada – a content-based instructional context where learners develop high levels of communicative ability yet demonstrate a leveling-off effect in their grammatical development. The studies investigated the effects of form-focused instruction on four areas known to be difficult for anglophone learners of French: perfect vs. imperfect past tense, conditional mood, second-person pronouns and grammatical gender. Findings suggest that effective form-focused instruction in immersion contexts, at least with respect to interlanguage features that have reached a developmental plateau, includes a balanced distribution of opportunities for noticing, language awareness and controlled practice with feedback. Less effective instructional options over-emphasize negotiation for meaning in oral tasks where message comprehensibility and communication strategies circumvent the need for learners to move beyond the use of interlanguage forms.

**05–17 Mackey, Alison** (Georgetown U, USA; mackeya@georgetown.edu), **Polio, Charlene & McDonough, Kim.** **The relationship between experience, education and teachers' use of incidental focus-on-form techniques.** *Language Teaching Research* (London, UK) **8.3** (2004), 301–327.

This study explores how English as a Second Language (ESL) teachers with varying levels of experience and teacher education made use of incidental focus on form techniques in the classroom. 18 North American ESL teachers, nine experienced and nine inexperienced, took part in the study. Each teacher taught one 30 minute lesson using prescribed lesson plans and materials, though they were allowed to implement the plan as they wished. All classes were video and audio taped and the data were transcribed. Each instance of incidental focus on form was coded in one of four ways: 1) pre-emptive incidental focus on form; 2) reactive implicit negative feedback in the form of recasts; 3) reactive implicit negative feedback in the form of negotiation and 4) reactive explicit negative feedback. Inexperienced teachers often missed opportunities to draw learners' attention to a focus on form, concentrating only on the meaning of utterances. The experienced teachers were found to use significantly more of the first, second and fourth types of incidental focus on form techniques than the



inexperienced teachers. A teacher education workshop with four of the inexperienced teachers raised their awareness of such techniques although the four teachers could not immediately transfer this knowledge into action.

**05–18 MacLennan, Janet** (U of Puerto Rico). **How can I hear your voice when someone else is speaking for you? An investigation of the phenomenon of the classroom spokesperson in the ESL classroom.** *TESL Canada Journal* (Burnaby, Canada) **22.1** (2004), 91–97.

This paper provides a personal reflection on the figure of the classroom spokesperson, the person or persons who is forced, pushed, or pulled into speaking for the other students, usually because it is decided that he or she is better in English than the others. The possible reasons for the emergence of such a figure are discussed, firstly by describing how the phenomenon emerges and then by critically reviewing the process by which this author came to perceive and perpetuate it. She suggests her commitment to openness and communication in class allowed the phenomenon to thrive and that this has not allowed her to hear the voices of more reluctant students. She concludes that no specific solutions are easily available to address or overcome the phenomenon and expresses the hope that these reflections will start a much-needed dialogue about the issue.

**05–19 Mangubhai, Francis** (U of Southern Queensland, Australia; mangubha@usq.edu.au), **Marland, Perc, Dashwood, Ann & Son, Jeong-Bae.** **Similarities and differences in teachers' and researchers' conceptions of communicative language teaching: does the use of an educational model cast a better light?** *Language Teaching Research* (London, UK) **9.1** (2005), 31–66.

Teachers of languages other than English (LOTE) in Australian schools are encouraged to use the communicative language teaching (CLT) approach but research is inconclusive as to whether teachers have developed a clear and comprehensive understanding of this. Some studies suggest that teachers' views of CLT differ in critical ways from researchers' views. This study involved six teachers of LOTE who claimed to be using CLT approaches. The teachers were each interviewed and an account of each teacher's practical theory was prepared from interview transcriptions. Ideational units from the interview data were matched with a list of critical attributes of CLT, including such areas as goals, theoretical assumptions, strategies, teacher and student roles and relationships and teacher attributes. An alternative database on teachers' conceptions of CLT was provided by questionnaire data using statements which teachers were asked to indicate their beliefs on a five point scale. The interview data show that teachers have integrated many elements of CLT into

their teaching and this is attuned to their own work contexts.

**05–20 Meskill, Carla & Anthony, Natasha** (Albany State U of New York, USA; cmeskill@uamail.albany.edu). **Foreign language learning with CMC: forms of online instructional discourse in a hybrid Russian class.** *System* (Oxford, UK) **33.1** (2005), 89–105.

Comparatively little research has concentrated on effective instructional discourse of FL teachers: this study focuses on specific language strategies used by teachers in online conversations which aim to be instructional. The subject was a teacher of a first-year Russian class using Computer-mediated Communication (CMC) for practice and instruction through intervention. Analysis of the CMC transcripts centred on the sets of conversational/instructional moves made by the instructor in response to perceived teachable instances in the discourse. It was revealed that CMC provides the opportunity for teacher and student to stand back, examine the language being used in the current conversation, and respond accordingly. It is suggested CMC can be a mechanism for assessing student learning in a continuous, naturalistic way. The medium also affords learners access to language in static text form and the additional time needed to process these instructional moves and develop their own responses.

**05–21 Paribakht, T. S.** (U of Ottawa, Canada; parbakh@uottowa.ca). **The role of grammar in second language lexical processing.** *RELC Journal* (Singapore) **35.2** (2004), 149–160.

That grammar plays a significant role in language learning has been well established, but comparatively little research has been done on how grammatical knowledge can assist learners in their second language lexical processing and subsequent vocabulary acquisition. This study follows on from an earlier study which demonstrated that extensive reading leads to significant gains in vocabulary knowledge, and focuses on the strategies used by learners as they attempt to construct the meanings of unfamiliar words while reading English texts. Concurrent think aloud and immediate retrospective data collection techniques were used with ten intermediate level ESL students from various first language backgrounds. Findings show that while learners use a number of knowledge sources in order to compensate for gaps in their lexicon, grammatical knowledge is most frequently used. The author suggests that this evidence provides support for the intrinsic value of grammar instruction.

**05–22 Ramachandran, Sharimllah Devi** (Kolej U Teknikal Kebangsaan, Malaysia; sharimllah@kutkm.edu.my) **& Rahim, Hajar Abdul.** **Meaning recall and retention: the impact of the translation method on elementary level learners'**

**vocabulary learning.** *RELC Journal* (Singapore) **35.2** (2004), 161–178.

This study investigates the effectiveness of using translation to teach vocabulary to elementary level ESL learners in Malaysia. Two groups of secondary school students were selected, one to act as a control group, and the other to act as an experimental group. The former was taught new lexical items using the second language only, whereas the second group had the new items translated. Tests were carried out at the end of each teaching session to check recall, with an additional test being carried out the following month to check longer term retention. Results indicate that vocabulary learning ability is enhanced by the use of translation. This leads the authors to recommend that translation methods be incorporated into the Malaysian Secondary School English Language Programme for use with elementary level learners.

**05–23 Roessingh, Hetty & Johnson, Carla** (U of Calgary, Canada). **Teacher-prepared materials: a principled approach.** *TESL Canada Journal* (Burnaby, Canada) **22.1** (2004), 44–63.

Longitudinal studies of ESL learners' achievement on standardised measures suggest it is at the intermediate proficiency level where students are most in need of materials that are qualitatively and quantitatively different from authentic text. Using the Language-through-content (LTC) approach, this paper addresses the need for teacher prepared learning materials supporting the development of vocabulary and beginning reading strategies. After a brief introduction to LTC and the merits of published and authentic materials, a rationale is described for teacher prepared materials which identifies a series of principles to be applied to rewriting and developing materials. Examples are then provided of such work and suggestions for developing them as learning resources. Finally, it is suggested that the materials found useful for working with intermediate ESL students of all ages can also be seen in a larger context of thematic organisation. It is concluded that materials writing promotes teachers' professional development, and that the features of teacher-prepared materials that are most important at this level are perhaps the intentional recycling and intentional contextual enrichment that will make explicit the vocabulary and, in the long run, the English grammar system.

**05–24 Rogers, Sandra H.** (Otago Polytechnic English Language Institute, New Zealand; sandrar@tekotago.ac.nz). **Evaluating textual coherence: a case study of university business writing by EFL and native English speaking students in New Zealand.** *RELC Journal* (Singapore) **35.2** (2004), 135–147.

Although it is often suggested that students will benefit from being able to write coherently, there is less consensus about what this means in terms of discourse

features. This study takes as its starting point the principals proposed in Joseph Williams' *Style: Ten lessons in Clarity and Grace* (Williams 2000) and examines written discourse, within the context of Joseph Williams' two principles of discourse, by analysing 15 undergraduate essays of fixed length on a given topic. Findings suggest that there is a negative correlation between what Williams believes to be the appropriate placement of topics and overall writing quality, but a strong correlation between topic strings within paragraphs and the overall coherence of the discourse. The author suggests that the latter finding should be taken into account when designing future teaching materials.

**05–25 Sheen, Young Hee** (Teachers College, Columbia U, USA; ys335@columbia.edu). **Corrective feedback and learner uptake in communicative classrooms across instructional settings.** *Language Teaching Research* (London, UK) **8.3** (2004), 263–300.

This paper discusses corrective feedback (CF) that is, both implicit and explicit negative feedback, and its effect on second language (L2) acquisition. There are different measures of the effectiveness of CF on language acquisition and this study uses learner uptake and repair as its measure. Four communicative classroom settings are considered in order to compare rates of CF across instructional settings: French immersion, learners of English as a Second Language (ESL) in Canada, learners of English as a Foreign Language in Korea and ESL learners in New Zealand. Sheen found that of all types of feedback, recasts were most frequent, accounting for more than half of all feedback instances in all four settings. However recasts lead to the lowest rate of uptake though the more salient this CF was the more likely it was to lead to uptake and successful repair. The author concludes that teachers prefer the non-threatening implicit feedback of recast and suggests that there are discursively different kinds of recasts such as corrective, non corrective, intensive, implicit, explicit, partial, simple, complex. The nature of recasts differed significantly in the four instructional settings as did their effectiveness in terms of learner uptake and repair.

**05–26 Sparks, Richard L.** (College of Mt. St. Joseph, USA) **Ganschow, Leonore, Artzer, Marjorie E., Siebenhar, David & Plageman, Mark.** **Foreign language teachers' perceptions of students' academic skills, affective characteristics, and proficiency: replication and follow-up studies.** *Foreign Language Annals* (New York, USA) **37.2** (2004), 263–278.

The two studies in this article look at the relationship between teacher perceptions of students' native language skills and their proficiency in writing in a foreign language (FL). The article outlines previous hypotheses including the speculation by researchers that affective variables play a large part in students' success or failure in learning a FL. It then describes a replicated

study involving 9th grade students in a coeducational state school in the USA in which Teachers of French, German, Spanish and Latin were asked to evaluate students' FL skills. In study two, a follow-up, students from study one and from an earlier study were divided into groups according to their scores on a proficiency exam. Results of the study showed that students scoring low on proficiency were perceived by teachers as having weaker academic skills; they also achieved lower course grades. Findings suggest FL teachers should be sensitive to students' language skills differences and should introduce techniques to their teaching that assist with individual learning differences in the FL classroom.

**05-27 Taguchi, Naoko** (Carnegie Mellon U, USA). **The communicative approach in Japanese secondary schools: teachers perceptions and practice.** *The Language Teacher* (Japan) **29.3** (2005), 3-12.

