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03–386   Anquetil, Mathilde (U. of Macerata, Italy). **Apprendre à être un médiateur culturel en situation d'échange scolaire**. [Learning to be a cultural mediator on a school exchange.] *Le français dans le monde (Recherches et applications)*, **Special issue Jan 2003**, 121–135.

Foreign language teaching nowadays focuses extensively on the culture of the target language, and school language exchanges are seen more as an intercultural experience than simply an opportunity to practise a foreign language. This puts the participants in a communicative situation in which they have to be both linguistic and cultural mediators. It is argued in this article, however, that children are often not sufficiently aware of their own culture or language to do this successfully and both the host and the visitor need to be carefully prepared for the visit. The article looks at certain ways in which communication and understanding may be impaired and makes a number of suggestions for the teaching of linguistic, cultural and communication skills for both the visitor and the host. A brief definition is offered of levels of progression in the mediation skills to be acquired for and during these exchanges.

03–387   Arbiol, Serge (UFR de Langues – Université Toulouse III, France; *Email*: arbiol@cict.fr). **Multimodalité et enseignement multimédia**. [Multimodality and multimedia teaching.] *Stratégies d'apprentissage* (Toulouse, France), **12** (2003), 51–66.

This paper discusses the application of multimodality in the classroom, and it provides a practical example using the teaching program PAMPA (*Programme d'Apprentissage Multimodal Personnalisable Autoformateur*). The first part of the paper describes the concept of multimodality and its uses in the classroom. For instance, it is argued that because a multimodality approach to teaching includes many stimuli, such as pictures, words and sounds, the teacher has more opportunities to respond to his/her student's cognitive needs. Against this background, combining multimedia with multimodality would enhance the learning a step further, because it would provide the students with personalised lessons. The second part of the paper presents some of the features of the PAMPA program, used in Russian language classes. While using the program, the students can combine the number of stimuli they want and decide in what order they want them to appear. It is suggested that such an approach gives the power back to the student and that it truly centres the learning around his/her cognitive style. In an appendix, the author provides another example of the pedagogical use of the program.

03–388   Aronin, Larissa and Toubkin, Lynne (U. of Haifa Israel; *Email*: larisa@research.haifa.ac.il). **Code-switching and learning in the classroom**. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **5**, 5 (2002), 267–78.

This paper reports on stage two of a large scale study to examine the relationships between first, second and third language learning (L1, L2 and L3 respectively) for Russian-speaking pre-undergraduates assigned to either a Hebrew (L2) or an English (L3) preparatory immersion programme in Israel depending on their results in an entry test. The paper investigates which languages students believed assisted or interfered with L2 or L3 acquisition and what factors enable the transfer of learning techniques in this context. Data were gathered from 141 informants using a questionnaire in Russian to elicit students' attitudes towards the study of three languages and the techniques they used in L2 and L3 learning, followed by a group interview with 11 students, at which notes were taken in real time. Students on Hebrew L2 immersion programmes reported no L1 Russian and little L3 English interference in L2 learning, probably because they were living in the L2 culture. However, a number of students on the English L3 immersion programme reported interference from L2 Hebrew. The researchers found that the transfer of learning strategies depended on previous patterns of learning, largely previous learning of English.

03–389   Arteaga, Deborah, Herschensohn, Julia and Gess, Randall (U. of Nevada, USA; *Email*: darteaga@unlv.edu). **Focusing on phonology to teach morphological form in French**. *The Modern Language Journal* (Malden, MA, USA), **87**, 1 (2003), 58–70.

This paper argues for the importance of phonological form in the L2 classroom, proposing that a thorough grounding in L2 phonological patterns is essential for language learners. A context-based phonological focus on morphological form is advocated to induce a rule of adjective gender agreement in L2 French. In the first section the general theoretical and research background of the study is presented, followed by data from 72 first-year students of French, divided into phonological presentation and orthographic (control) presentation groups. Data suggest the importance of listening discrimination for the mastery of the rule of adjective agreement, as embodied in a pedagogical model that is phonologically form-focused. It is concluded that the morphological rule of French adjective agreement can be taught with such a focus and that doing so produces

statistically significant success for true beginners in the auditory discrimination of the relevant contrast.

03–390 Bax, Stephen (Canterbury Christ Church UC, UK; *Email*: s.bax@cant.ac.uk). **CALL – past, present, and future**. *System* (Oxford, UK), **31**, 1 (2003), 13–28.

This article offers a critical examination and reassessment of the history of CALL, arguing that previous criteria for describing CALL need to be reviewed in the light of present developments, and posits three new categories – Restricted, Open and Integrated CALL. Restricted CALL sees the teacher's role as being restricted to monitoring, the feedback restricted to closed responses. Open CALL is relatively open in all dimensions – from the feedback given to students, to the software types, and the role of the teacher. It is suggested that the teaching profession is currently using the second approach, Open CALL, but that our aim should be to attain a state in which the technology is invisible and truly integrated. This state is defined and discussed. The article then proposes some ways in which this state can be achieved – using ethnographic assessments and action research, for example – thus setting an agenda for CALL practice in the future.

03–391 Black, Catherine (Wilfrid Laurier University; *Email*: cblack@wlu.ca). **Internet et travail coopératif: Impact sur l'attitude envers la langue et la culture-cible**. [Internet and cooperative work: Impact on the students' attitude towards the target language and its culture.] *The Canadian Journal of Applied Linguistics* (Canada), **6**, 1 (2003), 5–23.

Information and communication technologies are now part of a growing number of language teaching classrooms. Cooperative learning is also an important new feature in the classroom. According to this paper, a teacher who combines these two approaches in teaching can provide students with a learning environment that will fulfill their needs for both information and communication. This article describes the impact of Internet and cooperative teaching on two groups of university students (one group of 22, one group of 20). The study, carried out at the Laurier Language Centre in Canada, compared two groups of second year students working with Internet, one being assigned cooperative work, the other being assigned individual work. The students of both groups then filled out 3 questionnaires about their experience. The results show that the motivation and the interaction were greater in the first group, but the students complained that this approach was time consuming. The students in the second group complained that the work could be more interesting, but they liked the fact that they could work very fast on their own. In conclusion, it is argued that Internet and cooperative teaching have a positive impact on the students' attitude towards the target language and its various cultures.

03–392 Breen, Michael P. (U. of Stirling, Scotland; *Email*: m.p.breen@stir.ac.uk). **From a Language Policy to Classroom Practice: The intervention of identity and relationships**. *Language and Education* (Clevedon, UK), **16**, 4 (2002), 260–282.

Experienced generalist teachers in Western Australian primary schools were trained as language specialists in order to implement a new policy of foreign/second language teaching into their schools. This involved changes in both the teachers' professional role and the curriculum. The impact of these changes is examined in this study. The 21 teachers' experiences at both personal and professional levels, and the changing relationships with their students, as well as those with their colleagues and with the context of their schools are described. A focus meeting, questionnaires and two interviews provided the data for the study. The teachers' recommendations for the implementation of language teaching policy in other primary schools are given. Although this study was carried out on a small number of teachers in Western Australia, the tensions brought out by the introduction and implementation there of new policies in language teaching at primary level have implications for a wider context.

03–393 Brown, David (ESSTIN, Université Henri Poincaré, Nancy). **Mediated learning and foreign language acquisition**. *Anglais de Spécialité* (Bordeaux, France), **35–36** (2000), 167–182.

Mediated Learning Experience (MLE) refers in foreign language learning (FLL) to the interaction of a learner with the learning environment via the language instructor who acts as a human mediator. The first part of this article reviews Feuerstein's twelve parameters of MLE: (1) intentionality and reciprocity, (2) transcendence, (3) meaning, (4) feeling of competence, (5) regulation and control of behaviour, (6) sharing behaviour, (7) individual and psychological differentiation, (8) goal seeking and goal–achieving behaviour, (9) challenge, (10) awareness of the human changing nature, (11) search for an optimistic alternative, (12) feeling of belonging. Suggestions are then made about how they can be applied to FLL. The second part focuses the results of a MLE questionnaire adapted from Chin (1990) and made up of two sets of twelve questions, reflecting each one of the areas of mediation described above. The goals were (a) to ascertain the degree of mediation in non–specialist English language courses of French universities, (b) to isolate the typically French parameters and (c) to allow comparisons with Chin's study. This analysis relies on 90 questionnaires filled out of the 487 sent.

03–394 Charnock, Ross (Université Paris 9, France). **L'argumentation rhétorique et l'enseignement de la langue de spécialité: l'exemple du discours juridique**. [Rhetorical argumentation and the teaching of language for

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special purposes: the example of legal discourse.] *Anglais de Spécialité* (Bordeaux, France), **35–36** (2002), 121–136.

This article can be divided into two distinct parts. The aim of the first part is to demonstrate, on the basis of published court judgements, how various classical figures of rhetoric – the argument from authority, the *reductio ad absurdam*, the 'slippery slope' argument – have infiltrated themselves into English legal discourse. In a number of instances, these modes of argumentation can be shown to have led to logical fallacies, questionable judgements, or even to miscarriages of justice. The second part of the article discusses more generally the place of argumentation skills in the educational curriculum. The author's suggestions for a graded series of exercise-types designed to introduce and practise the techniques of argumentation are followed by a survey of evaluation criteria for various language examinations, from the point of view of how they integrate argumentation skills into the overall marking scheme. The author concludes by calling for a more specific focus on techniques of argumentation in university disciplines other than languages, even in the physical sciences, where notions of proof and theoretical validity are shown to depend to some extent on rhetorical forms.

03–395   Coffin, C. (The Centre for Language and Communications at the Open University, UK; *Email*: c.coffin@open.ac.uk). **Exploring different dimensions of language use**. *ELT Journal* (Oxford, UK), **57**, 1 (2003), 11–18.

Using a systemic-functional approach, this article explores the way in which language teachers can diagnose language learners' competence from both a socio-cultural and linguistic perspective. Using two sample 'letters of complaint', the article first considers competence in terms of how well the writers organize and structure their texts in relation to their social purpose and cultural context. It then examines the extent to which the learners have control over a range of grammatical and lexical resources: (a) for representing the world, (b) for interacting and building interpersonal relations, and (c) for creating cohesive text. The article argues that by teasing out these different 'functional' dimensions of language use, the language teacher and/or curriculum designer has a clear and systematic set of criteria for developing tasks and syllabi which are comprehensive in meeting the needs of language learners.

03–396   Crosnier, Elizabeth (Université Paul Valéry de Montpellier, France; *Email*: elizabeth.crosnier@univ.montp3.fr). **De la contradiction dans la formation en anglais Langue Etrangère Appliquée (LEA)**. [Some contradictions in the teaching of English as an Applied Foreign Language (LEA) at French universities.] *Anglais de Spécialité* (Bordeaux, France), **35–36** (2002), 157–166.

This article reflects on the purpose, status, and methods of LEA studies in France. LEA is seen within universities as something of a cinderella discipline, perched uneasily between the traditional English Studies approach and a vocationally oriented training programme. Although LEA is meant to prepare students for the specialized use of languages in professional contexts, as translators etc, there are insufficient contacts between the universities and the world of business and industry. There is an over-reliance on journalistic texts at the expense of authentic documents of the kind that graduates would be likely to encounter in their professional careers. The author advocates a greater use of specialized texts, drawing on the internet as a resource. To illustrate her point, she presents the results of a test in which a group of students were given one journalistic text and one specialized text to translate; each text threw up different characteristic problems and patterns in the use of time and translation resources. The author also calls for modifications in assessment criteria to take greater account of the 'instrumental' (or communicative) function of English in an LEA context.

03–397   De la Fuente, María J. (Vanderbilt U., USA). **Is SLA interactionist theory relevant to CALL? A study on the effects of computer-mediated interaction in L2 vocabulary acquisition**. *Computer Assisted Language Learning* (Lisse, NE), **16**, 1 (2003), 47–81.

Interactionist, task-based research has recently examined the potential effects of negotiation of meaning on L2 vocabulary development, and the role of pushed output production within the negotiation process. In this process, learners notice certain input features and compare them with their own output. Within the field of Computer-mediated communication (CM) it is also considered that successful implementation of computer-based, interactive, communicative tasks can yield benefits for L2 learners. This study examined the differential effects of CM interactions and face-to-face interactions in the acquisition of L2 word meanings by English native-speaker learners of Spanish. Subjects were randomly assigned to one of the two interaction groups. Receptive and productive, oral and written measures assessed the acquisition and retention of the target items. Statistical analyses were performed on data obtained from both task participation and assessment performance. Results revealed that both types of interaction seem to be equally effective in promoting written receptive and productive acquisition and retention of L2 vocabulary. However, CM negotiated interaction seemed to be less effective in promoting oral acquisition of L2 words, particularly in productive terms. It is suggested that cognitive factors such as attention and depth of processing are keys to revealing what elements in the negotiation process facilitate L2 vocabulary development through CM, interactive tasks.