Japanese teachers' self-reported comments on courses in Oral Communication (OC), introduced by the Ministry of Education, indicate their difficulty in implementing the guidelines, but there has been little observation of actual teaching practice. The reported study, conducted in northern Japan, aimed to identify class activities, assessment methods, and communicative teaching practice in OC classes. 92 upper secondary school English teachers responded to a survey (included in Appendix), providing data on typical language activities, assessment methods and equipment used. Most frequently reported classroom activities were listening exercises and dialogue practice, followed by grammar and vocabulary instruction. Only eight teachers indicated that they used speaking tests for assessment. In observation sessions (4 × 2) at two schools, OC classes were tape recorded and analysed. 60-80% of class time was devoted to listening skills, emphasising sound and word recognition, with 15% devoted to speaking – chiefly choral dialogue repetition. Discussion of the findings suggests that teachers were not aiming to develop students' communicative abilities, and were unsure how to assess these. It is concluded that successful educational reform must promote changes in practitioners' attitudes, causing re-evaluation of traditional behaviours. Further research is needed to obtain data from a wider range of the population.

**05-28 Tsang, Wai King** (City U of Hong Kong, Hong Kong; entsanwk@cityu.edu.hk). **Feedback and uptake in teacher-student interaction: an analysis of 18 English lessons in Hong Kong secondary classrooms.** *RELC Journal* (Singapore) **35.2** (2004), 187-209.

This study focuses on types of feedback and uptake within a context of meaning focused and form focused instruction in Hong Kong secondary schools. 945 minutes of lessons were transcribed and analysed. The results show that recast and explicit correction

were the most frequent types of feedback, but that none of these types of feedback prompted student generated repairs; the most frequent student-generated repairs followed repetition. Additionally, it was found that most grammatical repairs followed from negotiation (feedback moves which do not provide the target form), whereas phonological repairs tended to follow from correction (recast and explicit correction). The author suggests that teachers should consider replacing recasts with other types of feedback, because these may be more effective in generating student-generated repairs. The author also points out that while recast and explicit correction are more appropriate for phonological errors, negotiation facilitates grammatical repairs.

**05-29 Weinberg, Alice** (U of Ottawa, Canada). **Les chansons de la francophonie website and its two web-usage-tracking systems in an advanced listening comprehension course.** *CALICO Journal* (TX, USA) **22.2** (2005), 251-268.

There are many opportunities for language teachers seeking to use songs available on the internet to enrich their students' learning experiences. This article describes the use of a website based on songs that was developed as part of the advanced French listening comprehension course at university level in Canada. Since previous studies have shown how students had not used the facilities the way they were supposed to, the article points out the importance for researchers to observe students working with computer assisted language learning (CALL) facilities. The goal of the study was to investigate which of two tracking systems used to detect student use of facilities was the most useful for researchers. The first used was *WebCT* which proved to be problematic in that it made analysis of information awkward whilst students also complained of frequent system crashes. The second tracking system, *eChanson*, was able to provide more easily analysed summary data that was displayed on special pages available only to professors responsible for matters, such as study habits and in particular when students did homework. The article concludes the *eChanson*-based activities had a friendlier interface for the students and provided higher quality tracking statistics than those in *WebCT*.

**05-30 West, D. Vanisa** (Messiah College, PA, USA). **Literature in lower-level courses: making progress in both language and reading skills.** *Foreign Language Annals* (New York, USA) **37.2** (2004), 209-223.

Teaching language has often been viewed as a less sophisticated task than teaching literature. This article describes a project that sought to integrate literary selections into language instruction on a course for learners of Spanish as a second language at university level in the USA. The article outlines the involvement and perspectives of three course participants along with that of the course instructor. Qualitative data was obtained from each participant via lesson observation,

interviews and analysis of documents such as the course syllabus and the two literary anthologies used. The varying beliefs and assumptions brought to the course by participants such as 'Sue' reveal how she felt she was being asked to perform at a level for which she had not been prepared, while others revealed how they had had to adapt their course goals to comply with those of the instructor. The article explains how Standards for Foreign Language Teaching in the 21st Century (National Standards, 1999) can contribute towards eliminating the language versus literature dichotomy. It outlines how the standards can be applied during the implementation of pre-, while and post-reading activities that engage the student in the processes of both literary awareness and reading skills development.

**05-31 Williams, Cheri** (U of Cincinnati, USA) & **Hufnagel, Krissy**. **The impact of word study instruction on kindergarten children's journal writing**. *Research in the Teaching of English* (Urbana, IL, USA) **39.3** (2005), 233-270.

Spelling instruction in early childhood appears to be moving away from memorising and the test-study-test cycle, towards a more meaningful, interactive approach rooted in Vygotskian sociocultural theory. This report describes how the use of word study methods and journal writing helps younger children to develop and internalise word knowledge. A group of 12 children representing three different literacy levels were engaged in word-study activities and journal writing for an entire school year. The resulting data, supplemented by teacher reports, shows that small-group instruction is preferable to highly heterogeneous classrooms and that a successful transfer of skills is possible only among children in the middle group. Further research is needed, however, as well as re-conceptualising the cognitive challenges experienced by pre-school children, when their emergent literacy is confronted with formal classroom instruction.

## Language learning

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**05-32 Allen, Linda Quinn** (Iowa State U, USA). **Implementing a culture portfolio project within a constructivist paradigm**. *Foreign Language Annals* (New York, USA) **37.2** (2004), 232-239.

In contrast to earlier views which felt culture could be simply 'taught', more recent approaches have emphasised learner discovery of cultural features. This article illustrates, step by step, one theory of how culture may be learned by exploration and reflection of students' own as well as the target culture. 31 second year university students of French in the USA were involved in a study that sought to confirm or disaffirm stereotypes they held about culture in French speaking countries, such as *The French are politically opposed to foreign involvement*. Objectives of the study involved

students recognising the impact their own perspectives had on understanding another culture, and becoming familiar with resources for future cultural explorations. The article explains how culture learning is grounded in the theory of constructivism. It explains steps taken towards crafting the portfolio project, including the hypothesis formation, along with how the portfolios were evaluated using previously established criteria. The article concludes that, by testing their own hypotheses, students gained insight on French culture as well as their own and led them to recognise how their own culturally conditioned perceptions influenced their understanding of other cultures.

**05-33 Al-Sehayer, Khalid** (Riyadh, Saudi Arabia). **ESL readers' perceptions of reading in well structured and less structured hypertext environment**. *CALICO Journal* (TX, USA) **22.2** (2005), 191-212.

Learners of English as a second language (ESL) often have access to rich linguistic resources available in hypertext format on internet websites. This paper explains how such an electronic format may be problematic to read unless structured clues are provided in the form of explicit organisational devices like overview maps and summaries of previously accessed sections. The paper presents a qualitative examination of how forty ESL learners in higher education in the USA read two hypertext programmes: one well structured programme, the other less structured. It describes how, after reading each programme, participants took part in semi-structured interviews in which they were shown the same hypertext on-screen and asked to describe their perceptions of the effectiveness of each, along with how the varying structure helped them to grasp the central points. Results revealed how learners preferred reading well structured hypertext that enabled them to process content more easily. Pedagogical implications suggested in the paper include directing learners as to the structure and interrelations of hypertext. Suggested future research includes tracking participant's hypertext navigation strategies and asking them whether they utilized organisational devices provided in the hypertext.

**05-34 Barcroft, Joe** (Washington U, USA). **Second language vocabulary acquisition: a lexical input processing approach**. *Foreign Language Annals* (New York, USA) **37.2** (2004), 200-208.

In the last 20 years of second language acquisition research there has been a marked interest in the importance of vocabulary acquisition. This article discusses the importance and provides an overview of research carried out in this area. Based on findings related to lexical input processing the article explains five principles for effective second language (L2) vocabulary teaching. These principles include presentation of new words as input and appropriate types of vocabulary



teaching for learners at different stages. The first section of the article considers why vocabulary acquisition is central to SLA and concerns student perceptions about vocabulary along with the connection between vocabulary and grammatical knowledge. The overview in section two looks at vocabulary learning strategies and the bilingual lexicon, while the final section, dealing with principles, highlights implications of research on L2 vocabulary acquisition. Such principles emphasize provision of new words in the input and incremental development. The article concludes the more we know about input processing, the better we can design classroom activities consistent with such processes.

**05–35 Bateman, Blair E.** (Brigham Young U, USA). **Achieving affective and behavioural outcomes in culture learning: the case for ethnographic interviews.** *Foreign Language Annals* (New York, USA) **37.2** (2004), 240–253.

In the last decade the place of culture learning in foreign language classes has become increasingly recognised and it is claimed foreign language teaching should foster positive attitudes towards other countries and those who live in them. This article is based on ethnographic interviews with native speakers of Spanish carried out by 54 university students on a first year Spanish course. The article notes how students often show a lack of awareness of the influence their own culture has on their attitudes and beliefs. The aim of this study was to investigate how students of Spanish developed in their attitudes towards Spanish speakers, how their ability to communicate improved and how their awareness of the influence culture can have increased. Results revealed an increased desire to visit Spanish speaking countries in order to study and use Spanish. Also revealed was an increased ability to view situations from the perspective of someone from another culture. Recommendations for future research include longitudinal studies to assess the long term effects of such ethnographic interview projects plus an investigation of interview outcomes from the point of view of the native speakers interviewed.

**05–36 Chen, Tsai Yu & Chang, Goretti B. Y.** (Ming Hsin U of Science and Technology, Taiwan). **The relationship between foreign language anxiety and learning difficulties.** *Foreign Language Annals* (New York, USA) **37.2** (2004), 279–289.

Research into the negative effects of anxiety on foreign language performance has tended to produce conflicting theories. This article describes an investigation of this area using the Foreign Language Classroom Anxiety Scale (FLCAS) plus the Foreign Language Screening Instrument for Colleges (FLSI-C). The study firstly explored whether anxiety was related to foreign language learning difficulties, the characteristics existing among anxious students prone to such difficulties, whether it is possible to predict if anxious students

will have performance problems and to what extent these problems affect language anxiety. The study involved 1,187 students from ten universities and colleges in Taiwan, all at ages ranging from 16 to 28, all having previously undergone at least six years studying English as a foreign language. Results of the study indicate positive correlations between variables on the FLCAS and FLSI-C and imply students encountering greater difficulties with learning a foreign language also experience higher levels of anxiety. The article concludes teaching strategies for alleviating anxiety should include techniques aimed at easing language learning difficulties.

**05–37 Csizér, Kata** (Eötvös U, Hungary; weinkata@yahoo.com) & **Dörnyei, Zoltán** (Nottingham U, UK; Zoltan.Dornyei@nottingham.ac.uk). **The internal structure of language learning motivation and its relationship with language choice and learning effort.** *The Modern Language Journal* (Madison, WI, USA) **89.1** (2005), 19–36.

Language learning motivation is a complex, composite construct, and although past research has identified a number of its key components, the interrelationship of these components has often been subject to debate. Similarly, the exact contribution of the various motivational components to learning behaviors and learning achievement has also been interpreted in different ways. The purpose of this study is to use structural equation modeling to evaluate a proposed theoretical model concerning the internal structure of the second language (L2) motivation complex and its impact on motivated behavior. The basis of the analysis is survey data collected in Hungary from 8,593 pupils, 13 to 14 years old, on two occasions, in 1993 and in 1999. The main finding is that *integrativeness* appears to be the single most important factor, subsuming or mediating the effects of all the other responses to questions asked. In light of this finding, the authors analyze what motivational content this core component might represent in various settings.

**05–38 DeCapua, Andrea** (Dept. of Teaching and Learning, New York, USA; adecapua@optonline.net) & **Wintergerst, Ann. C.** **Assessing and validating a learning styles instrument.** *System* (Oxford, UK) **33.1** (2005), 1–16.

This paper looks at how learning styles might best be measured. After an introductory section which looks at the evidence from four previous studies of learning style instruments, it is suggested that previous concerns still remain in some form or another about the validity and reliability of Reid's (1984) Perceptual Learning Styles Preference Questionnaire and the subsequently created Learning Style Indicator (LSI). This study attempts to gain better insights into the problem by interviewing two groups of NS TESOL students and NNS

graduate students of ESL about their interpretation and understanding of the 23 LSI statements used for the purpose of instrument validation. Results suggested that statistical findings alone are insufficient to ascertain the effectiveness and usefulness of a learning styles instrument, particularly in the case of NNS. Two important findings were the respondents' inability to contextualise or apply statements to the current situation and misunderstandings due to wording or poor word choice. It is suggested that a triangular approach to data collection, using questionnaires, interviews and participant observation presents a fuller picture of instrument validation.

**05-39 De Florio-Hansen, Inez** (U of Kassel, Germany). **Wortschatzerwerb und Wortschatzlernen von Fremdsprachenstudierenden. Erste Ergebnisse einer empirischen Untersuchung** [Acquisition and learning of vocabulary by university students of modern foreign languages: the first results from an empirical investigation]. *Fremdsprachen Lehren und Lernen* (Tübingen, Germany) **33** (2004), 83–113.

Drawing on her own experience as a lecturer in departments of languages, the author claims that university students rarely achieve high proficiency in studied languages. One of the reasons for this is that they do not devote much time to increase and enrich their vocabulary. They firmly believe that the year abroad will compensate for any lexical deficits. However, this is seldom the case. This study demonstrates findings from a research project, which sought to identify habits and strategies of vocabulary learning employed by 72 German students of English, French, Italian and Spanish. It was based on a questionnaire, which was designed on a basis of a pilot study. The results indicated that indeed less than a half of participants learned vocabulary regularly. Moreover, the study revealed that students knew and to an extent, applied a range of techniques and strategies. However, they were, at the same time, unsatisfied with the results. Many participants admitted that they could not remember learned words and did not have enough time to practice them. Thus, the author arrives at the conclusion that a systematic training in strategies of how to learn vocabulary is imperative, if students want to attain better language competencies.

**05-40 Derwing, Tracey M.** (U of Alberta, Canada; tracey.derwing@ualberta.ca), **Rossiter, Marian J., Munro, Murray J. & Thomson, Ron I.** **Second language fluency: judgments on different tasks.** *Language Learning* (Oxford, UK) **54.4** (2004), 655–679.

This article is an account of a study to determine whether judgments of second-language (L2) fluency made by untrained listeners could be correlated with those obtained from relatively objective temporal meas-

ures such as speech rate, mean length of run (MLR), and number and duration of pauses. Speech samples were collected from 20 beginner Mandarin-speaking learners of English, across three different language tasks – picture description, monologue, and dialogue. Temporal measures were made on each sample, and the samples were rated by 28 untrained judges for fluency, comprehensibility, and accentedness. Three trained raters also judged the samples for 'goodness of prosody', and data were collected on the learners' exposure to L2 input. Statistical analysis shows that the raters' judgments paralleled the speech measurements: the speakers' performance on the monologue and dialogue tasks was significantly better than on the narratives, but goodness of prosody did not vary across tasks. Fluency ratings were highly correlated with comprehensibility ratings, more so than with ratings of accentedness. The authors conclude by discussing the implications of their findings for classroom practice and for assessment.

**05-41 Donato, Richard & Brooks, B. Frank** (U of Pittsburgh, USA). **Literary discussions and advanced speaking functions: researching the (dis) connection.** *Foreign Language Annals* (New York, USA) **37.3** (2004), 183–199.

Studies in the context of literature instruction tend to focus on reading comprehension of cultural texts. This article explains the 'non essentialist position' in which it is believed studying literature has little to do with acquisition of second language proficiency. The study investigated discourse occurring in class discussion on an advanced undergraduate Spanish literature course in the USA in order to observe the extent to which such a course offered opportunities to the eight participants involved to develop advanced language functions as defined by the American Council on the Teaching of Foreign Languages (ACTFL). Classroom transcripts were analysed to assess the discourse structure of literature lessons, teacher questions, verb tense and student uptake. Findings revealed how the dominant discourse pattern inhibited students' extended responses and how teacher display questions moved the instructor's discourse forward rather than the students'. Also revealed were how literary discussions did not appear to contribute to helping students control tense-aspect relationship and how, although opportunities for it to occur were available, students did not uptake appropriate speech functions. A major implication of the study is that discussions that take place in literature courses have the potential to incorporate advanced proficiency goals.

**05-42 Ecke, Peter** (U of Arizona, USA). **Die Schlüsselwort-Mnemonik für den fremdsprachigen Wortschatzerwerb: Zum Stand der Forschung** [The mnemonic keyword method and the acquisition of foreign language vocabulary: state of the art research]. *Fremdsprachen Lehren*

*und Lernen* (Tübingen, Germany) **33** (2004), 213–230.

The article sets out to examine the benefits and limitations of mnemonic techniques for the acquisition of foreign language vocabulary. It particularly focuses on the key-word (KW) method. This method rests on verbal and imaginary associations and consists of two learning phases. Firstly, learners are presented with a familiar KW, which is phonetically or graphically similar to a to-be-learned word in the target language. Secondly, they have to generate a mental picture or a sentence, which combines the KW and the new target word in a meaningful way. In so doing, the author argues that new target words or structures can be more easily remembered and retrieved more quickly. The second part of the article provides a thorough overview of research on the KW method and its effectiveness. According to the findings, it proved to be more successful than non-mnemonic techniques such as repetition or semantic elaboration. But there are also a number of limitations. Research confirmed that KW method does not work equally well with all learner types. Beginners or young learners seem to benefit more from mnemonics than advanced learners. Moreover, KW method proved to be effective for the memorisation and recall of nouns and less so of adjectives.

**05–43 Erlam, Rosemary** (U of Auckland, NZ; r.erlam@auckland.ac.nz). **Language aptitude and its relationship to instructional effectiveness in second language acquisition.** *Language Teaching Research* (London, UK) **9.2** (2005), 147–171.

Second language acquisition research typically investigates the effectiveness of instruction in terms of overall group gains, regardless of individual differences. The reported study aims to establish whether there is any relationship between the effectiveness of instructional method and learner aptitude. 92 New Zealand secondary school students were grouped as follows: Deductive instruction group (DIG), Inductive instruction group (IIG), Structured Input instruction group (SIIG) and control group. Each received three 45-minute instruction sessions with the researcher targeting direct object pronouns in French. Learners were assessed on measures of listening and reading comprehension, written and oral production. DIG students made greater gains than the IIG, and performed overall better than the SIIG. Six months later, language aptitude of participating students ( $n = 60$ ) was assessed: (a) language analytic ability, (b) phonemic coding ability, (c) working memory. Differences in individual gains did not appear to correlate with differences in language aptitude. Students with greater language analytical ability gained more from inductive instruction. They, and students from the SIIG with greater working memory capacity, also performed better on tests of written production. Overall, results suggest that deductive instruction combined with language

production minimizes individual differences in learner aptitude. Additional research is necessary to see if these results can be generalised.

**05–44 Félix-Brasdefer, J. César** (Indiana U, USA; cfelixbr@indiana.edu). **Interlanguage refusals: linguistic politeness and length of residence in the target community.** *Language Learning* (Oxford, UK) **54.4** (2004), 587–653.

This study investigates politeness strategies in the interlanguage of 24 English speaking advanced learners of Spanish. The research focuses on the link between length of residence in the target country and approximation to native speaker norms. The article first reviews five studies on linguistic politeness contrasting native and non-native speakers, then compares them to five further studies on pragmatic development and length of residence in the target community, before focusing on its own group of 24 learners. Using role play and retrospective verbal report data the study's objective was firstly to investigate how learners sequence politeness strategies in a refusal interaction and secondly to examine their ability to use mitigating devices in the course of a refusal interaction. Learners' strategies are organised into prerefusals (initiating a refusal), head acts (expressing the refusal's illocutionary force) and postrefusals (ending a refusal episode). Results showed that learners' sequential organisation of politeness strategies, their ability to negotiate a refusal interaction, as well as their perception of social status tended to improve with increased length of residence in the target community. However, it is suggested that the variables of proficiency and length of residence should be considered independently of each other.

**05–45 Fonder-Solano, Leah & Burnett, Joanne** (Pennsylvania State U, USA). **Teaching literature/reading: a dialogue on professional growth.** *Foreign Language Annals* (New York, USA) **37.3** (2004), 459–469.

This article describes how two university professors (the authors as researchers) with dissimilar backgrounds undertook a comparative study of their third year reading courses at university level in the USA. The article outlines their analysis of transcribed qualitative data obtained in five in depth open ended interviews with both professors, in order to compare and contrast a course teaching French as a second language with one dealing with Hispanic literature. Research questions guiding the study included investigating how far present beliefs and practices compare with initial impressions. The article explains how the researchers' early expectations for the study were disparate and how Burnett hoped she might persuade Fonder-Solano to implement more informed practices but later discovered some of her early perceptions had been inaccurate. Evolving perceptions of both self and the other's practices are outlined in detail. Results of the study included curricular changes on both courses in

reading along with the implementation of new ideas in classroom practice.

**05-46 Guion, Susan G., Harada, Tetsuo & Clark, J. J.** (U of Oregon, USA; guion@uoregon.edu). **Early and late Spanish-English bilinguals' acquisition of English word stress patterns.** *Bilingualism: Language and Cognition* (Cambridge, UK) **7.3** (2004), 207–226.

This article reports on a study into the factors which influence learners in their acquisition of stress patterns in English pronunciation. Two groups of Spanish speakers – the ‘early bilinguals’, who had begun learning English between the ages of two and a half years and six years, and the ‘late bilinguals’, who had begun between 15 and 33 – were tested alongside a control group of English native speakers. Each group was asked to assign, in separate production and perception experiments, a stress pattern to each of 40 two syllable ‘non-words’ presented to them in either a noun or a verb sentence frame. As well as lexical class, the other variables controlled for were syllabic structure (vowel length, consonant clusters, coda consonants) and phonological similarity to existing English words. Statistical analysis of the results shows that the factors of phonological similarity and lexical class had a significant influence on stress assignment for all three groups. The effect of syllabic structure was slightly reduced for early bilinguals as compared to native speakers; in the case of late bilinguals the effect of this factor was greatly reduced. The late bilinguals exhibited more initial stress overall, possibly due to L1 transfer.

**05-47 Hardison, Debra M.** (Michigan State U, USA). **Contextualised computer-based L2 prosody training: evaluating the effects of discourse context and video input.** *CALICO Journal* (TX, USA) **22. 2** (2005), 175–190.

Studies have indicated how computer programmes providing a visual display of pitch contour are effective tools for training learners of a second language (L2) to produce more native-like speech. This article reports a study conducted in a university in the USA with 28 advanced speakers of English whose first language was Mandarin Chinese. The article suggests auditory-visual feedback may be significantly better for L2 learners than auditory-only. It points out how although such studies typically use decontextualised scripted sentences for testing and training, this study involved speech segments taken from the participants’ own oral presentations. Two computer-based tools were used to compare the effects of prosody training on two groups of participants. One group were assisted by *Anvil*, a web-based programme that provides a screen display of audio and video components of speech, the other by *Real-Time Pitch* that shows on-screen comparison of a learner’s utterance with that of a native-speaker. Within both groups, a sub-group received discourse

level training while the other received training at sentence level. Results indicate how although all groups improved in training, discourse level input produced better transfer to native-like discourse. Also reported is how the presence of video was more helpful with discourse level training than with individual sentences.

**05-48 Jones, Randall** (Brigham Young U, USA). **Corpus-based word frequency analysis and the teaching of German vocabulary.** *Fremdsprachen Lehren und Lernen* (Tübingen, Germany) **33** (2004), 165–175.