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03–398 Dhier-Henia, Nebila (Inst. Sup. des Langues, Tunisia; *Email*: nebila.dhieb@fsb.mu.tn). **«Explication de texte» revisited in an ESP context**. *ITL Review of Applied Linguistics* (Leuven, Belgium), **137–138** (2002), 233–251.

This study investigates current reading instruction in ESP, specifically what has changed and what not in ESP teachers', students', and inspectors' perceptions of how reading instruction is carried out in Tunisia. The research question asked what, and how much, effect "explication de texte" has on current ESP reading instruction in this context and data were obtained from questionnaires from 13 secondary-school inspectors, 65 ESP teachers, and 94 students. They were asked about using texts to teach grammar and vocabulary and to practise reading strategies. Basic descriptive statistics were then calculated to indicate the degree of concordancy between what teachers and inspectors believe they do and what students observe in the reading comprehension sessions they attend. Results showed that, while some movement away from the traditional approach is evident, the majority of reading instruction is still firmly tied to the process of "explication de texte". The suggestion is made that EFL science students need more in terms of reading strategies, if the objective is to make of them operational readers of literature in their field of study.

03–399 Eken, A. N. (Sabanci University, Turkey; *Email*: eken@sabanciuniv.edu). **'You've got mail': a film workshop**. *ELT Journal*, **57**, 1 (2003), 51–59.

This article studies the use of feature films in the English language classroom. A specially designed course is described, and an outline description given of a film workshop conducted by students of the Bilkent University School of Applied Language. The effects of the workshop on students are discussed, and suggestions made for ways to use feature films in the English language classroom. The author argues that studying feature films in such a context helps students in several ways: as they develop a wider understanding of the art of film-making, they gain critical awareness of how media texts are constructed and how they can be deconstructed; they improve their English in a new context through speaking, writing, reading, and listening; they gain confidence in speaking in front of an audience, and they improve their presentation skills.

03–400 Fernández-García, Marisol (Northeastern University, Boston, USA) **and Martínez-Arbelaiz, Asunción. Learners' interactions: A comparison of oral and computer-assisted written conversations**. *ReCALL*, **15**, 1 (2003), 113–136.

This study compares negotiation of meaning in both oral and computer mediums by analyzing the interaction generated by pairs of non-native (NNS) and native (NS) speakers of Spanish. The participants were paired into 14 NNS-NNS, 4 NS-NNS, and 9 NS-NS dyads. The NNS were foreign language learners of Spanish, in a third-year grammar and composition course. The NS were from a variety of Spanish-speaking countries. The pairs each carried out two interactive tasks in both modes, using Chatnet for the computer mode. The data was transcribed and analyzed for instances of negotiation. The results show a significant main finding across the dyads: the NS-NNS group had a significantly higher number of negotiation routines than the NS-NS group or the NNS-NNS group. No significant effect was found across the modes: only the NS-NNS group negotiated significantly more in the oral mode. Familiarity with the topic and with peer's pronunciation are factors which are suggested as having an effect on the results. This study thus does not provide evidence to show that learners' discourse varies with respect to negotiation across mediums. The data do show that learners collaborated to convey messages by using cooperative learning strategies, especially in oral interaction.

03–401 Gánem Gutiérrez, Gabriela Adela (University of Southampton, UK; *Email*: Adela@robcham.freeserve.co.uk). **Beyond interaction: The study of collaborative activity in computer-mediated tasks**. *ReCALL*, **15**, 1 (2003), 94–112.

The aim of this paper is to provide a framework for implementing and empirically analysing computer-based tasks in the second language classroom from a sociocultural perspective. A fundamental premise of this perspective is that knowledge is social, and is created through interaction, which is essential for development. In language learning, collaborative dialogue focused on problem-solving activities has been said to potentially enable co-construction of linguistic development. This study aims to help determine what task characteristics could foment interaction via the computer. Such characteristics can be classified in terms of their structural, cognitive and sociocognitive features. The first two of these sets of features are mainly pre-designed in the computer-mediated task, while the sociocognitive is more subjective. The author describes a study designed to study collaborative activity in computer-mediated tasks. 34 Spanish learners at grade C in 'A' level Spanish completed CALL and paper tasks, working alternately between the two modes over three tasks. The author proposes to examine the data by identifying and tabulating the number of Collaborative Episodes, Language Related Episodes, and Microgenetic Episodes (episodes which illustrate a learning process) to compare benefits across the modes.

03–402 Gibbons, Pauline. Mediating language learning: teacher interactions with ESL students in a content-based classroom. *TESOL Quarterly*, **37**, 2 (2003), 213–245.

The paper aims to describe how language learning is mediated by teachers in a content-based classroom. Specifically, the author wants to show how teachers mediate between the discourse of students' current

linguistic level, on the one hand, and the education discourse and specialist understandings of the target subject, on the other. The author aims to reveal how teachers build linguistic bridges to span these two levels of discourse in order to enable language development. This interpretive study draws on a tradition of semiotic approaches within a qualitative paradigm. Data collected include audio recordings and transcriptions of 14 hours of discourse. The paper establishes examples of teachers mediating language learning in several different ways: mode shifting through recasting, signalling to learners how to reformulate, indicating the need for reformulation, and recontextualising personal knowledge. The author stresses the importance of 'contingency' in the moment-by-moment mediation that a teacher is required to undertake in a content-based ESL classroom. The paper calls for further research in the ways teachers mediate between the students' current level of language and the demands of the curriculum. In addition, the author sees potential for teacher education programmes to include work on the role of discourse in mediating learning.

03–403 Gwyn-Paquette, Caroline (U. of Sherbrooke, Canada; *Email*: cgwyn@interlinx.qc.ca) **and Tochon, François Victor. The role of reflective conversations and feedback in helping preservice teachers learn to use cooperative activities in their second language classrooms**. *The Canadian Modern Language Review/La Revue Canadienne des Langues Vivantes*, **59**, 4 (2003), 503–545.

This article discusses the difficulties faced by ESL teachers attempting to implement collaborative learning activities as trainees in Canadian primary schools. Acceptance by the cooperating teacher is a crucial factor for the adoption of an approach that is known to improve both motivation and achievement. An exploratory study of four cases was conducted over a one-year period, recording/filming planning sessions and dialogue between preservice teachers and supervisors. The results point to a range of factors capable of supporting or inhibiting the use of collaborative learning in the classroom, which are then illustrated through a description of each case. Interestingly, support may come either from peers or from external sources, within or outside the school, and despite the obstacles encountered all teachers strengthened their confidence in the method and learned to handle problems as they arose.

03–404 Hincks, Rebecca (Centre for Speech Technology, Kungliga Tekniska Högskolan, Sweden; *Email*: hinks@speech.kth.se). **Speech technologies for pronunciation feedback and evaluation**. *ReCALL*, **15**, 1 (2003), 3–20.

This paper provides an overview of possible applications and current constraints for using speech processing technology for feedback and evaluation of pronunciation in language teaching, and also reports on a study which evaluates the use of state-of-the-art speech processing programs for these purposes. The study involved middle-aged immigrant professionals studying technical English in Sweden on a 200-hour ten-week course. During the spring 2001 term, an experimental group of eleven students was given a copy of the program *Talk to Me* from Auralog as a supplement to the course, and encouraged to use it at home for further practise. Their spoken English development was compared with a control group of fifteen students who had not used the program during the previous fall 2000 term. Both groups were pre- and post-tested with the automatic PhonePass SET-10 test from Ordinate Corps. Results show that the program was beneficial to those students who began the course with a strong foreign accent, but was of limited value to those who began the course with better pronunciation. Thus, automatic speech recognition training could be useful for beginning students.

03–405 Hinkel, Eli (Seattle University, USA). **Simplicity without elegance: features of sentences in L1 and L2 academic texts**. *TESOL Quarterly*, **37**, 2 (2003), 275–302.

This study aims to establish that advanced nonnative-English-speaking students in U.S. universities employ excessively simple syntactic and lexical constructions. It claims that a range of grammatical and vocabulary constructions create an overall impression of textual simplicity which puts these students at a disadvantage. The quantitative study compares the median frequency rate of simple syntactic and lexical features in academic essays of 877 students from six non-English linguistic backgrounds with 206 native-speaker essays. The study establishes that syntactic and lexical simplification is more prevalent in nonnative-English-speaking students' texts. It identifies a number of specific differences between the two groups. The study identifies the overuse of 'be-copula' as one of the most prominent overuses. It is claimed that this is partly due to a reliance on conversational and informal discourse. Instructional techniques are proposed to help concentrate on expanding nonnative-English-speaking students' syntactic and lexical range. Lexical alternatives to over-used conversational items could be offered. The author suggests that it may be fruitful for teachers and researchers to better investigate ways of improving student's text production skills.

03–406 Huang, J. (Monmouth University, USA). **Activities as a vehicle for linguistic and sociocultural knowledge at the elementary level**. *Language Teaching research* (London, UK), **7**, 1 (2003), 3–33.

This paper reports on a content-based elementary Chinese as a foreign language programme in the USA. It focuses on classroom language activities that are designed and implemented to serve the dual goals of language development and cultural learning. From

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a sociocultural perspective, the study investigates how classroom activities are organized to integrate culture/content and language learning for young beginners. Two themes are highlighted in the discussion: (1) initial teacher planning vs. curriculum as experienced; (2) graphic organizers and language product. The results of the study throw light on the possibilities of a wide range of systematic form–function relations in the classroom, with implications for the integration of language and content learning, and for further directions for intentional planning in any other second or foreign language teaching programmes. The study suggests there is value in implementing content-based foreign language instruction at the elementary level even in a situation where the teacher is still working on her own language proficiency.

03–407   Kim, Kyung Suk (Kyonggi U., South Korea; *Email*: kskim@kuic.kyonggi.ac.kr). **Direction-giving interactions in Korean high-school English textbooks**. *ITL Review of Applied Linguistics* (Leuven, Belgium), **137–138** (2002), 165–179.

The majority of English textbooks used in the Korean educational system are written by Korean authors only. This study examines the authenticity of conversational texts of direction-giving in seven randomly-selected English textbooks currently widely used in Korea compared with the findings from natural direction-giving exchanges, Analysis focuses on the overall structure of direction-giving interactions and the realisations of the components of the structure. Findings show that 77 direction-giving interactions in the textbooks diverge from the features of authentic direction-giving. Specifically, the moves before and after a set of directions are usually not included, especially insertion sequences and pre-closing. A number of pedagogical implications of these findings are suggested.

03–408   Klippel, Friederike (Ludwigs-Maximilians U., Germany). **New prospects or imminent danger? The impact of English medium instruction on education in Germany**. *Prospect* (NSW, Australia), **18**, 1 (2003), 68–81.

Within the last two decades, integrated content and language instruction in English has mushroomed in German schools. This paper first analyses the rationale of integrated content and language learning and then presents a brief overview of current approaches and results. The main section is dedicated to a description of the perceived positive and negative consequences of this approach, both of which are analysed from the standpoints of the learning situation itself, the yield of content and language integrated classes, the learner, and the larger educational framework. The final part of the paper is dedicated to a personal view of the perspectives: it is suggested that there is still a great need for training and in-service preparation for these classes, particularly in terms of getting to know effective

methods and procedures which foster both content and language learning.

03–409   Knutson, Sonja. Experiential learning in second-language classrooms. *TESL Canada Journal* (BC, Canada), **20**, 2 (2003), 52–64.

Experiential learning is defined by the inclusion of phases of reflection designed to help the learner relate a current learning experience to past and present experiences. In L2 learning, the approach encourages learners to develop target skills through the experience of working together on a specific task, rather than simply examining discrete elements of the target language. The author explores past methods of teaching ESL as well as research in L2 acquisition to establish a theoretical foundation for incorporating experiential phases into the L2 classroom. The implications of this approach, in particular for motivation and investment in the classroom, are discussed, together with the potential pitfalls of the experiential curriculum. Finally, a number of possible projects adaptable to experiential learning are described and areas of future research suggested.

03–410   Ko, Jungmin, Schallert Diane L., Walters, Keith (University of Texas). **Rethinking scaffolding: examining negotiation of meaning in an ESL storytelling task**. *TESOL Quarterly*, **37**, 2 (2003), 303–336.

This study investigates the quality of negotiation-of-meaning (NOM) interactions in an ESL storytelling task and the consequences on a second story telling. The study looked in particular at the role of NOM, in the form of a teacher directed question and answer session, in producing an improved second storytelling version. The study used a group of 21 students and assessed their story versions according to the following traits: plot, resolution, evaluation, coherence and elaboration. They also assessed the effectiveness of teachers interactional moves in the NOM session. The article claims that several factors contributed to improved storytelling, including four kinds of interactional moves by the teacher. The teacher can help with elaboration of detail and adding necessary cultural information. In addition, the initial story characteristics and the storyteller's responsiveness to the audience are also suggested as factors resulting in improved storytelling. The authors see the contribution of the research as expanding notions of scaffolding with more attention to the critical role and involvement of the language learner.

03–411   Lazaraton, Anne (University of Minnesota, USA). **Incidental displays of cultural knowledge in Nonnative-English-Speaking Teachers**. *TESOL Quarterly*, **37**, 2 (2003), 213–245.