This paper demonstrates the uses of word frequency lists generated by a larger corpus for the teaching of German vocabulary. It begins by providing a historical overview of word frequency studies. The author moves on to demonstrate a corpus of modern German, which was compiled as a joint project between the University of Leipzig and Brigham Young University. It is known as the Leipzig/BYU corpus and consists of approximately 4,000,000 words from a variety of registers. It includes short conversations as well as academic, journalistic and literary texts. The main part of the article focuses on step by step procedures, which were carried out in order to create accurate word lists. First, by means of the software programme WordSmith Tools[checkTM], a frequency list was generated and lemmatised. Then, by using TreeTagger[checkTM] from the University of Stuttgart, each word was assigned a tag referring to the part of speech, e.g. verb, conjunction. Finally, on the basis of samples from the compiled list, the author discusses procedures necessary for the analysis of word frequencies and for the selection of vocabulary for teaching purposes.

**05-49 Jung, Euen Hyuk (Sarah)** (Yonsei U, South Korea; junge@yonsei.ac.kr). **Topic and subject prominence in interlanguage development.** *Language Learning* (Oxford, UK) **54.4** (2004), 713–738.

This article is set against the background of the conflicting results of previous research into the acquisition of subject-prominent languages (eg. English) by native speakers of topic-prominent languages (eg. Chinese, Japanese, Korean), and vice versa. This typological distinction is explained in the article in relation to Korean, and the key features ‘zero anaphora’, ‘topic marker’, and ‘double-nominative construction’ are introduced. The study on which the article is based investigated the acquisition of these three features by a group of native English-speaking learners of Korean. It was found that learners at higher levels of proficiency incorporated more of these features into their writing, but their interlanguage also retained characteristics of their subject-prominent native language. The double-nominative construction proved to be the hardest to acquire. The findings of the study do not seem to support the claims of other researchers regarding an early universal stage of topic prominence in second-language acquisition.



**05–50 Lamb, Martin** (U of Leeds, UK; m.v.lamb@education.leeds.ac.uk). **'It depends on the students themselves': independent language learning at an Indonesian state school.** *Language, Culture and Curriculum* (Clevedon, UK) **17.3** (2004), 229–245.

This paper reports on language learning attitudes and in particular on learner autonomy of young adolescent school students in Indonesia. Against the background of recent research on learner autonomy in Western and Asian contexts the author presents a case study of a state school in a provincial city in Sumatra. Quantitative data was gathered from questionnaires given to all first year students, whilst qualitative data was gleaned through classroom observation and focus group interviews. Learner autonomy is often reported to be most prevalent in Western cultures and amongst older students. However, this study found that young learners from a less individualistic society were surprisingly motivated to maximise their learning of English through a variety of independent means. Many students complemented their school lessons with private language classes, watched English films on TV and listened to English language pop music; the most motivated employed in-class strategies to maximise teacher attention and their own engagement. The paper concludes that the students' eagerness to work communicatively and independently inside the classroom as well as their openness to learning opportunities outside the school context is often not sufficiently considered in local curricula.

**05–51 Li, Xuemei & Girvan, Anita** (Queen's U, Canada). **The "Third Place": investigating an ESL classroom intercultural.** *TESL Canada Journal* (Burnaby, Canada) **22.1** (2004), 1–15.

How are intercultural settings set up within the ESL classroom? After an initial description about the treatment of culture in ELT literature and the use of ESL classroom settings to gain insights into intercultural, data are presented from 11 students (L1 Korean/Chinese/Japanese/Russian/Brazilian/French) using five classroom observations over a six-week period, two focus group interviews in the classroom, and individual interviews with four students and their teacher. The aim was to explore the creation of new individual and cultural identities and the formation of intercultural. Three themes are discussed as outcomes of these data: the awareness of cultural differences and how they are defined epistemologically, the awareness of the indissoluble link between language and cultural learning, and the complexity of each participant as influenced by national, family, individual, and other factors. It is concluded that the classroom is a combination of the national culture and multiculturalities of individuals. The process of creating a classroom intercultural involves a delicate negotiation among students and the teacher. It is suggested that, rather than providing concrete methods for integrating culture in

the classroom, really learning an additional language means learning creating culture – a far more dynamic and rich process.

**05–52 Li, Yia** (U of Alberta, Canada). **Learning to live and study in Canada: stories of four EFL learners from China.** *TESL Canada Journal* (Burnaby, Canada) **22.1** (2004), 25–43.

What is it like being an international student studying first degree courses in a foreign language and culture at a young age? Although several studies have focused on the experiences of such students, no intensive study has been made of them and their transitional experiences as they moved from a home high-school to one in Canada and then on to university in Canada. This study follows four such Asian students. Data analysis focuses on multiple readings of conversation transcripts, email messages, and journal entries, as well as constructing narrative accounts of each participants' experiences. The main section is devoted to a description of the two transitional experiences using these data, the challenges encountered and how these were coped with. It is revealed that the transitional period in the new country is fraught with uncertainty, anxiety, frustration, and depression for these students. They remain vulnerable and require support from the host institutions. All university instructors should have some ESL training so that they become aware of the language needs of such students and find ways to help them learn. Similarly, it is essential to provide ongoing ESL support for international students because their English language needs change over time.

**05–53 Mason, Beniko & Krashen, Stephen** (Shitennoji International Buddhist U, Japan; benikonankimason@hotmail.com). **Is form-focused vocabulary instruction worthwhile?** *RELC Journal* (Singapore) **35.2** (2004), 179–185.

Studies show that hearing stories can result in considerable incidental vocabulary development, for both first and second language acquisition. However, it has also been claimed that direct instruction is more effective than such incidental vocabulary acquisition, and that combining the two approaches will be more effective than incidental acquisition alone. This study investigates these claims by comparing vocabulary gained through learners hearing a story, with an approach using a story followed by supplementary activities. It also examines the efficiency (the number of words gained per minute of exposure). 58 Japanese female students were split into two groups; the first group were made aware of the target vocabulary via a pre test, and then heard a story. In the second group the story was followed by supplementary activities. The investigation showed that while the story plus group learned more words than the story only group, it also devoted more time to the learning. Calculations of words learned per minute revealed that the story only group had learned more efficiently. These results suggest that vocabulary

learning via focus on form activities may not be as efficient as learning by hearing words in the context of stories.

**05-54 Nakatani, Yasuo** (Nakamura Gakuen Junior College, Japan; nakatani@nakamura-u.ac.jp). **The effects of awareness-raising training on oral communication strategy use.** *The Modern Language Journal* (Madison, WI, USA) **89.1** (2005), 76–91.

This study examines current patterns of oral communication strategy (OCS) use, to what degree these strategies can be explicitly taught, and the extent to which strategy use can lead to improvements in oral communication ability. In a 12-week English as a Foreign Language (EFL) course based on a communicative approach, 62 female learners were divided into 2 groups. The strategy training group ( $n = 28$ ) received metacognitive training, focusing on OCS use, whereas the control group ( $n = 34$ ) received only the normal communicative course, with no explicit focus on OCSs. The effects of the training were assessed by 3 types of data collection: the participants' pre- and post-course oral communication test scores, transcription data from the tests, and retrospective protocol data for their task performance. The findings reveal that participants in the strategy training group significantly improve their oral proficiency test scores, whereas improvements in the control group are not significant. The results of the transcription and retrospective protocol data analyses confirm that the participants' success was partly due to an increased general awareness of OCSs and to the use of specific OCSs, such as maintenance of fluency and negotiation of meaning to solve interactional difficulties.

**05-55 Nitta, R. & Gardner, S.** (U of Warwick, UK). **Consciousness-raising and practice in ELT course books.** *ELT Journal* (Oxford, UK) **59.1** (2005), 3–13.

This study identifies five types of form focused task in a survey of nine contemporary ELT course books. The paper describes a task framework and provides examples of each type. Using this framework of consciousness raising and practice task types, the authors identify a number of evident trends. The paper establishes that, despite notable differences among the nine course books, each course book essentially follows a Presentation-Practice approach to grammar teaching. The authors found that both inductive and deductive approaches are seen at the presentation stage. These are usually followed by two types of practice task. The study found little evidence of focused communication tasks. The paper claims to raise awareness of differences in tasks types and their distribution in course books. The authors suggest that this may be useful for teachers to identify gaps and consider additional task types.

**05-56 Radwan, Adel Abu** (Sultan Qaboos U, Oman; radwan@squ.edu.om). **The effectiveness of explicit attention to form in language learning.** *System* (Oxford, UK) **33.1** (2005), 69–87.

Despite the plethora of research on focus-on-form instruction, SLA research needs to explore in more depth the potentially differential effects of various instruction conditions on learners' level of awareness and their subsequent learning of grammatical features. Four classes comprising 42 subjects, enrolled in low intermediate ESL classes, were randomly assigned to one of four conditions: textual enhancement, rule-oriented, context-oriented, and a control group. Tests consisted of three tasks: a grammaticality judgement, preference tasks, and a picture description. Results show that those receiving explicit instruction outperformed those exposed to implicit instruction and that a higher level of awareness correlates positively with language development.

**05-57 Rieder, Angelika** (U of Vienna, Austria). **Der Aufbau von Wortbedeutungswissen beim Lesen fremdsprachiger Texte: ausgewählte Fallstudienresultate** [The development of word comprehension during reading of texts in a foreign language: results from empirical case studies]. *Fremdsprachen Lehren und Lernen* (Tübingen, Germany) **33** (2004), 52–71.

This paper discusses results from three case studies, which by means of think-aloud protocols examined incidental vocabulary learning during text comprehension. By drawing on cognitive-constructivist theories, this paper argues that incidental learning is not, as often claimed, a passive or unconscious by-product of e.g. reading but a complex and active process. In addition, it is asserted that incidental learning of unknown words, e.g. via inferencing from contextual clues, does not necessarily lead to the acquisition of vocabulary. Subsequently, the author describes in-depth research methodology and procedures. Twenty German learners of English, who volunteered in this study, were requested to carry out a range of reading and vocabulary exercises. They were also asked to verbalise everything that went through their minds when doing these exercises. In that way, a number of think-aloud protocols were obtained and thoroughly analysed. The results suggested that inferencing meaning of unknown words during reading is a constructive and active process, in which learners employ a number of strategies. To what extent a word is remembered, depends however, on the level of noticing and learners' previous knowledge.

**05-58 Rifkin, Benjamin** (U of Wisconsin-Madison, USA; brifkin@wisc.edu). **A ceiling effect in traditional classroom foreign language instruction: data from Russian.** *The Modern*

*Language Journal* (Madison, WI, USA) **89.1** (2005), 3–18.

This article compares previous language gain studies in foreign languages with new data on language gain in the instructed second language acquisition of Russian. The participants in this study were students in an intensive 9-week summer immersion program in a Vermont Russian school. The majority were university age native speakers of English. The acquisition of listening, reading, speaking, and writing proficiency shows a significant correlation not only with hours of classroom instruction in immersion and non-immersion settings, but also with grammatical competence. The data suggest that there is a ceiling effect in traditional classroom foreign language instruction. Some implications for curricular policy are suggested.

**05–59 Sayer, P.** (U Autónoma Benito Juárez de Oaxaca, Mexico). **An intensive approach to building conversation skills.** *ELT Journal* (Oxford, UK) **59.1** (2005), 14–22.

This study features an action research project with undergraduate students in Mexico. The paper presents ideas for awareness raising activities which promote specialized skills required in successful conversation. The study considers the effectiveness of tasks specifically designed to raise learner awareness of conversational strategies. The author claims that tasks and direct instruction promoted learner awareness of conversational language at the discourse level. It is further claimed that this awareness produced noticeable outcomes in students' performance. The author includes extracts of students' conversations to illustrate how awareness raising activities can be effective in improving student performance on conversation tasks.

**05–60 Schmidt-Rinehart, Barbara C. & Knight, Susan, M.** (Ashland U, USA). **The homestay component of study abroad: three perspectives.** *Foreign Language Annals* (New York, USA) **37.2** (2004), 254–262.

The homestay aspect of a language course is one of the least examined features of study overseas. This article looks at the adjustment period, common problems and advantages of homestay. Data was obtained via interviews and questionnaires with students from the USA and housing directors (HD) in Spain and Mexico. All programmes were designed for students of Spanish as a foreign language. The article explains the process involved in selecting families and homes and in placing students with families. It points out how longer term students found adjustment easier to manage, how those in Mexico felt it was easier to adapt to the family than those in Spain and how prior cultural knowledge was a necessary component for adjustment. The article explains how HD did not agree on the ideal number of students placed with a single family, lists major problems students revealed such as with

entertaining at home, and reports comments made on the same issues by host families and HD. The article outlines how the majority of students believed the homestay was advantageous in terms of learning Spanish and concludes it is the host family that turns 'study' abroad into a living abroad experience.

**05–61 Shen, Helen H.** (U of Iowa, USA; helen-shen@uiowa.edu). **An investigation of Chinese-character learning strategies among non-native speakers of Chinese.** *System* (Oxford, UK) **33.1** (2005), 49–68.

The first aim of this study is to identify the types of strategy commonly used by non-native learners of Chinese in character learning. Next, it aims to generalise the underlying factors or strategy patterns that characterise these commonly used strategies. Finally, there is an attempt to examine developmental trends across learning levels in relation to student perceptions of the usefulness of strategies in their preparation for weekly vocabulary tests across learning levels. 95 subjects from beginning to advanced level participated with data from three questionnaires administered three times during an academic year. 30 strategies were identified as commonly used and a factor analysis showed that, among these, the orthographic knowledge-based cognitive strategies are the most commonly used. A regression analysis revealed linear trends existing between learning levels and learner perceptions of the usefulness of strategies. It is suggested that having students analyse their own character learning processes and results may improve their metacognition as well as encourage them to acquire metacognitive learning strategies. The study concludes that the linguistic features of Chinese and its impact on learners' cognitive processes are major factors in determining the employment of character learning strategies.

**05–62 Wayland, Ratree P.** (U of Florida, USA; ratree@ufl.edu) & **Guion, Susan G.** **Training English and Chinese listeners to perceive Thai tones.** *Language Learning* (Oxford, UK) **54.4** (2004), 681–712.

This paper reports a comparative study into the ability of native English (NE) and native Chinese (NC) speakers to perceive the contrast between the mid- and low-tones in Thai, both before and after auditory training. Stimuli were presented in an 'odd one out' format in such a way as to test both discrimination ('is there an odd one out?') and identification ('which is the odd one out?') of tonal contrasts. The stimuli were presented twice over at different interstimulus intervals (ISIs), 500 and 1500 milliseconds, as it was hypothesized that the subjects might use different modes of processing – 'phonetic' at the shorter interval and 'phonological' at the higher. Following the training phase, statistical analysis revealed that there was a significant improvement in identification among the

NC group under both ISI conditions, but not among the NE group. This suggests that prior experience with the tone system in one language may be transferable to the perception of tone in another language. However, the absence of a significant ISI effect calls into question previous research which postulates a sharp distinction in modes of processing as between the short and long ISIs.

## Reading and writing

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**05–63 Brantmeier, Cindy** (Washington U, USA; cbrantme@artsci.wustl.edu). **Effects of reader's knowledge, text type, and test type on L1 and L2 reading comprehension in Spanish.** *The Modern Language Journal* (Madison, WI, USA) **89.1** (2005), 37–53.

This study examined how a reader's subject knowledge, the analogy versus non-analogy difference in text type, and type of test (written recall, sentence completion, and multiple choice) affect first language (L1) and second language (L2) reading comprehension. There were three participant groups: (a) 53 native Costa Ricans enrolled in advanced English as a Foreign Language courses in San José, Costa Rica; (b) 102 university-level students of intermediate Spanish in the United States; and (c) 138 university students of advanced Spanish in the United States. The participants read two scientific passages, two versions each. Analysis of covariance revealed that subject knowledge related significantly to reading comprehension as measured by three assessment tasks. However, the addition of analogies to scientific texts did not compensate for the lack of subject knowledge. There was no overall positive effect of the analogy text type on L1 and L2 comprehension as measured by recall, sentence completion, and multiple-choice tests. The positive effect for the non-analogy version held for the recall task. The participants scored higher on the non-analogy version of both texts than on the analogy version when assessed by the recall test; no such differences emerged for either passage on the sentence completion and multiple-choice tests. Overall, the study supports Hammadou's (1990, 2000) view that analogies do not enhance reading comprehension among adults.

**05–64 Fisher, R** (U of Exeter, UK; r.j.fisher@exeter.ac.uk). **Teacher-child interaction in the teaching of reading: a review of research perspectives over twenty-five years.** *Journal of Research in Reading* (Oxford, UK) **28.1** (2005), 15–27.

In the last twenty five years classroom language research perspectives have moved from describing the interaction between teacher and student towards considering the outcomes of the interaction. This paper looks at the importance of teacher-student interaction in learning to read and takes as its starting point an article published

twenty five years ago. It does so to explain the shift from a focus on behaviour of the learner as recipient towards an understanding of how learning takes place in a social context. The paper discusses teacher talk, its impact on student response and the use of scaffolding. It then explains how interaction takes place in the effective classroom before providing critical perspectives on classroom discourse. The paper concludes with a research agenda for the next twenty five years that has at its centre the exploration of immediate and long term benefits of different kinds of dialogues for children and their development as readers.

**05–65 Fukkink, Ruben G., Hulstijn, Jan & Simis, Annegien** (U of Amsterdam, The Netherlands; R. G.Fukkink@uva.nl). **Does training in second-language word recognition skills affect reading comprehension? An experimental study.** *The Modern Language Journal* (Madison, WI, USA) **89.1** (2005), 54–75.

Two classroom-based experiments investigated automatization of lexical access in a second language (L2) with a computer-based training, involving a Grade 8 population in the Netherlands, with Dutch first language (L1) and intermediate knowledge of L2 English. Results of the first experiment showed that the students' lexical access was faster and less variable for words on which they were trained than for words on which they were not trained. In the second experiment, lexical access for some words was accelerated but was not more automatic. There was no transfer of acceleration of lexical access to reading speed or to higher-order text comprehension. Various explanations for the findings are considered and the notion of automatization of L2 word recognition is discussed. Further research should follow up on this study, which is the first one to test a possible causal link between speed of word access and higher-order L2 reading comprehension.

**05–66 Jewitt, Carey** (Institute of Education, U of London), **Jones, Ken & Kress, Gunther.** **English in classrooms: only write down what you need to know: annotation for what?** *English in Education* (Sheffield, UK) **39.1** (2005), 5–18.

The annotation of texts in the secondary school English classroom is central to the curriculum and examination of English as a school subject. This paper reports one part of a research project conducted between 2001 and 2003, the first major study of school English since the educational reforms of the 1990s, the focus being on the actualization of national policies and examination syllabuses in particular classrooms. Using classroom observation notes, recorded excerpts, and interviews with observed teachers, two contrasting GCSE examination classrooms, in different secondary schools, are described and analysed. Similar lessons – analysing English short stories in preparation for contrastive essay writing – show different approaches to questions of agentive capacity: both reflect awareness



of the examination, but the degree to which students are enabled to develop analytical tools, rather than examination techniques, varies. Utilisation of text is found to be closely allied to the issues of annotation as a pedagogic practice. It is concluded that answers to the question 'What is English for?' also vary, depending on the explicitness of the instruction in the use of textual tools, and the degree of participation achieved in classroom practice.

**05–67 Kapitze, C. & Bruce, B. C.** (Brisbane, Australia; c.kapitzke@uq.edu.au). **The arobese in the libr@ry: new political economies of children's literature and literacies.** *Computers and Composition* (New York, USA) **22.1** (2005), 69–78.

New communication technology has changed the ideological function of libraries along with how they encourage the teaching and learning of both language and literacy. This paper looks at how libraries function in terms of the access to literature they enable and proscribe. The paper describes the online component of a festival of children's literature organised by librarians and taking place in the context of the Australian education system. In order to develop a love of reading and writing among students from remote and rural places in Queensland, Australia, a library there developed activities which involved students from four elementary schools chatting online with eight authors and illustrators of books that are deemed to be literature for children. The paper examines eight one-hour online chat sessions and discusses the 'chatiquette' guidelines suggested by the organisers, such as 'give thought to the persona you project'. It questions whether, during such chat sessions, conventional discourse and social relations between authors, teachers and children are sustained and perpetuated. An example is provided of how one author's comments to an unsupervised group of students became increasingly disciplinary. The paper concludes that virtual meetings may provide rich contexts for identity work performed in conversations around books and authorship.

**05–68 Kress, Gunter** (U of London, UK; g.kress@ioe.ac.uk). **Gains and losses: new forms of texts, knowledge, and learning.** *Computers and Composition* (New York, USA) **22.1** (2005), 5–22.

Although writing has long dominated in western culture where the book is the most valued form of representation, it is becoming evident that in various forms of communication the written word is being displaced by images. This paper explains how the media of dissemination of texts is moving away from book form towards the computer screen. It compares the role of the author and how knowledge is laid out by looking firstly at a written text from 1946, then a university prospectus in brochure format from 1992 and finally the same brochure information on a more recent university

web page. Since the underlying design principle of the website is structured around the imagined interest of the likely visitor who may come from different cultures and with differing interests, the paper suggests the varying number of entry points to each of the three texts examined is related to such visitors who come to find information rather than knowledge.

**05–69 McCarthy, Sarah J. & Ernest García, Georgia** (U of Illinois at Urbana-Champaign, USA). **English language learners' writing practices and attitudes.** *Written Communication* (London, UK) **22.1** (2005), 36–75.

This paper reports a study into the writing practices of a test group of English language learners, six Mandarin speakers and five Spanish speakers, at a US elementary school over a two year period. The students engaged in a variety of writing practices at home and school, ranging from email to journals to compositions in their native language and displayed a continuum of attitudes, from positive to negative, towards writing in English and their native languages. Students' writing practices and attitudes were influenced by home backgrounds and classroom contexts. Home influences included parents' educational backgrounds and income levels (eg. the children of professional or educated parents tended to use email more), plans for staying in the United States, and cultural expectations about what constitutes good writing. School factors included frequency and quality of opportunities for writing and teachers' expectations for writing tasks. Implications of the study include the necessity to provide multiple opportunities for students to write for purposeful audiences in their native language as well as English. The authors would like to encourage in particular the systematic teacher and peer feedback that is characteristic of the process writing approach.

**05–70 Menon, Shailaja** (U of Colorado, Boulder, USA; Shailaja.Menon@Colorado.edu) & **Hiebert, Elfrieda H.** **A comparison of first graders' reading with little books or literature-based basal anthologies.** *Reading Research Quarterly* (Newark, DE, USA) **40.1** (2005), 12–38.

This study examined the effectiveness of a 'little book' curriculum in facilitating the independent word-solving skills of first graders. The curriculum was based on the Text Elements by Task (TExT) model that identified two critical dimensions of text-based support for beginning readers: linguistic content and cognitive load. The fifteen-week quasi-experimental study involved seventy-five children from four first-grade classes of an inner-city school in a large urban district in the United States. Two classes were assigned to the intervention group and two were assigned to the comparison group. The intervention group read from little books, i.e. short texts selected and sequenced according to features of linguistic content and cognitive load. The comparison

group read from basal literature texts, the mainstay of reading instruction in the United States. Word lists and graded passages from the Qualitative Reading Inventory served as the pre- and post-test measures. ANCOVA and chi-square analyses showed that children in the intervention group performed at significantly higher levels on the post-tests than their counterparts in the comparison group. These results applied equally to the word lists and the passage reading tasks and with children at all reading levels – high, average, and struggling.