This paper describes how two nonnative-English-speaking teachers (NNESTs) display cultural knowledge

in the classroom. It widens the discussion on cultural competence for the L2 teacher from 'knowing about culture' to culturally acceptable forms of behaviour in the classroom. It suggests that the relationship between language, teaching and culture is a complex one. The study provides a discussion of how cultural knowledge and awareness impacts on classroom interaction. It employs conversation analysis to reveal the interplay between language, teaching and culture for NNESTs. Using a conversation analysis methodology, the author provides an analysis of 300 minutes of video-taped classroom interaction data. The paper includes a series of seven data segments where incidents of cultural knowledge in the discourse produced are described. The study establishes that a wide and unpredicatable range of cultural topics arose. However, the author claims that the teachers's ability to involve students in becoming cultural informants was lacking. The author's view is that many potential topics were not explored. It is suggested that teacher training programmes include input on culturally appropriate teacher interactional behaviour as well as on culture in a wider sense.

03–412 Lehtonen, Tuija (University of Jyväskylä, Finland; *Email*: tuijunt@cc.jyu.fi) **and Tuomainen, Sirpa. CSCL – A Tool to Motivate Foreign Language Learners: The Finnish Application**. *ReCALL*, **15**, 1 (2003), 51–67.

This article analyses Computer Supported Collaborative Learning (CSCL) as a tool for providing learners of Finnish with a virtual learning community in order to increase opportunities for communication. CSCL provides benefits to learners, as studying in groups encourages students to ask more questions and provide more explanation, thereby furthering their learning. It is based on Vygotsky's notion of social constructivism, which suggests greater individual learning through collaboration and through joint construction of knowledge. On this basis, the 'Virtually Finnish' project was designed, involving students in problem-solving e-mail exchanges with another Finnish language learner. Second year Finnish language students from five North-American universities were involved as an integral part of their course. Student outcomes are briefly analyzed in terms of negotiation of meaning as gleaned from the actual exchanges. Also, 7 out of 19 students filled in feedback forms. While half the students expressed that working on-line in a foreign language was difficult and demanding, the majority appreciated the expanded opportunities to communicate with other Finnish language learners, and they enjoyed the collaboration. The authors conclude that more research is needed to find ways to increase student interaction, and to provide more on-line support for students.

03–413 Lycakis, Françoise (Lycée Galilée, Cergy, France). **Les TPE et l'enseignement de l'anglais**. [Supervised individual projects and English

teaching.] *Les langues modernes*, **97**, 2 (2003), 20–26.

In France, supervised individual projects (Travail Personnel Encadré or TPE) are becoming increasingly popular. These are interdisciplinary projects taking place over a semester or a year in the French Lycées. The role of the teacher is to monitor the individual progress of his or her students. The author of this article argues that because of the interdisciplinary nature of these projects, language teachers are often worried that the language learning will only be secondary. However, in the author's experience, TPE are a good way to teach English since teachers can implement communication, culture and methodology objectives while supervising TPE. For instance, while looking for information, students have real contact with the foreign language, through interviews or e-mail exchanges with native speakers or while reading English documentation. In the classroom, the teacher can choose topics from Anglo-Saxon culture by relating them to the students' TPE subjects. Finally, the research undertaken for the TPE by the students helps them to acquire research techniques, which can then be used in the English classroom for other projects. The author concludes that TPE also facilitates communication between teachers from different disciplines.

03–414 Lyster, Roy and Rebuffot, Jacques (McGill University, Montreal, Canada; *Email*: roy.lister@mcgill.ca). **Acquisition des pronoms d'allocution en classe de français immersif**. [The acquisition of pronouns of address in the French immersion class.] *Aile*, **17** (2002), 51–71.

While English-speaking students of French in immersion programmes do much better than those in ordinary language classes, one problem they have is managing the appropriate use of the pronouns of address, *tu* and *vous*: they tend to overuse *tu* and have difficulty using *vous* as the polite form or to show respect. This paper seeks to clarify and address the problem. Canadian French uses *tu* more frequently than European French – interrogative suffix, filler, indefinite pronoun – and has sociolinguistic uses that do not occur in European French, where social hierarchy is more marked. However, the younger francophone generation still uses *vous* extensively. The different functions of the pronouns and why they cause problems in the immersion class are discussed, as are the pedagogical implications (e.g. students in class are not sufficiently exposed to the various uses of *tu* and *vous*; *tu* often refers to a plural number, etc). It is concluded that students need specific exercises to raise their awareness and to give them opportunities to practise *tu* and *vous* in their social context.

03–415 Macdonald, Shem (La Trobe U., Australia). **Pronunciation – views and practices**

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of reluctant teachers. *Prospect* (NSW, Australia) **17**, 3 (2002), 3–15.

Studies have shown that some teachers in Australian ESL contexts lack confidence in the area of pronunciation teaching and that pronunciation may often not be taught in a systematic, planned way. In this study, in-depth interviews were conducted with 8 ESL teachers to explore their views and practices with regard to pronunciation teaching, with a special focus on formal curricula, learner goals and assessment (including the teacher's role), teaching communicatively and in an integrated way, and teaching/learning materials. With regard to formal curricula, pronunciation was seen not to have a central and integrated position within the ESL curricula of those interviewed and objectives tended to consist of vague descriptions of learner goals. Assessment or monitoring of student progress in pronunciation was also an area of difficulty or confusion, and several interviewees were uncertain about their role in correcting or monitoring student speech. They also identified a lack of suitable high-quality teaching and learning materials. Against this background, a number of recommendations are made with the aim of promoting teacher confidence, skills, and knowledge in this area.

03–416 Miccoli, L. (The Federal University of Minas Gerais, Brazil; *Email*: lmiccoli@ dedalus.lcc.ufmg.br). **English through drama for oral skills development**. *ELT Journal*, **57**, 2 (2003), 122–129.

This paper presents the results of an investigation into the value of using drama in a Brazilian university classroom. Drawing on research into the advantages of using drama in language learning, the importance of reflection for promoting meaningful learning, and the effectiveness of portfolios as a tool to promote reflection, the paper presents a case study of the use of drama in an oral skill class. It describes the course structure and classroom procedures, includes learners' voices as taken from their portfolios, and evaluates results, presenting setbacks and possible solutions.

03–417 Mitchell, R. (University of Southampton), **and Lee, J.H-W. Sameness and difference in classroom learning cultures: interpretations of communicative pedagogy in the UK and Korea**. *Language teaching research* (London, UK), **7**, 1 (2003), 35–63.

This paper is presented as a contribution to the growing sociolinguistic literature on classroom foreign/ second language learning and teaching. The authors report two case studies of mainstream beginner-level FL instruction, using observational and interview data gathered in schools in Seoul, Korea, and in Southern England. In both cases, the public rationales offered for foreign language learning include a mix of 'internationalist' and 'instrumental' values. The

dominant language-teaching ideologies to which the teachers in the different locations declare allegiance are also similar, involving commitment to various principles of the 'communicative approach' to language teaching. (In both settings, for example, the speaking skill is given priority, there is use of group work, etc.) Through analysis of selected lesson excerpts the authors identify similarities and differences in the classroom interpretations of communicative methodology, and in particular the opportunities available for individual students to engage in L2 interaction. They examine how the identity of the 'good language learner' is constructed in the different settings, for example, through differing teacher emphases on individual vs. collective responsibility for learning. Differences between the two classrooms are linked to broader features of the educational setting, and it is argued that these differences do not reflect common stereotypes about Anglo and Asian teaching styles in any simple way.

03–418 Moore, Daniele (Ecole Normale Supérieure Lettres et Sciences Humaines, Lyon, France; *Email*: yanmoore@aol.com). **Code-switching and learning in the classroom**. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **5**, 5 (2002), 279–93.

The role and functions of code-switching between the first and second language (L1 and L2) in the elementary level L2 classroom are investigated, and the relationship between code-switching and learning is explored. Two bilingual programmes with fundamentally different pedagogies are studied, one where L1 use is discouraged and another where L1 and L2 use is alternated. Examples of classroom discourse are analysed to demonstrate differing attitudes towards L1 use either as a corrective tool for use by the teacher coupled with the a focus on accuracy through repetition and drilling as opposed to L1 use to encourage pupils to communicate and maintain the flow of classroom discourse. Analysis also shows that switching codes can represent a transition from a focus on form to a focus on content leading to an increased metalinguistic awareness. It is suggested that careful sequencing of code switches can enhance learning and contribute to pupils' cognitive development, helping them to overcome conceptual mismatches between languages and facilitating the revision of prior knowledge. Issues such as methodology and the role of L1 in L2 acquisition are highlighted as key areas for further research.

03–419 Nünning, Vera (Justus-Liebig-Universität, Gießen, Germany) **and Nünning, Ansgar. Narrative Kompetenz durch neue erzählerische Kurzformen**. [Acquiring narrative competence through short narrative forms.] *Der Fremdsprachliche Unterricht Englisch* (Seelze, Germany), **1** (2003), 4–10.

This is the introductory article to a special issue of the journal entitled "Teaching short narrative forms".

Alongside traditional genres such as fairy tales and fables, the term 'short narrative forms' also embraces more recent phenomena in popular culture and the media, for example rap songs, urban legends, comics, soap operas, and sitcoms. The authors argue strongly for an engagement with such forms on the part of English teachers and learners, as a way of building the learners' 'narrative competence', both on the receptive and the productive level. The authors review various theories of narrative which have attempted to elucidate its formal characteristics, typology, or psychological significance. They stress in particular the importance of storytelling in identity-formation and in making sense of one's own experience – hence its relevance to young learners and potential as a motivating factor.

03–420   O'Sullivan, Emer (Johann-Wolfgang von Goethe – Universität, Germany) **and Rösler, Dietmar. Fremdsprachenlernen und Kinder- und Jugendliteratur: eine kritische Bestandsaufnahme**. [Foreign language learning and children's and young people's literature: a critical stocktaking.] *Zeitschrift für Fremdsprachenforschung* (Berlin, Germany), **13**, 1 (2002), 63–111.

This review article draws on twenty-five years of research into the use of children's and young people's literature in the teaching of German, English, French and Russian as foreign and second languages. The authors see this bringing together of research across different languages as an important part of their contribution. They present various definitions of "children's and young people's literature" and review arguments for and against its use in foreign language teaching. They offer criteria for the selection of texts and discuss the issues surrounding the use of original and adapted versions. Separate sections focus on the use of songs, rhymes and poetry, of picture-books, of adolescent novels and of bilingual texts. With regard to methodology, there are sections on learning activities, vocabulary work, listening and speaking, dramatisation, project work and computer-mediated communication. Most coverage is given to research into the use of children's and young people's literature in the development of learners' reading and creative writing. Also emphasised is its more general contribution to education, to identity-formation among young learners and to inter-cultural understanding beyond stereotyping.

03–421   Parisel, Françoise (Lycée Pablo Neruda, St Martin d'Hères, France). **Traduction et TPE: quand des élèves expérimentent sur la frontière entre deux langues**. [Translation and supervised individual project: when students experiment between two languages.] *Les Langues Modernes*, **96**, 4 (2002), 52–64.

Translation as a language learning exercise is apparently regaining popularity in the French Lycées. To explore all the potential of translation in the language classroom, the author of this article presents the supervised individual project (Travail Personnel Encadré or TPE) of three students in her class, which deals with the analysis of Francis Scott Fitzgerald's *The Ice Palace* in translation. In this article, the author first explains the context of her student's work and then includes the actual students' paper. In the first part, the author states that the three most important problems met by the students were the following: 1) they had problems reading the English original and had to rely on the French translation to make the comparisons; 2) it was difficult for the students to put forward hypothesis that would help them with the analysis and 3) once they started analysing the translation, the students realised that their initial hypothesis was wrong, i.e. the French translation was not as faithful to the English original as they thought. In their paper, the students first identify different translation strategies (e.g. literal translation, equivalence, adaptation, etc.) and they then point out several translation problems encountered in their analysis. They conclude that in certain instances, translation of cultural or historical components can be highly difficult.

03–422   Ping, Alvin Leong, Pin Pin, Vera Tay, Wee, Samuel and Hwee Nah, Heng (Nanyang U., Singapore; *Email*: paleong@nie.edu.sg). **Teacher feedback: a Singaporean perspective**. *ITL Review of Applied Linguistics* (Leuven, Belgium), **139–140** (2003), 47–75.

This paper reports on the findings of an investigative study on teacher feedback at a lower-secondary class in a Singaporean school. It is based on the observation of two sessions of a writing lesson, interviews with six selected students, the teacher, and the Head of Department. Results show a misfit between desired and actual feedback, and it is suggested that the potential for such mismatches might increase if the lesson is set rigidly as a transfer of knowledge from teacher to student. The writing lesson might better be viewed as a social, rather than pedagogic, event; this would allow for more teacher-student interaction and the provision of personal, substantiated feedback. In addressing the problem, the social role of the teacher as an interactant in class would become especially important.

03–423   Platt, Elizabeth, Harper, Candace, Mendoza, Maria Beatriz (Florida State University). **Dueling Philosophies: Inclusion or Separation for Florida's English Language Learners?** *TESOL Quarterly*, **37**, 1 (2003), 105–133.

The study investigates views on a rapid move toward inclusion (mainstreaming) for L2 learners in Florida. The authors present recent developments affecting L2 education policy and practice in Florida. The qualitative study employs interviews with 29 district-level ESL administrators who address their rationales

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for the models implemented in their districts and their beliefs about the effectiveness of each model (inclusion and separation). Administrators expressed both positive and negative sentiments regarding inclusion and separation. The study highlights other concerns, in particular the impact of inclusion policy on ESL teachers. The article also notes parallel trends toward inclusion and standardization in national and international contexts. Findings document how issues of equity for English language learners have been forced into the background and why the specialized nature of the ESL/EFL teaching profession is in jeopardy.

03–424 Polleti, Axel (Universität Passau, Germany). **Sinnvoll Grammatik üben**. [Meaningful grammar practice.] *Der fremdsprachliche Unterricht Französisch* (Seelze, Germany), **1** (2003), 4–13.

Meaningful linguistic communication not only involves the use of language form in the transmission of authentic cognitive content, but has also an affective element. The necessary association of grammar and feelings, along with a feel for grammar, has been under-represented in foreign language teaching. Arguments supporting the importance of the affective are brought in from neurology, from communication studies and from memory research, where *episodic*, *semantic* and *procedural* memories are distinguished, to deal, respectively, with individual experience, declarative knowledge, and behavioural issues. The first of these, where the affective dimension is strongest, is under-used in foreign language teaching. In addition to a series of recommendations regarding the use of creative and poetic language, the use of an *'exercise matrix'* for planning purposes, and a set of questions for monitoring the progress of grammar lessons, the article offers a number of explanatory examples of materials drawn from the teaching of French as a foreign/second language. The final suggestion is always to allow time to gather feedback from learners on the meaningfulness, including affective authenticity, of the work that they are asked to do.

03–425 Raschio, Richard and Raymond, Robert L. (U. of St Thomas, St Paul, Minnesota, USA). **Where Are We With Technology?: What Teachers of Spanish and Portuguese Have to Say About the Presence of Technology in Their Teaching**. *Hispania* (Los Angeles, USA), **86**, 1 (2003), 88–96.

This article summarizes the responses of 527 secondary (K-12) and post-secondary US teachers of Spanish and Portuguese to a questionnaire regarding their use of, and attitudes to, technology and new media. Foremost among their concerns was the need for a clear definition of how technology-assisted language learning is intended to benefit both teachers and students. They also called for more research into the effects of such technology, and for more contacts with the publishers of courseware and multimedia. The K-12

teachers in particular cited cost as a major impediment to the implementation of technology, whereas the post-secondary teachers were more concerned that products should reflect current pedagogical theories. The most popular item of technology was the personal computer, followed by websites and audiotapes. The researchers made a distinction between those teachers who developed their own material and those who did not. Among the 'developers' the most popular medium was their own websites. The questionnaire is appended in full.

03–426 Reza Kiany, G. and Shiramiry, Ebrahim (U. Essex, UK). **The effect of frequent dictation on the listening comprehension ability of elementary EFL learners**. *TESL Canada Journal* (BC, Canada), **20**, 1 (2002), 57–63.

This study investigated the effects of frequent dictation on the listening comprehension (LC) ability of elementary EFL learners. 30 subjects were divided into two matched experimental and control groups; all the participants had the same amount of English study and exposure to listening materials before the experiment. During one term, the control group were given 20 sessions of listening exercises from their textbook while the experimental group, in addition, were given dictation 11 times in the same period. At post-testing, the LC ability of both groups was tested, revealing that dictation had a significant effect on the LC ability of the subjects in the experimental group. The paper ends with a number of pedagogical implications of these findings.

03–427 Rifkin, Benjamin (U. Wisconsin, Madison, USA). **A case study of the acquisition of narration in Russian: at the intersection of foreign language education, applied linguistics, and second language acquisition**. *Slavic and East European Journal* (Tucson, AZ, USA), **46**, 3 (2002), 465–481.

This paper describes an investigation of the acquisition of oral narration by learners of Russian in a Canadian university. The first part of the paper describes pre-experiment data which analyses the nature of narration in the speech of Russian native speakers, with particular regard to the frequency of complex sentences in their discourse. The author then goes on to compare pre- and post-treatment narration data from students in experimental and control classes, wherein the former were exposed to more output-focused instruction and consciousness-raising activities. It is argued that students' extensive oral practice, or "pushed output", and self-reflection are critical for their improved performance in oral narrations.

03–428 Rosch, Jörg (Universität München, Germany). **Plädoyer für ein theoriebasiertes Verfahren von Software-Design und Software-Evaluation**. [Plea for a theoretically-based

procedure for software design and evaluation.] *Deutsch als Fremdsprache* (Berlin, Germany), **40**, 2 (2003), 94–103.

Design and evaluation work for language-learning and language-teaching software programmes has produced a plethora of criteria without developing a set of principles that has any systematic relationship with theories of learning, information processing, language acquisition, language teaching or linguistic modelling. The author suggests, first of all, a functional classification system based on distinctions between *tutorial* software that aims to offer traditional, and frequently grammatical, exercises, *situational* software that typically locates and illustrates target language forms in audio or video presentations, and *instrumental-exploratory-referential* programmes that engage the learner in authentic communicative activity. With reference to a number of current software packages, and from a perspective that acknowledges the pragmatic effectiveness of various theoretical stances on language learning, the author argues that software development requires evaluation (both from expert informants and from engaged teachers and learners) that relates to the various learning theories and teaching approaches that are available. This operationalisation of software evaluation criteria would have a positive effect on research into language learning and teaching in general.

03–429 Ross, Stephen J. (Kwansei Gakuin U., Japan). **A diachronic coherence model for language program evaluation**. *Language learning* (Oxford, UK), **53**, 1 (2003), 1–33.

Language programs can generate complex data providing a rich source of comparative information about changes in curriculum policies and learning. Specifically, historical program archives can reveal how curricula and assessment methods evolve to include increasingly varied components of achievement. This article presents a quantitative, statistical methodology for assessing the construct of "program coherence" in a university English as a Foreign Language context. The method involves the use of "panels" of learners which revolve as cohorts of learners enter and leave the program. Thirty-three panel cohorts are included in a series of six 1-year longitudinal studies in order to show how cross-panel variation can be used for evaluative feedback on the program. The study relates program-internal assessment of achievement to program-external measures of language proficiency. Differences in panel coherence are then analyzed in a hierarchical model that gauges the influence of coherence independently of individual differences at the learner level.

03–430 Shei, Chi-Chiang (Chang Jung U., Taiwan; *Email*: shei@mail.cju.edu.tw) **and Pain, Helen. Computer-Assisted Teaching of**

Translation Methods. *Literary and Linguistic Computing* (Oxford, UK), **17**, 3 (2002), 323–343.

This article introduces an intelligent tutoring system (ITS) designed to help student translators learn to appreciate the distinction between literal and liberal translation. The authors identify various 'degrees of freedom' in translation, leading to four prominent translation methods: word-for-word translation, literal translation, semantic translation, and communicative translation. An account is given of how definitions of these methods have been operationalized computationally and applied in the preparation of the translation corpus used in the ITS (English and Chinese versions of a chapter of Jane Austen's *Pride and Prejudice*). The user of the system inputs his/her translation for a sentence from the source, which the system then compares with the inbuilt translations, using a simple algorithm to decide and output which of the four translation methods most closely corresponds to the user's own. In advanced mode, the system allows the user to experience the contrastive analysis approach to the teaching and study of translation. The article concludes with some remarks on how the ITS can be integrated with the translation curriculum.

03–431 Solfjeld, Kåre. Zum Thema authentische Übersetzungen im DaF-Unterricht: Überlegungen, ausgehend von Sachprosaübersetzungen aus dem Deutschen ins Norwegische. [The use of authentic translations in the Teaching of German as a Foreign Language: considerations arising from some Norwegian translations of German non-fiction texts.] *Info DaF* (Munich, Germany), **29**, 6 (2002), 489–504.

The author argues that L2 writing skills can be improved through an explicit comparison of authentic L2 texts and their L1 translations, insofar as this has the potential to point up syntactic and stylistic differences between the two languages. Examples are drawn from a selection of German non-fiction texts and their published Norwegian translations. The main syntactic difference to emerge is that a number of German structures below clause level – such as nominalizations, 'extended attributes', adverbials, elliptical structures, and appositions – are regularly expanded in the Norwegian into whole sentences or clauses with main verbs. When these structures express necessary background information for the understanding of the main clause, the corresponding Norwegian sentence or clause is typically shifted to the left of the main clause; when they express supplementary information, such as details of time and place, the Norwegian equivalent is shifted to the right. Potential problems posed by the Norwegian translation strategy include frequent lexical repetitions and an insufficient distinction between important and less important elements of the text. The author looks at some translators' techniques for overcoming such problems.

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03–432 Slatyer, Helen (Macquarie U., Australia). **Responding to change in immigrant English language assessment**. *Prospect* (NSW, Australia), **18**, 1 (2003), 42–52.

The Adult Migrant English Program (AMEP) provides English language instruction to adult immigrants and refugees to Australia. After a shift to an outcomes-based framework in the program, the new curriculum sought to introduce more consistency into the reporting of learner outcomes across the different states of Australia as well as more structure and consistency into the courses themselves. This paper first describes the new curriculum and then some of the key themes and factors in innovation theory are outlined in relation to various forms of collaborative professional development used to produce an online assessment task bank for the project. The impact on the teacher's role in assessment is described and an outline of the key principles for the on-going maintenance and support for the project identified.

03–433 Stockwell, Glenn R. (Ritsumeikan Univeristy, Japan; *Email*: gstock@ec.ritsumei.ac.jp). **Effects of topic threads on sustainability of email interactions between native speakers and nonnative speakers**. *ReCALL*, **15**, 1 (2003), 37–50.

This article reports on a study designed to discover the causes for premature cessation of topic threads in e-mail exchanges between native speakers (NS) and non-native speakers (NSS). Advanced learners of Japanese in Australia were paired for e-mail exchanges in Japanese with students in Japan studying intercultural communication, and weekly discussion topics were assigned. A total of 927 interactions from 82 participants produced a total of 1690 topic threads, nearly 30% of which ceased prematurely, although a reply was invited. The results of analysis into the causes of the cessation from most frequent to least frequent were: multiple topics in an e-mail, sudden cessation due to assigned topics, lack of explicitness, syntactic error, a previously answered question, pragmatic error, and closure of topic by one speaker. 90 of the 492 truncated threads were due to unknown causes. There was little difference in number and frequency of causes of cessation between NS and NNS, except for syntactic error, which was much higher in the NNS, and lack of explicitness, which was slightly higher for NNS. The author concludes by suggesting strategies which may help avoid cessation of topic threads.

03–434 Tang, E. (City University of Hong Kong), **and Nesi H. Teaching vocabulary in two Chinese classrooms: schoolchildren's exposure to English words in Hong Kong and Guangzhou**. *Language teaching research* (London, UK), **7**,1 (2003), 65–97.

In this paper the lexical environment of secondary school English language classrooms in Hong Kong and Guangzhou are compared. Teacher output for one week of first-form lessons was recorded in two representative schools. Lexical richness in terms of type–token ratio and word-type frequency was measured, the words that were explicitly taught were identified and categorized according to whether the teaching was planned or unplanned, and the teaching treatments accorded to these words were examined. The lexical richness of teacher output was found to be greater in the Hong Kong classroom than in the Guangzhou classroom. In the Guangzhou classroom more words were explicitly taught, but learners were exposed to far fewer word types for incidental acquisition. In both classrooms, more unplanned than planned words were explicitly taught. Teachers were observed to teach planned words through multiple treatments, with various kinds of input, both modified and unmodified, in different stages of the lesson. They provided almost no opportunities, however, for modified (negotiated) output on the part of the learners, despite the fact that the syllabuses in both Hong Kong and Guangzhou are described as 'communicative'.

03–435 Thomas, Alain (U. of Guelph, Canada; *Email*: Thomas@uoguelph.ca). **La variation phonétique en français langue seconde au niveau universitaire avancé**. [Phonetic variation in French as a foreign language at advanced university level.] *Aile*, **17** (2002), 101–121.

This article describes an empirical Canadian study of the progress made in French as a second language by two groups of advanced English-speaking students, one of which spent its third year of university in France. Three variables examined in the phonetic part of the research are analysed here: French *liaison*, schwa and pre-consonantal /l/. Data from the students are also compared with those of native speakers of French. The author concludes that, while the control group use of these variables became more native-speaker-like, they were less sensitive to stylistic variations in their use. In the trial group use of obligatory liaison approximated more quickly to that of native speakers, but they also reduced the use of schwa, liaison and pre-consonantal /l/. This can be seen as progress, given that they adopted norms of pronunciation currently in use by their French peers. This reflects the academic environment of the control group vs. the natural environment of the trial group and poses implications for teaching: students who do not go to France need to have much more contact with French native speakers, in order to make their speaking style less academic.