**05-71 Petric B.** (Central European U, Budapest, Hungary). **Contrastive rhetoric in the writing classroom: a case study.** *English for Specific Purposes* (Oxford, UK) **24.2** (2004), 213–228.

This study investigates the acquisition of culturally based elements in the writing of Russian students studying at an English medium university. The case study compares students' argumentative essays written before and after a short writing course, which aimed to address cultural differences in writing within a CR approach. The author's analysis suggests that the essays written after the course display higher occurrence of thesis statements, more uniformity in the position of the thesis statements and less variation in the thesis statement sentence structure and lexical choices. The paper makes a plea for more investigation into the relationship between CR and writing pedagogy.

**05-72 Ramachandran, Subhadra** (York U, Canada). **Integrating new technologies into language teaching: two activities for an EAP classroom.** *TESL Canada Journal* (Burnaby, Canada) **22.1** (2004), 79–89.

Educational researchers and practitioners assert that the potential of new technologies for learning is to be found not in the technologies themselves but in how they are used as tools for learning. This paper assumes incorporating technology into a literacy focused EAP curriculum is a requirement which needs to be met and describes two methods of such integration: a research paper and a WebQuest activity. The latter comprises an online project based task involving individual research and/or creation of a group report or product. The experience reported using these activities leads the author to reflect positively on the incorporation of new technology, promoting as it does critical thinking and measured conclusions in the research papers and collaboration in internet based tasks.

**05-73 Rollinson, P.** (paul.rollinson@uam.es). **Using peer feedback in the ESL writing class.** *ELT Journal* (Oxford, UK) **59.1** (2005), 23–30.

This paper considers issues related to the use and promotion of peer feedback in a writing class. The author reviews researcher and teacher views on the use

of peer feedback activities, including comparative comments on peer and teacher response. The paper presents reasons why teachers have chosen to use peer feedback. The author argues that peers can provide quality feedback, a natural audience, and interactive and collaborative opportunities. The paper puts forward ideas for teachers to establish a positive context for effective peer group response. These include suggestions for organizing procedures and training.

**05-74 Rubin, Bella** (Tel Aviv U, Israel; brubin@post.tau.ac.il), **Katznelson, Helen & Perpignan, Hadara.** **Learning for life: the potential of academic writing courses for individual EFL learners.** *System* (Oxford, UK) **33.1** (2005), 17–27.

This case study aims to gain a deeper understanding of the diversity of the learning process as three individual EFL students on an EAP course experience it and obtain data on the value assigned to their personal and/or social development as life-long learners. Using a participant observation approach, the researchers adopt a holistic integrative perspective on learning, where experience is viewed as being at the heart of the learning process. Data consisted of pre- and post-course scores on the Daly-Miller Writing Apprehension Scale, on timed essays, learners' responses to open-ended questions and in-depth interviews, matched with teachers' reflective journals. Findings throw light on the idiosyncratic nature of 'by-products' and their relationship to other learning outcomes for each student and on how these products impact their lives as lifelong learners. The implications for the teaching of academic writing are that students' affective and social domains are to be acknowledged and encouraged as part of their educational development along with the cognitive.

**05-75 Scherff, Lisa** (U of Tennessee, USA) & **Piazza, Carolyn.** **The more things change, the more they stay the same: a survey of high school students' writing experiences.** *Research in the Teaching of English* (Urbana, IL USA) **39.3** (2005), 271–304.

Many educators complain that writing instruction in the USA is becoming increasingly product oriented, in response to the difficulty of implementing writing process methods. In order to assess the extent of this shift, the authors of this article carried out a survey of writing practices in four Florida high schools. A total of 1,801 respondents, aged 14–18, completed a student perception questionnaire based on the national *Standards for the English Language Arts* (1996). Their answers suggest that few students have adequate access to writing opportunities, with 43% reporting no use of expressive or poetic genres; research based writing is almost non-existent; 20% of the total population never go beyond a first draft; and only 5% spend time practising for the Comprehensive Assessment Test.

What is needed, according to the authors, is a balanced instruction approach, combining a concern for process as well as product, while advances in research appear to have had little impact on classroom practices. Further investigation of day to day practices and observational data are expected to confirm the validity of such findings.

**05-76 Schmidt, Claudia** (Albert-Ludwig-U, Freiburg, Germany). **Wörter lernen durch Lesen: eine empirische Untersuchung zum Strategieinsatz des indirekten Lernens bei fortgeschrittenen japanischen**

**DaF-Lernern/-innen** [Learning words through reading. An empirical investigation into strategies of incidental learning – the case of Japanese advanced learners of German as a foreign language]. *Fremdsprachen Lehren und Lernen* (Tübingen, Germany) **33** (2004), 72–82.

This article reports findings from a study, which investigated the efficiency of incidental learning of foreign vocabulary during reading. The project aimed to examine the differences in word comprehension between advanced learners of German and native speakers as well as the effects of context and of general reading competence on word comprehension. The participants were 16 Japanese students enrolled at a German University, who had spent between 1 and 10 years in the target country. The control group consisted of 16 German native speakers from the same University. In the first phase, both groups were given a reading and a vocabulary test. In addition, the Japanese participants had to fill out a questionnaire about their experience in foreign language learning. In the second phase, a set of 15 narrative texts with pseudo words was distributed to all participants, who were required to write down definitions of these words. Subsequently, results obtained from all three tests were correlated. The findings indicated that despite lower vocabulary knowledge, learners of German were as good as native speakers in identifying word meaning from contextual cues. In the case of Japanese students, reading proficiency was also strongly correlated with learning word meaning from context.

**05-77 Shapiro, Amy M. & Waters, Dusty L.** (U of Massachusetts, Dartmouth, USA; ashapiro@umass.edu). **An investigation of the cognitive processes underlying the keyword method of foreign vocabulary learning.**

*Language Teaching Research* (London, UK) **9.2** (2005) 129–146.

The effectiveness of the Keyword Method (KWM), a two-step mnemonic method designed to help students learn foreign vocabulary, is well documented. This article describes the KWM method and presents research designed to explore the cognitive processes underlying it. The reported experiment, using 104 psychology students at the University of Massachusetts (48 to

pre test stimuli, 56 participating in the experiment) was designed to test three hypotheses: (1) KWM does not help memorize abstract concepts; (2) Cognitive effort produces more robust memory; (3) Memory for new vocabulary is best when imagery and effort are high, worst when low. Thirty Latin words were used, paired with English translations. Half the subjects saw keywords and interactions (the Given condition) and half had to generate their own (Self-Generated condition). A post test was given, with a delayed post test (with no prior warning) a week later. Results confirmed that KWM is less effective with low imagery words. No difference was found between given and self-generated subject groups, indicating that cognitive effort is unimportant. There was also no support for hypothesis (3): any method for creating meaningful associations will help vocabulary retention. Support for this conclusion is taken from methods successfully used in early literacy programmes.

**05-78 Taylor, Barbara M.** (U of Minnesota, Minneapolis, USA; bmtaylor@umn.edu), **Pearson, P. David, Peterson, Debra S. & Rodriguez, Michael C.** **The CIERA School Change Framework: an evidence-based approach to professional development and school reading improvement.** *Reading Research Quarterly* (Newark, DE, USA) **40.1** (2005), 40–69.

Against a general recognition in the United States of the need for reform of primary school reading programmes, this study examines the impact of both school-level factors and classroom-level curricular and pedagogical practices on students' literacy improvement. It describes a two-year reform project implemented in thirteen schools across the United States, involving 733 students in grades 2–5, and ninety-two teachers. The purpose of the project was twofold: firstly, to determine the effectiveness of the School Change Framework as a structure for school reform and professional development in reading, and determine whether it had a positive impact on reading improvement; and secondly, to identify specific classroom- or school-level factors that accounted for students' growth in reading achievement. The authors describe student assessment measures; professional development and school improvement activities; data collection methods and analysis. It was found that school-level reform positively related to reading growth. Among the variables found to account for literacy growth were higher level questioning and coaching; and there was evidence that the reform effort led teachers to change their teaching in this direction, thus showing the importance of evidence-based, reflective professional development.

**05-79 Wong, Albert, T. Y.** (Hong Kong U, Hong Kong; atywongl@hkucc.hku.hk). **Writers' mental representations of the intended audience and of**

**the rhetorical purpose for writing and the strategies that they employed when they composed.** *System* (Oxford, UK) **33.1** (2005), 29–47.

Studies have established that there may be a relationship between writers' mental representations of the rhetorical context of composing and the cognitive processes involved in composing. Little is known, however, about what goes in on this relationship. This paper attempts to answer this question with data from think-aloud protocols analysed in conjunction with the plans and drafts produced in the writing sessions. Supplementary data were provided from follow-up interviews where writers were asked about their mental representations of the intended audiences and of the rhetorical purpose behind the writing. The analysis of the rhetorical context of composing suggested that the four advanced level L2 writers demonstrated diversely different mental representations of target readers and of the rhetorical purposes of composing. Although they seemed to use a largely similar range of composing strategies, there was a significant difference in the extent to which writers made use of these. Teachers of writing might usefully be made aware of the potential of the insights from verbal protocols, and a case might be made for their inclusion in some form in writing programmes at school and university levels.

**05–80 Zhang, Ruwen** (Zhejiang U of Finance and Economics, China; ruwenvera@hotmail.com).

**Using the principles of Exploratory Practice to guide group work in an extensive reading class in China.** *Language Teaching Research* (London, UK) **8.3** (2004), 331–345.

This paper begins by discussing the onset of Exploratory Practice (EP) in the early 1990s; for the author the most striking aspect is the emphasis on understanding classroom life. Zhang then outlines the extensive reading lesson in China within which the teacher reads the passage, explains new lexical items, helps students to analyse sentence structure and finally asks comprehension questions. Following a short survey of 60 students, the author found that 51 did not feel they learned much from the class since they forgot most of the new words and the teacher's grammar analysis seemed unnecessary. EP was used with these 60 students in three classes of 20. Each class was divided into four groups of 5 students, each group having a rotating 'head student'. In advance of the class the teacher and head students discussed the lesson content and each head student could decide how to proceed within their group. Groupwork guided by EP principles involved everybody in the class and allowed students to speak English to a far greater extent. The quality of classroom life improved significantly with students feeling comfortable and relaxed.

## Language testing

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**05–81 Aguado, Karin** (U of Bielefeld, Germany). **Evaluation fremdsprachlicher Wortschatzkompetenz: Funktionen, Prinzipien, Charakteristika, Desiderate** [Evolution of foreign vocabulary competence: functions, principles, characteristics and deficits]. *Fremdsprachen Lehren und Lernen* (Tübingen, Germany) **33** (2004), 231–250.

The purpose of this paper is to provide a theoretical framework for adequate assessment procedures to testing foreign language vocabulary. To begin with, the author provides an overview of commonly applied testing methods such as multiple-choice-, close- or C-tests and discusses their characteristics. Criteria such as reliability, validity, practicality, fairness and authenticity are discussed. Subsequently, the author moves on to address the question of what it actually means to know a word and what lexical competence involves. In fact, it is a very complex construct, which includes vocabulary knowledge on different levels such as morphology, semantics, pragmatics, word frequency as well as a number of cognitive procedures. To have a good lexical competency, it means, therefore, to be able to recognise, to recall, to comprehend and to use vocabulary appropriately and adequately. The complexity of the construct does not allow for one testing method. In fact, the author argues that an appropriate assessment should combine different test formats and should be designed in accordance with teaching and learning aims. Finally, the author points to issues, which require further research.