03–436 Tudor, Ian (U. Libre de Bruxelles, Belgium; *Email*: itudor@ulb.ac.be). **Learning to live with complexity: towards an ecological perspective on language teaching**. *System* (Oxford, UK), **31**, 1 (2003), 1–12.

Although practising language teachers are aware of the complexity of their task, the same cannot always be

said for protagonists such as political and educational authorities, the management or administration of teaching institutions, clients, sponsors, and parents. The author argues that acknowledging and working openly with this complexity is fundamental to any attempt to understand language teaching. A survey of recent trends in language teaching thinking reveals the distinction between the technological and ecological perspectives on teaching and learning. The latter per–spective has begun to assume the role of an explicit paradigm in programme design and pedagogical planning and focuses attention on the subjective reality which various aspects of the teaching–learning process assume for participants, and on the dynamic interaction between methodology and context. The complex and multifaceted nature of teaching and learning carried out in specific settings makes it necessary to adopt a "local" approach to pedagogical decision making. The author highlights the key factors inherent in the practical realisation of an ecological approach to language teaching which lead to a better understanding of the uniqueness of each teaching situation and, thereby, to the development of an approach to teaching which is locally relevant and meaningful by virtue of it being rooted in local realities.

03–437 Wolff, Dieter (Bergische Universität, Wuppertal, Germany). **Fremdsprachenlernen als Konstruktion: einige Anmerkungen zu einem viel diskutierten neuen Ansatz in der Fremdsprachendidaktik**. [Foreign-language learning as 'construction': some remarks on a much-discussed new approach in foreign-language teaching.] *Babylonia* (Comano, Switzerland), **4** (2002), 7–14.

This article presents the constructivist approach to language learning. In contrast to its predecessors, this approach is grounded in practice rather than theory. Developed initially in the Nordic countries, it has as its guiding principle the concept of 'learner autonomy'. Guided by their teacher, the students choose their own authentic materials to work with. Gradually they learn to formulate their own learning objectives and adopt appropriate learning strategies. Self-evaluation is carried out by means of a learning diary. Group work has an important role in the constructivist approach, with the classroom being seen as a 'workshop' in which students work together on projects and presentations. Thus, the author emphasizes the importance of the learning environment, which should be sufficiently rich in stimuli and resources for the students to develop the necessary 'procedural knowledge' to organize their own learning. The teacher's role is that of 'facilitator' or 'coach'. The author acknowledges the difficulties that may be faced by teachers adopting the constructivist approach when the same principles are not shared by their colleagues.

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03–438 Appel, Christine (Dublin City U., Ireland; *Email*: christine.appel@dcu.ie) **and Mullen, Tony** (U. of Groningen, The Netherlands). **A new tool for teachers and researchers involved in e-mail tandem language learning**. *ReCALL* (Cambridge, UK), **14**, 2 (2002), 195–208.

The Electronic Tandem Resources (ETR) site, des–cribed in Appel and Mullen (2000), created a virtual environment for tandem language learning, and pro–vided the learner with tools and data to foster the development of learner autonomy. The current paper describes a new teacher interface of the ETR which supports integration of tandem language learning activities in the classroom, and addresses the issue of performance assessment and task evaluation. The interface, requiring only basic computer skills, allows teachers to monitor students' communication activities while preserving their privacy in terms of message content. A slightly different version has been developed for use by researchers to investigate second language learning in an electronic tandem environment.

03–439 Atlan, Janet (IUT – Université Nancy 2, France; *Email*: janet.atlan@univ-nancy2.fr). **La recherche sur les stratégies d'apprentissage appliquée à l'apprentissage des langues**. [Learning strategies research applied to language learning.] *Stratégies d'apprentissage* (Toulouse, France), **12** (2003), 1–32.

In recent years, learning strategies have been much discussed in the field of psychology, since they are related to neurophysiological and sociocultural theories. However, in the field of language pedagogy, research still needs to be done on the topic. This paper reports on a study about the relationship between learning strategies and the instructional material supplied to students in the classroom. Drawing on previous studies, the author provides the reader with various definitions of learning strategies, identification and classification criteria, as well as with information about how the learners use these strategies in the classroom. The study involves 150 first year students in computer science at the Instituts Universitaires de Technologie in Université Toulouse III, in France. The students first answered a written questionnaire, inquiring about their general learning strategies. After having completed an English exercise involving either written material, videotape, audiotape or a computer (traditional or multimedia), students answered another questionnaire about their learning strategies in that particular lesson. The results show that new information technologies (particularly multimedia computers) have a strong influence on the way students handle their learning task. It is claimed that students can perform differently according not only to their own cognitive capabilities but also to different learning environments.

03–440 Aviezer, Ora (Oranim Teachers College & U. of Haifa, Israel; *Email*: aviezer@ research.haifa.ac.il). **Bedtime talk of three-year-olds: collaborative repair of miscommunication**. *First Language* (Bucks., UK), **23**, 1 (2003), 117–139.

This article examines the spontaneous bedtime talk of kibbutz children and the conversational management strategies they use to overcome communicative failure. The interactions of 9 Hebrew-speaking children aged 2:8 to 3:6 were taped for 90 minutes and scanned for evidence of clarification requests: confirmation, elaboration and specification. Despite the subjects' young age, 80% of requests received a response that was congruent in 70% of cases, with a far higher rate of initiation after age 3;0. In contrast to earlier research, children easily exchanged the roles of speaker and listener in conversational repair. This may be accounted for by the group's intimacy and amount of common experience, approximating the knowledge normally shared by mother and child. Such data are even more remarkable if we consider that they were collected before sleep, when the speakers were tired and more likely to miscommunicate.

03–441 Block, David (Institute of Education, University of London). **Destabilized identities and cosmopolitanism across language and cultural borders: two case studies**. *Hong Kong Journal of Applied Linguistics*. (Hong Kong, China), **7**, 2 (2002), 1–19.

The looser social structures and widespread migration characterising contemporary society have created a class of 'expatriate cosmopolitans'. This article focuses on two adults who have developed cosmopolitan language and cultural identities during their lifetimes and uses L2 learning stories, elicited through interview, to explore the relationship between language and identity. The learners' cosmopolitan identities are found to have arisen from critical experiences, that is, periods of time during which prolonged contact with an L2 and a new and different cultural setting caused the irreversible destabilization of the individuals' sense of self. The first case, a Japanese woman who lived abroad from an early age, is described as an 'early cosmopolitan'; the second, a Taiwanese woman who left her country as a young adult, as an 'expatriate cosmopolitan'. Selected extracts from the interviews are transcribed to provide insights into the experiences that have formed the linguistic, cultural and geographical aspects of the subjects' identities.

03–442 Brantmeier, Cindy (Washington U., USA). **Does gender make a difference? Passage content and comprehension in second language reading**. *Reading in a Foreign Language* (Hawaii, USA), **15**, 1 (2003), 1–27.

In the context investigated here, the intermediate level of Spanish language instruction prepares learners for the rigorous reading of authentic texts utilized in the advanced literature course. This study examined the effects of readers' gender and passage content on second language (L2) reading comprehension with participants from this transitional level of instruction. Seventy-eight participants read two different authentic passages commonly used at this level. Two different measures were used to assess comprehension: a written reading recall and multiple-choice questions. Findings reveal significant interactions between readers' gender and passage content with comprehension on both assessment tasks. The results of the study provide evidence that subject matter familiarity has a facilitating effect on second language (L2) reading comprehension by gender at the intermediate level of Spanish language instruction. The study recommends that gender be kept in mind when reading materials are selected for this level.

03–443 Cameron, L. (University of Leeds, UK; *Email*: L.J.Cameron@education.leeds.ac.uk). **Challenges for ELT from the expansion in teaching children**. *ELT Journal*, **57**, 2 (2003), 105–112.

This paper examines the challenges brought to ELT by the continuing expansion of teaching English to young learners (TEYL). It is argued that responses from other sectors of ELT, as well as the development of effective TEYL, can benefit from deeper understanding of how children approach language learning. Two key features of child foreign language learning are summarized: children's search for meaning in language use, and the demands of initial literacy. Implications include rethinking the construct 'language', developing appropriate assessment, a change in approach at the switch to secondary level, and making realistic decisions about training teachers. The paper argues that starting younger may not bring automatic improvement to language standards unless teacher education and secondary language teaching both rise to the challenges of the new situation.

03–444 Carter, Beverley-Anne (University of the West Indies, Trinidad and Tobago). **Helping learners come of age: learner autonomy in a Caribbean context**. *Hong Kong Journal of Applied Linguistics* (Hong Kong, China), **7**, 2 (2002), 20–38.

This article explores the conceptions of foreign language learning among a group of 28 first-year university students, as revealed in autobiographical accounts of language learning experiences. The data were collected in the first semester, as part of a year-long intervention to introduce students to the concept of autonomy in language learning. A series of themes was explored: exposure to foreign languages, teachers, and significant aspects of previous language learning. The metaphors used in learners' accounts were explored, revealing their feelings of seduction by and love of the foreign language, the pivotal role of the teacher, and conceptions of

language learning as an object of (religious) devotion, a skill requiring constant practice, and a lifelong activity. It is argued that teacher/student roles need to be renegotiated in order for the learners to attain greater autonomy, but that, conversely, the transition between school and university requires considerable teacher sup-port.

03–445   Cenos, Jasone (U. del País Vasco, Vitoria-Gasteiz, Spain; *Email*: fipceirj@vc.ehu.es). **Facteurs déterminant l'acquisition d'une L3: âge, développement cognitive et milieu**. [Factors determining the acquisition of an L3: age, cognitive development and environment.] *Aile* 18, 2002, 37–51.

This article describes a longitudinal project on the linguistic development of English as a third language where English is introduced at different ages in a bilingual programme. The effect of age from two different perspectives was studied: firstly, comparing students with the same amount of exposure but who started learning English at different ages; secondly, comparing students in the same year who have received different amounts of exposure. The subjects were secondary school students of English, with Basque or Spanish as their L1, who had Basque as the language of instruction except for Spanish and English classes. The results showed that, of students of different ages having the same amount of instruction, the older ones were significantly more proficient; however, in students of the same age having different amounts of instruction the only significant differences were in pronunciation and in the Oxford placement test, where those who had less exposure to the language had much better results. It is concluded that the differences must arise from the type of input and the methodology, both of which are suggested as future areas for research.

03–446   Chini, Danielle (Université de Pau et des Pays de l'Adour, France). **La situation d'apprentissage: d'un lieu externe à un espace interne**. [Learning situation: from external to internal space.] *Anglais de Specialité* **37–38** (2002), 95–108.

This paper examines the concept of learning situation from the perspective of cognitive construct. The author states that a learning situation can be defined as an environment set up for the development of a specific form of mediated social interaction. Its complex nature derives from the interconnection of multiple frames, as different as institutional constraints and task-induced contexts, or the rules of discourse or of group organisation. Yet assessing those different frames is not enough to account for the real nature of a learning situation insofar as most of them are set according to pre-existing parameters and therefore defined with no control on the part of the learner. In her paper, the author first defines the different parameters of learning

situation. She then challenges this first definition with a concrete example from a learning situation in an English classroom at Université de Pau. In the third part of the article, she refines the learning situation model to take account of the student's mental representation of the learning situation's parameters. In conclusion, it is argued that the reality of the learning process relies on the capacity to create the conditions for that problematic transition – from a predefined collective environment to a multiplicity of individual mental space.

03–447   Condon, Nora and Kelly, Peter (U. Namur, Belgium). **Does cognitive linguistics have anything to offer English language learners in their efforts to master phrasal verbs?** *ITL Review of Applied Linguistics* (Leuven, Belgium), **137–138** (2002), 205–231.

Phrasal verbs are widely acknowledged as being a notoriously difficult area of language for learners of English. In this paper, two approaches to the learning of these forms are compared: that advocated by the Collins COBUILD dictionary and that found within the framework of cognitive linguistics. Subjects were second-year science students at Namur University, Belgium, divided into two groups and selected to receive one of the two approaches over a four-week period. Results revealed that both approaches overall yielded very similar results. It was clear that the Cognitive approach had a facilitative effect for the learning of some types of phrasal verbs while the COBUILD method was more beneficial for others. The authors call for further research is called for which looks at the two approaches over longer periods of time.

03–448   Crawford Camiciottoli, Belinda (Florence U., Italy). **Metadiscourse and ESP reading comprehension: An exploratory study**. *Reading in a Foreign Language* (Hawaii, USA), **15**, 1 (2003), 28–44.

Recent trends in the study of written texts reflect a growing interest in interaction between readers and writers. Several studies have focused on metadiscourse as an important interactive feature that is believed to facilitate the reading process. This experimental paper describes exploratory classroom research with a group of Italian university students to gain further insight into the effect of metadiscourse on ESP reading comprehension. Two groups of students read selected extracts from two versions of the same text differing according to quantity and type of metadiscourse. Each group then took a reading comprehension test and their mean scores were compared. The findings suggest that a more pronounced use of metadiscourse may be associated with improved comprehension in some cases. A post-reading questionnaire showed that students had substantially no awareness of metadiscourse. The results provide useful indications for further research and also highlight the need for targeted instruction on metadiscourse in ESP reading courses.