**05–82 Hansen, Eric, G.** (ETS, Princeton, USA; ehansen@ets.org), **Mislevy, Robert, J., Steinberg, Linda, S., Lee, Moon, J. & Forer, Douglas, C.** **Accessibility of tests for individuals with disabilities within a validity framework.** *System* (Oxford, UK) **33.1** (2005), 107–133.

There is a great need to ensure that language tests are accessible to individuals with disabilities. However, it is possible for accessibility features to undermine the validity of a test. This article describes some key elements of Evidence Centered Assessment Design (ECD), a framework for measuring accessibility and inclusion while maintaining or enhancing the validity of test scores. After a brief outline of the four 'layers' of the framework, the paper focuses on the validity implications of the read-aloud accommodation for a test of reading comprehension. A discussion is also provided of the changes to the assessment design that might allow greater use of the accommodation without compromising validity. The examples used throughout focus on disability-related issues. It is concluded that the ECD framework can allow one more accurately to identify validity-related consequences of design changes intended to improve accessibility for these individuals.



**05–83 Ingram, David** (Melbourne U Private, Australia; d.ingram@muprivate.edu.au). **Towards more authenticity in language testing.** *Babel – Journal of the AFMLTA* (Queensland, Australia) **39.2** (2004), 16–24.

This article focuses on the gap that exists between tests of language proficiency and real life language performance, and the attempts that have been made over time to move towards more authenticity in language proficiency assessment. From this perspective, the author discusses the issues relating to indirect (discrete-point), semi-direct (eg. cloze tests), and indirect (task based) testing, before going to consider two of the major international tests of English – the International English Language Testing System (IELTS) and the Test of English as a Foreign Language (TOEFL). Although he has a clear preference for the former in terms of striving for authenticity, both suffer from drawbacks relating to standardization and the lack of adaptation to real students in real situations. The final part of the article deals with the International Second Language Proficiency Ratings (ISLPR) test, originally developed in Australia, which attempts to address issues of authenticity by testing students in a face to face interview which incorporates some elements of flexibility and self assessment. A new online version of the test ('ISLPR Global') is intended to overcome some of the limitations in the original ISLPR approach.

**05–84 Latham, Dorothy** (Independent Education Consultant, UK). **Speaking, listening and learning: a rationale for the Speaking and Listening Profile.** *English in Education* (Sheffield, UK) **39.1** (2005) 60–74.

The renewed recognition in UK primary schools of oracy as a key cognitive tool and basis for literacy, represented by the recent issue of the package 'Speaking, Listening, Learning: working with children in Key Stages 1 and 2' (SLL), demands some accuracy of assessment. The author's Speaking and Listening Profile (S/L Profile) has been developed to facilitate this. Following an overview of the importance of oracy for learning, the article describes the importance of assessment, especially formative assessment, in impelling progress. The difficulties of assessing oral skills are acknowledged (e.g. the vagueness of descriptive criteria, repeated at different Levels, the risk of subjectivity) and the SLL is welcomed as clarifying and structuring assessment criteria, dividing them into four strands of speaking, listening, group interaction and drama/role play. Sequencing the criteria provided, adding items dealing with phonological and grammatical acquisition, and providing a few examples of appropriate activities at each stage, the author has constructed her own S/L Profile (included in photocopyable form). Intended mainly as a tool for summative assessment, this may also aid diagnosis and provide formative prescriptions for planning. Trialling has begun in schools, with promising feedback, but further feedback, after several years' use, will prove more worthwhile.

**05–85 Spratt, Mary** (Cambridge, UK). **Washback and the classroom: the implications for teaching and learning of studies of washback from exams.** *Language Teaching Research* (London, UK) **9.1** (2005), 5–29.

This paper reviews 20 empirical studies of exam washback, that is the influence of testing on teaching, in the field of English language teaching since 1993. Various researchers have found that the effects of exams include the narrowing of the curriculum to those areas most likely to be tested, an increase in student numbers in exam classes and heavy use of past papers close to the exam itself. Some findings were contradicted by other studies, for example whether teachers made heavy use of exam materials throughout the course or tried to be innovative. It seems clear that teacher attitude towards an exam plays an important part in determining the choice of teaching methods used. Washback on teaching methods appears to vary between contexts and between teachers from no reported washback to considerable washback. Categories influencing washback are identified within the empirical studies as: the teacher, resources, the school and the exam itself. Spratt concludes by calling for more studies to be carried out in different learning contexts and using parallel methodologies to investigate some of the apparent contradictions in the findings.

**05–86 Suzuki, Manami & Daza, Carolina** (OISE, Toronto, Canada; msusuki@oise.utoronto.ca). **A review of the reading section of the TOEIC.** *TESL Canada Journal* (Burnaby, Canada) **22.1** (2004), 16–24.

The Test of English for International Communication (TOEIC) is an English proficiency test used in Japan for people working in international environments. Most reviews of the test have amounted to mere descriptions; this paper critically reviews the reading section of the test based on recent studies of language assessment, particularly focusing on construct validity and content validity. A number of shortcomings and limitations are described, with excerpts from sample questions. It is suggested that the test is practical and accurate, particularly in the intermediate levels of proficiency, but that its validation is limited. Content and construct validity have not been empirically examined since the test's development over 30 years ago, and the lack of such research may confuse test users, test takers, teachers, and those who use the test for selection purposes in many companies in the world.

**05–87 Weaver, Chris & Romanko, Rick** (Tokyo U of Agriculture and Technology, Japan). **Assessing oral communication competence in a university entrance examination.** *The Language Teacher* (Kyoto, Japan) **29.1** (2005), 3–9.

This paper reports on a study to investigate the reliability of a test in English communicative competence taken by

Japanese university applicants. The focus is on a section of the test which consists of a listening comprehension with multiple choice questions designed to test the cognitive skills of identifying, defining, and predicting. The authors devised a statistical framework, based on Rasch analysis, to quantify the relationship between a student's ability, the degree of difficulty of an item, and the probability of the student getting that item correct. They found that, although the test was reliable in its own terms, containing a range of difficult and easier items, it was not so reliable when mapped against student ability, since the mean score for student ability was higher than the mean score for item difficulty. Thus there was a ceiling effect, with no questions to differentiate students at the higher levels. In examining why some questions were difficult to answer and some were easy, the authors point, on the one hand, to the complex inferences that students sometimes had to make, and, on the other hand, to the (lack of) plausibility of distracters in multiple choice questions.

## Teacher education

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**05–88 Haley, Marjorie Hall** (George Mason U, USA). **Implications of using case study instruction in a foreign/second language methods course.** *Foreign Language Annals* (New York, USA) **37.2** (2004), 290–300.

Little research is available concerning experiences teachers of English as a foreign language and as a second language (EFL/ESL) undergo during periods of classroom training. This study investigates the socio-cultural process of learning to teach. It outlines the use on a EFL/ESL methodology course of a case study involving one student teacher, 'Floyd', during his 15 week training experience in a secondary school in the USA. A group of 15 pre and inservice teachers of EFL/ESL were provided with data taken from Floyd's reflective journal. The study addresses the lack of evidence that case based approaches to teacher education work better than alternative pedagogies and in particular whether such an approach could be an instructive tool on an EFL/ESL methodology course that used as a conduit the case study in question. Group analysis of the data realised three emergent themes that were discussed in class and on internet lists: matching theory to practice; student and cooperating teacher differences; classroom management. The study concludes that, by reflecting on their own experience and tying in relevant theory, students learned how to handle situations they may soon face. It also concludes the case based approach can be an instructional tool on a methodology course in EFL/ESL.

**05–89 Lozano, Albert S.** (California State U, USA), **Padilla, Amado M., Sung, Hyekyung & Silva Duarte M.** **A statewide professional**

**program for California foreign language teachers.** *Foreign Language Annals* (New York, USA) **37.2** (2004), 301–309.

Recent reports on education in the USA have argued schools should increase the focus on professional development in foreign language teaching. This article describes work done by the California Foreign Language Project (CFLP) between 1997 and 2000 in the USA with predominantly teachers of Spanish in high schools. The article examines how the CFLP, a voluntary organisation, addressed its goals of strengthening teachers' academic content knowledge and developing team leadership. It focuses on types of workshop provided by the CFLP along with the extent to which teacher participants were able to incorporate materials in their teaching. Nine regional sites collected information on their respective programme activities, such as partnerships with low performing schools. This information when submitted to the CFLP central office was evaluated in terms of how well it helped achieve CFLP pedagogical goals. Analysis of such 'site portfolios' over the three year period of the study showed that the efforts of the CFLP had led to improvements in terms of opportunities for participants to increase their academic content knowledge. The article concludes such portfolios were an effective means of assessing how far sites had addressed the teacher development goals of the CFLP.

**05–90 Rilling, Sarah, Dahlman, Anne, Dodson, Sarah, Boyles, Claire & Pavant, Özlem** (Kent State U, USA). **Connecting CALL theory and practice in pre-service teacher education and beyond: processes and products.** *CALICO Journal* (TX, USA) **22.2** (2005), 213–235.

A variety of applications have been found for the implementation of computer facilities on language courses. This paper describes how four participants on a pre-service course in computer-assisted language learning (CALL) in a university in the USA integrated computer pedagogical theory and practice on separate courses in Finland and the USA. The paper explains how the course increased teachers' electronic literacy skills in areas such as word-processing and email. One participant in Finland developed an internet-based distance-learning course that used authentic material to increase the language proficiency of Finnish learners of English. A second participant provided first-year learners of French as a foreign language at university in the USA with internet websites that were used as a springboard to interactive writing assignments, while a third participant developed material from a computer simulation for a course in business English. The fourth project described in the paper combined pedagogical applications of corpus linguistics to produce a corpus for the writing programme on an electrical engineering course for international students in the USA studying at doctoral level. The paper concludes the basic course in computer literacy introduced was able to bridge the gap between theoretical considerations and

practical teaching applications often found on teacher-preparation courses.

## Bilingual education/ Bilingualism

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**05–91 Bickes, Hans** (U of Hannover, Germany). **Bilingualismus, Mehrsprachigkeit und mentales Lexikon – evolutionsbiologische, soziokulturelle und kognitionswissenschaftliche Perspektiven** [Bilingualism, multilingualism and mental lexicon – ontogenetic, socio-cultural and cognitive perspectives]. *Fremdsprachen Lehren und Lernen* (Tübingen, Germany) **33** (2004), 27–50.

This paper endeavours to review critically research on bi- and multilingualism. It does so by taking into account three perspectives: the biological, the socio-cultural and the cognitive. First, ontological factors, which contribute to the linguistic development of children, are thoroughly discussed. By drawing on recent studies and particularly on the concept of Social Cognition Network, the author maintains that the process of acquisition of the first language (L1) and any other foreign languages is anchored in the social and cultural context in which the child grew up. This, in turn, has profound consequences on bilingual education, which, as a case in Germany demonstrates, is ignored and under resourced. The author argues that the socio-cultural practice has, to date, been neglected in research on bi- and multilingualism. In contrast, the vast majority of studies were concerned with investigations into cognitive processes. The author goes on to outline the main findings obtained from research on mental lexicon and cognitive mechanisms, which control the language acquisition and language production in bilinguals. Finally, the author concludes that a successful policy for the promotion of multilingualism has to take into consideration both the socio-cultural and cognitive perspectives.

**05–92 Guion, Susan G., Harada, Tetsuo & Clark J. J.** (U of Oregon, USA; guion@uoregon.edu). **Early and late Spanish-English bilinguals' acquisition of English word stress patterns.** *Bilingualism: Language and Cognition* (Cambridge, UK) **7.3** (2004), 207–226.

Many studies have indicated that late learners of a second language tend to speak with a heavier accent than early learners. Within this context, the aims of this study were twofold: to investigate the acquisition of elements of the English word stress system by early and late Spanish-English bilinguals, and to investigate the ability of early and late learners to acquire different aspects of the word stress system in English. Three factors were selected for investigation: syllabic structure, lexical class and phonological similarity. Participants from three

groups (native speakers, early Spanish-English bilinguals and late Spanish-English bilinguals) took part in two experiments to produce and give perceptual judgements on 40 non-words of varying syllabic structures in noun and verb sentence frames. A regression analysis used the three factors to predict stress placement on production and perception. The results indicate that some language acquisition processes associated with word stress are not necessarily linked to age.

**05–93 Koyama, Jill P.** (Columbia U, USA). **Appropriating policy: constructing positions for English language learners.** *Bilingual Research Journal* (Tempe, AZ, USA) **28.3** (2004), 401–424.

This ethnographic study looks at ways Mexican learners of English as a second language in the USA are designated as either linguistically able or limited English proficient (LEP). The study investigates the variable ways official language policy is interpreted at high school level in California and focuses on ways in which teachers and students negotiate and give meaning to the positions of success and failure. It looks at institutional standardised tests for ability and English language instruction and explains how through institutionalised discourse and rituals positions for language learners are constructed and maintained. At the centre of the study is a public high school that draws students from two vastly different socio-economic backgrounds, predominantly Mexican American working class and non-Hispanic white middle-class. The paper explains the testing policy of the school for identifying LEP students along with examples of how such students and teachers respond to this means of assessment. The paper concludes that educational policy determines who becomes educated and language policy prescribes the schooling linguistic minorities receive.

**05–94 Shibita, Setsu** (California State U, USA). **The effects of Japanese heritage language maintenance on scholastic verbal and academic achievement in English.** *Foreign Language Annals* (New York, USA) **37.2** (2004), 224–231.

While many immigrant parents who speak a language other than English are concerned about their childrens' future academic success, they also wish their children to inherit their home language. This article reports a study investigating the relationship between Japanese language proficiency as a heritage language and English proficiency and overall academic success. The article firstly outlines early beliefs of the negative effects of bilingualism and then more recent research which suggests academic development of Japanese as a heritage language enhances development in learning English as a second language (L2). The subjects involved were 31 second-generation Japanese-American college students aged 18–26. All were born and raised in the USA and had at least one parent as a native Japanese speaker. All data was collected via face to face self report except for Japanese oral and written proficiency.

The study revealed there were no negative effects from the maintenance of Japanese as a heritage language on either English proficiency or on overall academic achievement. The article describes several limitations, including the absence of random sampling, but adds the findings should reassure Japanese parents living in the USA that continued use of Japanese at home is not harmful and may even be beneficial.

**05–95 Vance, Christine W.** (U of North Carolina, USA). **Preparing a prosperous future: promoting culture and business through bilingual education.** *Bilingual Research Journal* (Tempe, AZ, USA) **28.3** (2004), 463–484.

The focus of this paper is a tri-national textbook ‘*Leben am Oberrhein/Vivre dans le Rhin Supérieur*’ (Living in the Upper Rhine Valley) which was published in both French and German. This book was created with the aim of examining which factors unite and differentiate communities in the Upper Rhine region where official languages include French, German, Italian and Romansh. The paper explains how the book was a pilot project carried out with 300,000 elementary and vocational school students aged 8–15. The paper firstly lists programme objectives such as facilitating school exchanges. This is followed by a list of contents and a detailed chapter called ‘Habitat’ in which the aim is to raise awareness of architectural and cultural aspects of the housing styles the local population inhabit and which looks at the use of public spaces for typical holidays and festivals. Two bilingual cartoon characters guide the student through the book’s activities. The paper argues that students will eventually be able to express themselves and be understood in both German and French. It is suggested the project may serve as a model in areas where native speakers of a dominant language live among groups of heritage language speakers and cultures.

## Sociolinguistics

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**05–96 Akinyemi, Akintunde** (U of Florida, USA; akinyemi@aall.ufl.edu). **Integrating culture and second language teaching through Yorùbá personal names.** *The Modern Language Journal* (Madison, WI, USA) **89.1** (2005), 115–126.

Using Yorùbá as a case study, this article demonstrates the fact that the languages of Africa and the cultures of its peoples are inseparable. Therefore, the study advocates that appropriate aspects of these cultures should form an integral part of African language teaching. This article discusses specifically how language teachers can transmit the cultural practices of the Yorùbá people to students in the beginning foreign language classroom by teaching Yorùbá personal names and the naming traditions of

their culture. In other words, this study looks at the role that personal names play in understanding the culture of the Yorùbá people. It argues that teaching Yorùbá personal names should go beyond mere explanation of their meanings to include an exposition of the link between the names and their cultural content. Consequently, the study categorizes Yorùbá personal names functionally, revealing the rules that govern the structure of these names and examining the cultural traits that are embedded in them. The article also recommends that teachers of beginning Yorùbá explore the use of the tonal patterns in Yorùbá personal names in order to introduce their students to the three tonal levels of the language.

**05–97 Dewaele, Jean-Marc** (Birkbeck College, U of London, UK; j.dewaele@bbk.ac.uk). **The acquisition of sociolinguistic competence in French as a foreign language: an overview.** *French Language Studies* (Cambridge, UK) **14.3** (2004), 301–319.

The study of sociolinguistic competence in Second Language Acquisition started to attract the attention of a growing number of researchers in the late 1980s. This paper presents an overview of studies in French as a second (L2) and/or foreign language that consider the effects of extralinguistic variables (mostly instructional, experiential and situational factors) on the development of sociolinguistic competence. It focuses specifically on variation between informal and formal variants in phonology, morphology, morpho-syntax and the lexicon. The author concludes by considering some of the methodological issues in the studies reviewed.

**05–98 Morita N.** (U of British Columbia, Canada). **Negotiating Participation and Identity in Second Language Academic Communities.** *TESOL Quarterly* (Alexandria, VA, USA) **38.4** (2004), 573–603.

This paper reports a year long study into the socialization experiences of L2 learners as they encounter a Canadian academic discourse community. The study features six female graduate students from Japan and ten of their course instructors. Using a qualitative multiple case study approach the paper investigates the notion of community of practice and examines how L2 learners negotiate membership in their new academic environment. Case study data collected included student self reports, interviews, and classroom observations. The author claims that students faced a major challenge in negotiating competence, identities, and power relations. The paper presents details of how students shape their own learning and participation. The paper ends by discussing implications for classroom practices and future research.



## Applied linguistics

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**05–99 Hyatt, David** (School of Education, U of Sheffield, UK). **A Critical Literacy Frame for UK secondary education.** *English in Education* (Sheffield, UK) **39.1** (2005), 43–59.

This article presents the Critical Literacy Frame (CLF), a pedagogical tool for the critical analysis of texts, emphasising its potential for use in the context of UK secondary education, especially A level English Language and Citizenship. Developing from the author's research into the genre of the political interview, and from discussion with learner-teachers, teachers, and teacher educators, the CLF is intended as a practical classroom tool, allowing analysis of text from both a 'micro' lexico-grammatical and a 'macro' semantic and societal level in order to develop critical literacy. The following proposed criteria are briefly glossed, with illustrative examples: (1) pronoun use; (2) activation/passivisation; (3) time – tense and aspect; (4) evaluative adjectives/adverbs/nouns/verbal processes; (5) metaphor (lexical and grammatical); (6) presupposition/implication; (7) medium; (8) audience; (9) visual images; (10) age, class, disability, gender, race/ethnicity and sexuality issues; (11) reference to other texts, genres, discourses and individuals ('interdiscursivity'). A list of questions to be addressed are offered as the pedagogic 'orientation frame'. A learner-centred pedagogy is implied, with the aim of developing criticality, while the CFC also has potential for teachers to develop their own notions of curriculum, as well as deconstructing policy statements.

**05–100 Myles, Florence** (U of Newcastle, UK; Florence.Myles@newcastle.ac.uk). **French second language acquisition research: setting the scene.** *French Language Studies* (Cambridge, UK) **14.3** (2004), 211–232.

Second language acquisition (SLA) research is an extremely buoyant field of study which has attracted much theoretical and empirical work in the last two or three decades. Such research has repeatedly shown that SLA is highly systematic, as shown by the acquisition sequences learners from different first language (L1) backgrounds go through when acquiring a given second language, and highly variable, as evidenced by the widely different levels of proficiency reached by second language learners. This introductory article introduces the field of SLA to specialists in French linguistics who are not familiar with it. Its purpose is to present a map of the field. The first part summarizes recent, and sometimes apparently contradictory, research findings. The second part explores the theoretical approaches which have been most influential in recent investigations, outlining where each of these approaches originates, and which aspects of the SLA process it investigates.

**05–101 Oller, J. W.** (U of Louisiana at Lafayette, USA; joller@louisiana.edu). **Common ground between form and content: the pragmatic solution to the bootstrapping problem.** *The Modern Language Journal* (Madison, WI, USA) **89.1** (2005), 92–114.

The frame of reference for this article is second or foreign language (L2 or FL) acquisition, but the pragmatic bootstrapping hypothesis applies to language processing and acquisition in any context or modality. It is relevant to teaching children to read. It shows how connections between target language surface forms and their content can be made accessible to learners. Although some theories (e.g. structuralism and universal grammar) and methods (e.g., explicit grammar-instruction and audiolingualism) have emphasized form, other theories (e.g. usage-based, connectionism, and emergentism) and methods (e.g., content-based and natural language acquisition) have stressed content. Logic and empirical evidence point to the middling common ground where form and content are pragmatically (cognitively and socially) linked. There is growing agreement and empirical evidence that developing proficiency in any language, or modality, depends on access to the dynamic referential relations between target forms and particular persons, things, events, and relations in the world of experience. If these arguments are correct, language teaching can benefit by providing access not only to targeted language forms, but to the dynamic referential relations that link those forms with particular content in authentic contexts of communication.

**05–102 Rule, Sarah** (U of Southampton, UK; s.rule@soton.ac.uk). **French interlanguage oral corpora: recent developments.** *French Language Studies* (Cambridge, UK) **14.3** (2004), 343–356.

The raw data for any second language acquisition research, namely interlanguage corpora, are a very expensive resource to collect. New methodologies now make it relatively easy to share this resource, by storing digitized soundfiles and transcripts on the Internet, thus making oral interlanguage corpora accessible to other L2 researchers. This article first discusses the possibilities offered by new methodologies, in terms of data storage, management and data analysis, and it then presents current efforts to develop web-based access to French oral interlanguage corpora of learners at different levels and with different backgrounds. Finally, the article presents a short inventory of the French interlanguage oral corpora currently available, indicating in each case the author and main outputs to date, as well as providing information about the learners, the format of the corpus (e.g. longitudinal versus cross-sectional data; transcription conventions) and its accessibility to users.

**05–103 Towell, Richard** (U of Salford, UK; r.j.towell@salford.ac.uk). **Research into the**



**second language acquisition of French: achievements and challenges.** *French Language Studies* (Cambridge, UK) **14.3** (2004), 357–375.

The fundamental questions which second language acquisition (SLA) research seeks to answer, for French and other languages, are: What is it that learners know when they know a second language?; How do L2 learners come to know what they know?; How can

SLA be facilitated, and how can we measure success in facilitating it? This article explores these questions, providing comments on some perspectives not yet developed in the context of research on French, but which would have a bearing on any attempt to capture the totality of the acquisition process. The final section identifies the difficulty for all approaches of stating how input can be converted into intake and suggests three possible ways forward.