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03–449 Dykstra-Pruim, Pennylyn (Calvin College, Michigan, USA). **Speaking, Writing, and Explicit Rule Knowledge: Toward an Understanding of How They Interrelate**. *Foreign Language Annals* (New York, USA), **36**, 1 (2003), 66–75.

This study investigated the relationship between writing performance and speaking performance through quantitative analysis of the variance and correlation among oral, written, and explicit rule abilities as evidenced in present-tense verbal morphology and syntax. Subjects performed an explicit rule grammar test and a narration task in speaking and writing modes. The operating hypotheses were (1) oral abilities and written abilities differ significantly; (2) oral abilities and written abilities are not strongly correlated; (3) explicit rule knowledge is not a predictor of how well learners can speak or write in the target language. The extent to which the data supported these hypotheses is discussed. Based on the results, the author makes a number of suggestions for foreign language teachers: (1) practice orally first; (2) test for grammar mastery via multi-modal assessment; (3) realize the benefits and limitations of explicit grammar tests.

03–450 Giguère, Jacinthe, Giasson, Jocelyne and Simard, Claude (Université Laval, Canada; *Email*: jacinthegiguere@hotmail.com). **Les relations entre la lecture et l'écriture: Représentations d'élèves de différents niveaux scolaires et de différents niveaux d'habilité**. [Relationships between reading and writing: The perceptions of students of different grade levels and different ability levels.] *The Canadian Journal of Applied Linguistics* (Canada), **5**, 1–2 (2003), 23–50.

It is often argued that reading and writing require the use of the same kind of knowledge on the part of the students (e.g. syntax, punctuation, text structure . . .). The purpose of this study is to identify how students of different grade levels and of different ability levels perceive reading-writing relationships. A questionnaire was administered to 439 Quebec students, in Canada, from four grade levels: Grade 3, Grade 6, Grade 9 and Grade 11. An interview was also conducted with 18 students form each of these grade levels. Students' school report scores in written comprehension and production were used as indicators of their ability level. Analysis of results reveals that students perceive more positively the effects of reading on writing than the effects of writing on reading. It also appears that Grade 3 students make more comments on reading/spelling links whereas Grade 9 and 11 students realise more how writing stories help them to understand other texts of the same type. The study further indicated that good readers and writers perceive more links between these two language activities than the poor ones. In conclusion, the authors argue that these results confirm the importance of making students more aware of the multiple dimensions of the reading-writing relationship.

03–451 Gregersen, Tammy S. (Northern Iowa U., USA). **To Err is Human: A Reminder to Teachers of Language-Anxious Students**. *Foreign Language Annals* (New York, USA), **36**, 1 (2003), 25–32.

This interview study examined the reactions of anxious and non-anxious foreign language learners to their own errors. Native Spanish-speaking students were videotaped twice: first as they took part in an English-language conversation with the researcher and then as they watched themselves in the taped interview. An analysis of the participants' English interactions and responses to their own oral performances indicated that anxious and non-anxious students differed in their ability to recognize their errors and in their reactions to making errors. Specifically, anxious learners made more errors, corrected themselves and code-switched more frequently, overestimated the number of errors that they made, and recognized fewer errors in a stimulated recall situation. Some implications for use of error-correction techniques are discussed, in particular the importance of sensitivity in this area of teaching.

03–452 Haznedar, Belma (Bounaziçi U., Turkey; *Email*: haznedab@boun.edu.tr). **The status of functional categories in child second language acquisition: evidence from the acquisition of CP**. *Second Language Research* (London, UK), **19**, 1 (2003), 1–41.

This paper examines the status of functional categories in child L2 acquisition. The first section of the paper presents a critical review of three current hypotheses in L2 acquisition: Minimal Trees hypothesis, Weak Transfer/Valueless Features hypothesis, and Missing Surface Inflection hypothesis. A brief overview of the assumptions underlying the CP system in English follows. Data are then presented on the development of CP-related elements (*yes-no* questions, *wh*-questions, copula *be*, auxiliaries *be* and *do*, and modal verbs) from recordings of a child native speaker of Turkish covering approximately 18 months. Results are then discussed with respect to the Minimal Tree hypothesis, verbal morphology, and tense marking. These data tend to present counter-evidence for recent hypotheses on early L2 acquisition. Data analysed show that the development of CP is not implicationally contingent on the prior acquisition of IP. Findings also indicate that the lack of morphological forms in interlanguage grammars reflects a problem with the realisation of surface morphology, rather than an impairment in the domain of functional projections.

03–453 Hesling, Isabelle (Université Victor Segalen Bordeaux 2, France). **L'hémisphère cérébral droit: un atout en anglais de spécialité**. [The right brain hemisphere: an advantage in

specialised English.] *Anglais de Specialité*, **37–38** (2002), 121–140.

The author of this article states that any genuinely multidisciplinary approach to teaching and learning needs to take into account the contributions of the neurosciences. Indeed, foreign language learners run into specific difficulties which can only be remedied if analysed from the point of view of neurolinguistics. The paper begins by a synthesis of fundamental research data in different but complementary fields such as neurology, acoustics, psycholinguistics and linguistics. Then, these theoretical data are interpreted from a pedagogic perspective and some solutions to the difficulties encountered by foreign language learners are proposed. The author argues that each foreign language learner is linguistically, that is cerebrally, conditioned by his/her mother tongue and uses both his/her left and right cerebral hemisphere. The role of each cerebral hemisphere in the processing of speech must be clearly understood since, even if they work in close collaboration, the left hemisphere and the right hemisphere do not process the same kind of speech information. In conclusion, it is claimed that the crucial role of the right hemisphere in speech processing should not be ignored, in spite of the emphasis laid by most studies upon the role of the left hemisphere.

03–454   Hilton, Heather (Université de Savoie). **Modèles de l'acquisition lexicale en L2: où en sommes-nous?** [Models of lexical acquisition for L2: where are we?] *Anglais de Spécialité* (Bordeaux, France), **35–36** (2000), 201–217.

This paper offers a reflection on the lack of a complete model of second language (L2) lexical acquisition, in spite of the central importance of vocabulary in second language learning. After a brief overview of research in first language (L1), the L2 lexicon is discussed from the perspectives of lexical acquisition, structure, and access. Pedagogic recommendations for vocabulary acquisition in instructed settings are then considered, on the basis of lexical problems encountered by French learners of English: for example, confusion of orthographic and phonemic representations, and lack of automatized collocations. The article closes by suggesting areas for further research.

03–455   Iwashita, Noriko (Melbourne U., Australia; *Email*: norikoi@unimelb.edu.au). **Negative feedback and positive evidence in task-based interaction. Differential effects on L2 development**. *Studies in Second Language Acquisition* (Cambridge, UK), **25** (2003), 1–36.

Conversation management is crucial to language learning and communicative competence. This article discusses the impact of task-based interaction on the acquisition of two Japanese grammar structures: locative-initial construction and *te*-form verbs. Two groups of 55 undergraduate students (native and non-

native speakers of Japanese) were made to interact through "spot the difference" and information-gap tasks. Their use of targeted features was coded and analysed quantitatively before and after the interaction, with most learners experiencing considerable improvement in performance and adequate retention of the acquired structures, as measured in a one-week delayed test. In particular, interactional moves providing positive evidence and implicit negative feedback facilitated interlanguage grammar acquisition and a gradual transfer of competence from native to non-native speakers. The paper also indicates several lines for further investigation, according to learner level, task salience, move variables and long-term effectiveness.

03–456   Johnson, Sharon P. and English, Kathryn (Virginia State U., USA). **Images, myths, and realities across cultures**. *The French Review* (Carbondale, IL, USA), **76**, 3 (2003), 492–505.

The instantaneous nature of Internet exchanges does not grant legitimacy in communication, particularly across cultures. This paper presents data from the Images, Myths, and Realities across Cultures (IMRAC) project, which attempts to bridge potential incompatibilities. Section one describes the basic project, which aims to provide students with an opportunity critically to exchange ideas on a selection of themes and issues by analysing images and texts pertaining to France and the USA. The design of a computer-mediated communication (CMC) course is then highlighted as a source of student motivation and interest, as students begin to comprehend that their language and socialisation are closely embedded in their own culture. Part three builds on research by Kramsch and the philosophical theories of Ricoeur to analyse the potential and inherent contradictions of CMC and set up the framework in which to analyse three types of discursive patterns produced on the IMRAC chats. Three distinct shifts are noted in these analyses. Firstly, after students begin to exchange ideas, the rigid boundaries that heightened cultural differences become less distinct; then students begin to define themselves less a cultural group and more as individuals; finally, students develop an awareness of the impact of their words in relation to the other culture. The paper concludes with some observations about the challenges and potential of CMC projects.

03–457   Kobayashi, Masaki (U. of British Columbia, Canada). **The role of peer support in ESL students' accomplishment of oral academic tasks**. *The Canadian Modern Language Review/La Revue Canadienne des Langues Vivantes*, **59**, 3 (2003), 337–368.

This article reports the results of a one-year ethnographic study of Japanese undergraduates and their teachers involved in an exchange program with a Canadian university. It singles out 3 participants from a total of 80, describing their behaviour and performance

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in oral tasks leading to a PowerPoint presentation. Preparatory work and planning sessions enabled the students to interact and negotiate teacher expectations, task definitions, goals, roles and language content, exploiting a variety of tools and resources as well as each other's knowledge and ideas. Their assignment was rewarded with top marks, thus showing that socialisation is a key to communicative success; on the other hand, future research is needed to explain whether and how this experience prepared students for future oral presentations.

03–458 Lam, Agnes (University of Hong Kong). **Language policy and learning experience in China: Six case histories**. *Hong Kong Journal of Applied Linguistics* (Hong Kong, China), **7**, 2 (2002), 57–72.

The three main language policies of the People's Republic of China in the last century have been (1) the standardization of Chinese (2) the development of minority languages and (3) the propagation of English. Foreign language teaching policy has varied before, during, and after the Cultural Revolution, culminating in the current adoption of 'English for international stature'. The article presents six case histories of learners, aged 27–51, who have grown up with these policies. All are university graduates, and they comprise both Northern and Southern Chinese, as well as speakers of minority languages. In hour-long interviews, the learners discuss language standardization, dialect switching, learning age, accent and pronunciation, influence of teachers, learning strategies employed, contact with native speakers, and use of Internet. Findings include the varied implementation of language policies, their general success, the importance of motivation in language learning, and the greater difficulties experienced by speakers of minority languages. It is shown that conditions for learning English have improved and that the learners interviewed have an understanding of how and why they succeed or fail in language learning.

03–459 Laufer, Batia (U. of Haifa, Israel; *Email*: batialau@research.haifa.ac.il). **Vocabulary acquisition in a second language: do learners really acquire most vocabulary by reading? Some empirical evidence**. *The Canadian Modern Language Review/La Revue Ccanadienne des Langues Vivantes*, **59**, 4 (2003), 567–587.

Uninstructed reading is believed to be the main source of vocabulary growth in L1. This article argues that the "vocabulary through reading" position is far less satisfactory when applied to second language acquisition, where it rests on four untested assumptions: noticing; guessing ability; guessing retention link; and cumulative gain. Their validity is challenged by counter arguments questioning learners' self-awareness, inferential skills and capacity for retention. Evidence

from three experiments conducted by the author points to the acquisitional value of production tasks that involve a fair degree of effort. Despite the overall importance of reading for vocabulary acquisition, equal emphasis should be given to word-focused writing activities, which are both more effective and less time-consuming for learners.

03–460 Lavoie, Natalie (Université du Québec à Rimouski, *Email*: natalie_lavoie@uqar.qc.ca). **Les conceptions des parents de scripteurs débutants relativement à l'apprentissage de l'écriture**. [The perceptions of beginner writers' parents relating to the process of learning to write.] *The Canadian Journal of Applied Linguistics* (Canada), **5**, 1–2 (2003), 51–64.

This study identifies parents' perceptions about children's development and the factors that influence these perceptions. A questionnaire was elaborated and filled out by 1103 parents of grade one and two children, in Rimouski, Canada. Results show that parents' perceptions are consistent with an emergent perspective in relation to this learning process, i.e. they think that in an informal way, their children learn several things at home regarding writing. It was also noted that parents of grade two children are more supportive of an emergent perspective than parents of grade one children. The educational level of the participating parents also influenced their perceptions on learning to write. Therefore, the better educated parents (university level) showed perceptions more consistent with an emergent perspective as opposed to parents with a lower education (college, high school or elementary school level). Results also indicate a difference between the fathers' and the mothers' answers, the mothers' answers being more consistent with an emergent perspective. In conclusion, it is suggested that schools should invite the students' fathers to get more involved in their children's education, because it would help them to get a more accurate perception of their children's learning processes. Furthermore, the author argues that these results might only apply to North American parents, and that further studies need to be done on the cultural dimension of the parents' perceptions.

03–461 Leeman, Jennifer (George Mason U., Fairfax, USA; *Email*: jleeman@gmu.edu). **Recasts and second language development: beyond negative evidence**. *Studies in Second Language Acquisition* (Cambridge, UK), **25** (2003), 37–63.

Recent studies in second language acquisition focus on the description of usable input and interaction patterns. Both lines of investigation share an interest in learner feedback and the role of negative evidence. This article looks at the impact of recasts (targetlike reformulations of ungrammatical utterances) on learners of Spanish as a foreign language. A group of 74 undergraduates at an American university was randomly assigned to four treatment groups: recast, negative evidence,

enhanced salience and control. Their performance before treatment showed no difference between groups but in post-treatment tests the first two significantly outperformed the control. This suggests that exposure to recasts and enhanced salience, but not to negative evidence, boosts learners' attention to target forms. As the study was carried out in a laboratory, its implications for the classroom and real-world conditions remain to be confirmed. Further research could focus on the attentional processes activated by the treatment and on opportunity for production as an independent variable in language acquisition.

03–462 Loucky, John Paul (Seinan Women's U., Japan) **Improving access to target vocabulary using computerized bilingual dictionaries**. *ReCALL* (Cambridge, UK), **14**, 2 (2002), 293–312.

This study compares various computerised bilingual dictionaries (CBDs) for their effectiveness in helping Japanese college students at several language proficiency levels to access and record new English target vocabulary. It has been claimed by a number of researchers that bilingual dictionaries, and electronic dictionaries in particular, appear to be more rapid and effective than monolingual book dictionaries for acquisition of new vocabulary. The author has tested and analysed various CBDs (including portable electronic dictionaries, software CBDs, online dictionary websites, and optical character recognition/translation devices), and the results are presented. Students' gains in vocabulary (passive recognition and active production) using book dictionaries and CBDs are compared, and the author makes recommendations regarding use of the latter.

03–463 MacIntyre, Peter D. (U. College of Cape Breton, Sydney, Canada; *Email*: petermacintyre@uccb.ca), **Baker, Susan C., Clément, Richard and Donovan, Leslie A. Talking in order to learn: willingness to communicate and intensive language programs**. *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, **59**, 4 (2003), 589–607.

Willingness to communicate (WTC), which defines the subject's likelihood of initiating communication when the opportunity arises, rests on two key variables: communication apprehension and perceived competence. In this study, fifty-five Anglophone participants enrolled in first-year French conversation courses were tested for a range of variables in the target language: willingness to communicate; communication apprehension; perceived competence; frequency of communication; integrativeness; attitude to the learning situation; motivation. The results suggest that immersion programmes lead to increased WTC and frequency of communication, with those most willing to initiate communication being also the most motivated to learn. Surprisingly, anxiety appears to be more of a problem with advanced learners. The authors

argue that future research should shed light on the complex relation between motivation and WTC and its crucial role in language acquisition.

03–464 McAlpine, Janice and Myles, Johanne (Queens U., Ontario, Canada; *Email*: jm27@post.queensu.ca). **Capturing phraseology in an online dictionary for advanced users of English as a second language: a response to user needs**. *System* (Oxford, UK), **31**, 1 (2003), 71–84.

FL Students often have difficulties finding the right meaning for unfamiliar words or phrases in their dictionaries. While this information may be presented implicitly in dictionaries aimed at advanced ESL learners, many students do not have the dictionary skills to extract it. After a critical review of current FL dictionaries, this paper argues for a new type of electronic dictionary which presents typical phraseology rather than words in isolation. The invention of electronic text has prompted a revision of what dictionaries are and how they can be put to use. The suggestion is that the dictionary can treat the multi-word lexical units and common collocational patterns that cohere around a node word and illustrate them fully with sentence examples. By linking all the expressions covered in the dictionary to basic vocabulary items and commonly associated words, the dictionary user is given two new ways to access the English lexicon. The most innovative aspect of this dictionary is its search system. Words and expressions in the headword list are hyperlinked to topic words and basic English synonyms so that, by using nested computer searches, the advanced ESL writer can be directed to phraseology appropriate to a target context.

03–465 Mennim, P. (The University of Edinburgh, Scotland, UK). **Rehearsed oral L2 output and reactive focus on form**. *ELT Journal*, **57**, 2 (2003), 130–138.

This paper examines reactive focus on form as a way of focusing students' attention on their own output. It describes a reactive focus on form task which was part of a university EFL oral presentation course. The students in the study were encouraged to focus on their oral output by taping and transcribing a rehearsal of their presentation. They scrutinized and corrected the transcript before giving it to the teacher, who provided further feedback on points that they had missed. The paper describes the effect of this treatment by comparing the language of the rehearsal transcript with a transcript of the students' presentation two weeks later. It shows how they managed to recall many of the corrected forms and reformulations; the final presentation showed improvements in pronunciation and grammar, and in the organization of content.

03–466 Muñoz, Carmen (U. of Barcelona, Spain; *Email*: munoz@fil.ub.es). **Le rythme d'acquisition des savoirs communicationnels chez des**

apprenants guidés: l'influence de l'âge. [Patterns of acquisition of communication skills in guided learning: the influence of age.] *Aile*, **18** (2002), 53–77.

English language acquisition by young bilingual Spanish/Catalan speakers who started learning English at different ages has been studied in the Barcelona Age Factor (BAF) project. Previous analyses of literacy-related test scores had shown that older pupils learn English faster than those starting younger, although there was not a significant difference in their listening comprehension. The present study examined listening comprehension skills (both reception and production) and more general communication skills. The results of the study indicated that where students of different ages, but with the same number of study hours, are not significantly different in listening comprehension skills, particularly in reception, the older ones did considerably better on production than the younger ones. It is thought this is probably due to their greater ability in communication skills in their L1. The analysis also revealed a different progression of production and reception skills at different ages.

03–467   Newcombe, Lynda Pritchard (Cardiff University, Wales, UK). **"A tough hill to climb alone" – Welsh learners speak**. *Hong Kong Journal of Applied Linguistics* (Hong Kong, China), **7**, 2 (2002), 39–56.

Despite a phenomenal increase in the number of adults learning Welsh over the past 40 years, only a limited number of the students who enrol on courses progress to fluency and become integrated into the Welsh speaking community. This article argues that this cannot be solely attributed to out-dated teaching methodologies, but also to hindrances experienced outside the classroom. The reported study of learners' experiences when practising in the community is the first such carried out in Wales, and presents experiential data on the barriers learners face outside the classroom. Using data taken from learner journals, interviews and focus groups, the experiences of nine volunteer Welsh learners in Cardiff in their encounters with Welsh speakers are reported. These data are compared with autobiographical accounts of learning from other sources to highlight the difficulties of practising with the Target Language Community. It is concluded that learners need to develop strategies for coping, overcoming anxiety, and for maximising practice. It is emphasised that Welsh is not a 'community language' but a language of networking, and that learners need the conscious support of Welsh speakers in order to acquire competence.

03–468   Newman, Michael, Trenchs-Parera, Mireia and Pujol, Mercè (CUNY, USA; *Email*: mnewman@qc.edu). **Core academic literacy principles versus culture-specific practices: a multi-case study of academic achievement**.

English for Specific Purposes (Amsterdam, NE), **22**, 1 (2003), 45–71.

This multi-case study compares how three culturally-distinct groups of undergraduates interact with course content to achieve academically, and how these interactions both vary and remain the same across cultures and institutions. Three groups of subjects were chosen, studying in both L1 and L2: 4 European American undergraduates, 5 Spanish/Catalan bilinguals studying in Spain, and 4 immigrants studying in the USA. From an initial review of the relevant literature the author suggests that there is core academic literacy knowledge that can transfer across cultures and languages. This study, however, aimed to inform about which aspects of this knowledge may be cultural and which may exist regardless of culture. Analysis of interviews and documents revealed four informational operations – exposure, extraction, manipulation, and display – used to move content from sources to assessment. Regardless of cultural background, the more successful students interrelated these operations using an approach dubbed "planned information management". Cultural differences appeared limited to attitudes towards learning and means of learning. The final section of the paper discusses how these findings might influence pedagogical practice in EAP.

03–469   Nsangou, Maryse. Problemursachen und Problemlösung in der zweitsprachlichen Kommunikation. [Problems in L2 communication: causes and solutions.] *Deutsch als Fremdsprache*, **39**, 4 (2002), 232–237.

This article examines a number of conversational interactions in German between native speakers and Cameroonian students of German, with a view to categorizing the communication problems that are encountered and the solutions that are applied. The cognitive processes involved are explored by means of retrospective interviews with the L2 speaker in his or her L1. It is on the lexical level, through gaps in the L2 speaker's vocabulary, that disruption of communication is found most frequently to occur. Problem-solving strategies include ellipsis of the unknown lexeme, paraphrase, creative word formation, an explicit appeal to the native speaker, or a switch into the L1 of the L2 speaker. Grammatical deficiencies are less likely to lead to problems in communication, partly because the L1 speaker can adjust his or her output to the perceived level of competence of the L2 speaker. Thus, in all cases, successful communication depends not only on the linguistic competence of the L2 speaker, but also on the L1 speaker's knowledge, competence, and willingness to engage.

03–470   O'Grady, William (U. of Hawaii, USA; *Email*: ogrady@hawaii.edu) **and Yamashita, Yoshie. Partial agreement in second-language**

acquisition. *Linguistics* (Berlin, Germany), **40**, 5 (2002), 1011–1019.

This article investigates the choice of verb form, on the part of both native and non-native speakers of English, in coordinate sentences where there is a potential conflict between singular and plural, e.g. 'Two oranges or an apple is/are needed for the salad', 'There is/are a car or two motorcycles in the garage'. This phenomenon is referred to as 'partial agreement'. An experiment involving Japanese-speaking learners of English revealed that they behave very much like native speakers in two key respects when dealing with partial agreement. First, they show a clear preference for agreement that is triggered by the conjunct that is closer to the verb. Second, this preference is strengthened in 'there' constructions, where linear processing considerations come into play. The suggested explanation for this result is that L2 (adult) learners are drawing on precisely the same computational system as is exhibited by native speakers during first-language acquisition.

03–471 Payne, J. Scott (Middlebury College, USA) **and Whitney, Paul J. Developing L2 Oral Proficiency through Synchronous CMC: Output, Working Memory, and Interlanguage Development**. *CALICO Journal* (Texas, USA), **20**, 1 (2002), 7–32.

A naturalistic experiment was conducted to test the hypothesis that synchronous computer-mediated communication (CMC) can indirectly improve L2 oral proficiency by developing the same cognitive mechanisms as underlie spontaneous conversational speech. The theoretical framework guiding this inquiry consists of Levelt's (1989) model of language production augmented by concepts from Working Memory theory. The findings show a significant difference between the experimental and control groups' oral proficiency development with participants in the experimental condition (two of four contact hours per week were in a chatroom) scoring higher than participants in the control condition. Implications for language instruction and the second language oral proficiency development for different types of learners are discussed, in particular, whether face-to-face interaction is critical for optimal second language acquisition and whether technology-mediated learning systems can be used to create alternative instructional models.

03–472 Pekarek Doehler, Simona (U. of Basle, Switzerland). **Situer l'acquisition des langues secondes dans les activités sociales: l'apport d'une perspective interactionniste**. [Second-language acquisition through social activities: an interactionist perspective.] *Babylonia* (Comano, Switzerland), **4** (2002), 24–29.

This article starts from the premise that language acquisition is not achieved by the autonomous individual acting alone, but that certain types of human interaction are required in order to engage the necessary cognitive processes. The various strands of interactionist theory are examined, in an attempt to elucidate what kinds of interaction and what kinds of social conditions are most likely to lead to L2 acquisition. The most favourable conditions appear to be when the learner, faced with a communicative need, attempts to fill the gaps in his/her L2 knowledge by a direct appeal to his/her (native-speaker or more competent) interlocutor, for example by asking a question or resorting to L1. By way of illustration, a conversational interaction between a German learner of French and her teacher is analysed. The author concludes by discussing the implications of the interactionist perspective for classroom practice.

03–473 Philp, Jenefer (U. of Tasmania, Australia; *Email*: philos@tassie.net.au). **Constraints on "noticing the gap". Nonnative speakers' noticing of recasts in NS-NNS interaction**. *Studies in Second Language Acquisition* (Cambridge, UK), **25** (2003), 99–126.

The relationship between input and noticing is crucial to language acquisition. This paper investigates to what extent learners' ability to recall recasts is constrained by such factors as level of proficiency, recast length and number of changes introduced by the recast. Thirty-three adult learners of English paired with native speakers for 5 interaction sessions over a two-week period. The coded and statistically analysed results suggest that recasts of question forms may be effectively employed by learners when feedback is aligned to their level of proficiency (with over 70% recasts recalled and 90% modifying the trigger utterance). Difficulties in recall, on the other hand, may reflect working memory limitations or the excessive cognitive demand of input. The complexity of this process, balancing learners' attentional resources and interlanguage knowledge against the linguistic form of input, highlights the need for further research efforts in the field.

03–474 Prévost, Philippe (U. Laval, Québec, Canada; *Email*: philippe.prevost@lli.ulaval.ca). **Truncation and missing inflection in initial child L2 German**. *Studies in Second Language Acquisition* (Cambridge, UK), **25** (2003), 65–97.

This study is a contribution to the debate on functional categories in second language acquisition by children, with reference to the Truncation Hypothesis (TH) and the Missing Surface Inflection Hypothesis (MSIH). After a broad overview of theoretical work in the field, longitudinal data from an English-speaking child of German-African parentage are reported and analysed. As an early learner of German, her utterances show a tendency of infinitival verbs and bare stems to occur in complementary distribution: the former in nonfinite positions, the latter patterned together with inflected forms. The results suggest that TH and MSIH are

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not mutually exclusive in child SLA but account for separate sets of data. Further investigation could confirm these findings and shed light on the difference between acquisition of an L2 and a second L1.

03–475 Pujolá, Joan-Tomás (Universitat de Barcelona, Spain). **CALLing for help: researching language learning strategies using help facilities in a web-based multimedia program**. *ReCALL* (Cambridge, UK), **14**, 2 (2002), 235–62.

This paper presents research into how learners use the help facilities of a web-based multimedia CALL self-study program (ImPRESSions) designed to improve second language learners' reading and listening skills (newspapers, TV and radio), and to develop language learning strategies. An overview of the program's design and content is given, and the help facilities described. The main research question was: how do learners make use of the help facilities of this particular CALL program? The computer movements of learners (adult Spanish students of English) were digital-video screen recorded (using Lotus ScreenCam software). These, together with direct observation and retrospective questions, provided a detailed picture of the learning strategies deployed. It was found that many variables influence the use of the help facility. The author concludes that the results of this study can inform future CALL materials design, and the methods used offer new possibilities for CALL research.

03–476 Rees, David (Institut National d'Horticulture d'Angers, France). **Role change in interactive learning environments**. *Stratégies d'apprentissage* (Toulouse, France), **12** (2003), 67–75.

Throughout the teaching world, interactive teaching has been increasingly popular over the last few years; however many scholars have differences of opinion about what this concept involves. This paper proposes that interactive teaching produces a role change in the student's learning environment, and that this change affects the ego-state mode of acquisition by the learner. Using the theory of Transactional Analysis, the author explains that the ego-state is a set of related behaviours, thoughts and feelings. Students and teachers can both manifest three different types of ego-states: the Adult ego-state (behaving in a grown-up manner), the Parent ego-state (copying parents behaviour) and the Child ego-state (behaving like a child). The author draws on his personal experience as an English teacher to give some insights about role and ego-state in an interactive lesson. He argues that in the non-interactive classroom, the teacher maintains a Critical Parent role, and the student, a Child role. Because interactive teaching is centred upon the students, both teacher and student use all three ego-states during the lesson. In the conclusion of the paper, it is claimed that either the Adult-Adult relationship or the Child-Child relationship are the best ones to help the students learn more easily.

03–477 Rehner, Katherine, Mougeon, Raymond (York U., Toronto, Canada; *Email*: krehner@yorku.ca) **and Nadasdi, Terry. The learning of sociolinguistic variation by advanced FSL learners. The case of *nous* versus *on* in immersion French**. *Studies in Second Language Acquisition* (Cambridge, UK), **25** (2003), 127–156.

Alternation between two or more sociolinguistic variants expressing the same semantic meaning is an integral part of spoken native language competence. The role of extralinguistic factors in the learning of such variation is investigated in a paper based on data collected by Mougeon and Nadasdi. A subset of 41 non-native speakers of French in Toronto's high schools were interviewed to assess their exposure to and use of the target language. Their output was concordance-scanned for occurrence of the pronouns *nous/on* and correlation to such extralinguistic factors as gender, social class and access to French media. Unexpectedly, students favoured the less formal variant (*on*), which is the second choice (17%) in textbook dialogues, because of its prevalence in teacher talk (83%). There was, however, a correlation between pronoun variation and sociocultural factors, with female, middle-class students the most likely to favour the formal variant *nous*. The authors argue that these findings and earlier research in the same area may be used to develop better teaching materials for immersion students of Canadian French.

03–478 Richter, Regina. Konstruktivistiche Lern- und Mediendesign-Theorie und ihre Umsetzung in multimedialen Sprachlernprogrammen. [Constructivist learning- and media-design theory and its application in multimedia language-learning programmes.] *Deutsch als Fremdsprache*, **39**, 4 (2002), 201–206.

The article examines the connections between theories of learning and the changing nature of language-learning software, as computer technology continues to develop. Skinner's behavourism initially inspired a stimulus-response-feedback approach to software, in which the student's progress followed a series of small, narrowly circumscribed steps. Although the behavourist theory and approach have been largely superseded, they have had a positive legacy in the sense of encouraging a serious analysis of learning aims and materials. The more recent constructivist approach to learning, in which learner autonomy and choice are emphasized, has been well served by developments in computer technology, such as multimedia and interactivity. However, through her analysis of a number of language-learning packages, the author demonstrates how the constructivist approach has been compromised by the current limits of technology, for example in the restricted kinds of input that error-correction facilities are capable of handling. But since constructivism is not

in itself a theory of language learning, it is not a sufficient basis on which to evaluate language-learning software.

03–479 Rinder, Ann. Das konstruktivistische Lernparadigma und die neuen Medien. [The constructivist learning paradigm and the new media.] *Info DaF* (Munich, Germany), **30**, 1 (2003), 3–22.

The author traces the changing approaches to language teaching and learning since the 1950s and their relationship to developments in computer technology. The article begins with a brief consideration of behaviourism, with its stimulus-response approach to learning, and 'cognitivism', which emphasized the individual mental processes involved in learning. Typical software packages associated with the latter approach were 'intelligent tutorial systems' that encouraged 'discovery learning' and problem-solving. The bulk of the article is devoted to the constructivist approach, which the author characterizes as the subjective construction of knowledge through experience and interpretation. The type of software most closely associated with this approach is the 'open learning environment', designed to enable learners to assemble their own materials and create their own learning agenda. The teacher's role becomes that of 'adviser' or 'companion'. However, pointing to the lack of adequate criteria for evaluating the constructivist approach, the author expresses doubts about the high expectations that it places on the learner, and the capacity of computers to fulfil these expectations. Instead, she argues for a 'mixed approach', with a stronger didactic element, in which technology is placed at the service of teaching, rather than driving its theoretical developments.

03–480 Rott, Susanne and Williams, Jessica (U. of Chicago at Illinois, USA). **Making form-meaning connections while reading: A qualitative analysis of word processing**. *Reading in a Foreign Language* (Hawaii, USA), **15**, 1 (2003), 45–75.

This study was a qualitative exploration of the effect of multiple-choice glosses and periodic second language (L2) text reconstruction on lexical acquisition. L2 readers of German engaged in a think-aloud procedure while reading a short text and retelling its content in German after each of four short sections. In each section, four unfamiliar target words (TWs) were embedded. Half of the participants' passages contained multiple-choice glosses for the TWs. Reading behavior and test scores for the with-gloss and no-gloss groups differed, suggesting that a) glosses triggered a search for concrete meaning and firm form-meaning mapping; b) a lack of glosses corresponded with global text processing, skipping of words and shallow meaning mapping; c) multiple encounters helped with-gloss readers to gain semantic information and refine their understanding of the TWs; d) for those who established form-meaning connections in the input phase, the

output task may have strengthened those connections, e) the post-test designed to measure word recognition may have had a strong learning effect. According to the authors, the outcomes of the investigation suggest that access to multiple-choice glosses generally triggers improved text comprehension at the L2 reader level.

03–481 Shinichi, Izumi (Sophia U., Japan; *Email*: s-izumi@hoffman.cc.sophia.ac.jp). **Output, input enhancement, and the noticing hypothesis**. *Studies in Second Language Acquisition* (Cambridge, UK), **24**, 4 (2002), 541–577.

This article is a report into an experiment designed to investigate whether 'noticing' and/or learning an unfamiliar grammatical form is enhanced when the basic input is supplemented by either of two additional features: visual enhancement (i.e. highlighting the new item typographically) or the requirement to produce output. The grammatical form used in the experiment was the English relative clause containing a prepositional object (e.g. 'the meeting which he participated in'). Although the subjects who received the visually enhanced input clearly 'noticed' more than the others (as evidenced by their note-taking), there was no subsequent difference in learning gains between the two groups (as measured by a test administered after the experiment). On the other hand, those subjects who were required to produce output immediately after receiving the input showed significant additional learning gains compared to their peers. The author discusses these findings in relation to current theories of attention and cognitive processing in SLA. She concludes that noticing in itself is not sufficient to promote acquisition; it must be accompanied by a deeper level of cognitive processing, which is stimulated when there is a need to focus on the form of the output.

03–482 Sifakis, N. C. (Hellenic Open U., Greece; *Email*: nicossif@hol.gr). **Applying the adult education framework to ESP curriculum development: an integrative model**. *English for Specific Purposes* (Amsterdam, NE), **22**, 1 (2003), 195–211.

This paper discusses recent work in ESP and Languages for Specific Purposes together with adult education and argues for an integrative model for ESP curriculum design. Elements from Adult Education (AE) are emphasised that can be fruitfully implemented in all forms of ESP course design. In the first section of the paper characteristic features shared by ESP and AE are described and an attempt made to profile the typical ESP learner in AE terms. Three key characteristics of adult learners central to an ESP curriculum are highlighted in this description: the notion of the ESP student participant, the different functions of learning and general adult learning, and the notion of a learning contract. A two-sided model is then proposed that associates adult education principles with effective ESP

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learning. One side relates to the adulthood-related characterisations of the ESP learner while the other side involves the dual role of the ESP teacher as teacher and counsellor. Some implications for the construction of CALL programmes are discussed, and the paper concludes with the suggestion that all approaches to teaching learners in the ESP framework can benefit from the successful handling of both aspects of the model.

03–483   Slabakova, Roumyana (U. of Iowa, USA; *Email*: roumyana-slabakova@uiowa.edu). **Semantic evidence for functional categories in interlanguage grammars**. *Second Language Research* (London, UK), **19**, 1 (2003), 42–75.

In recent years, the question whether Universal Grammar (UG) is available in L2 acquisition has been approached from the perspective of the acquisition of functional categories (FCs) and the formal features associated with them. This study investigates how semantic properties of FCs (viewpoint aspect) are acquired by Bulgarian learners of English in an in-structional setting. A comparison is made of the acquisition of three aspectual semantic properties, none of which are instantiated in Bulgarian and only two of which are explicitly taught in English class-rooms in Bulgaria. A Truth Value Judgement task, a guided composition, and part of the Michigan test for proficiency were administered to 112 Bulgarian learners and 24 native-speaker controls. Results indicated that L2 learners at all proficiency levels are aware of English aspectual contrasts. It is suggested that L2 learners are able to acquire interpretable formal features not transferable from their native language. Subjects were also able to acquire properties of the grammar that are not explicitly taught in the classroom.

03–484   Soboleva, Olga and Tronenko, Natalia (LSE, UK; *Email*: O.Sobolev@lse.ac.uk). **A Russian multimedia learning package for classroom use and self-study**. *Computer Assisted Language Learning* (Lisse, NE), **15**, 5 (2002), 483–499.

This paper discusses the efficiency of the "Learning Russian on the Web" CALL course, developed at the University of Sussex and the London School of Economics. After an introduction about the history and organisation of the web site, the paper focuses on the progress of the course and outlines tutor- and student-led activities. The next section of the paper reviews feedback on the course from the perspective of the teachers and participants. The former rated highly the user-friendliness of the course, its motivating and educational values. The survey suggests that learners were able to enrich their cultural background by using the on-line resources incorporated into the course. It is concluded that a multimedia environment is an efficient model of teaching and learning for both classroom and self-study use; the web-based course maintains effective

pedagogical guidance of learners' efforts as well as their active engagement in the activities offered.

03–485   Stockwell, Glenn (Kumamoto Gakuen U., Japan) **and Harrington, Michael. The Incidental Development of L2 Proficiency in NS-NNS E-mail Interactions**. *CALICO Journal* (Texas, USA), **20**, 2 (2003), 337–359.

Recent research suggests that e-mail can be a powerful motivator for authentic L2 interaction, but little is known about the efficacy of this medium in the development of target language proficiency. This study examined e-mail exchanges between university learners of Japanese as a foreign language and native Japanese university students. The study focused on the effect of e-mail interactions on the incidental development of L2 syntax and vocabulary as reflected in both quantitative and qualitative measures. Messages sampled at regular intervals over a 5-week collection period indicated a reliable increase in syntactic development as reflected in several measures of structural mastery as well as in qualitative ratings supplied by native speaker raters. There was no evidence of quantitative development for vocabulary, but qualitative ratings did show a small improvement over the collection period. A sharp drop-off was noted between the first and second samples across all measures, with learner performance then improving steadily until the end of the study. The authors relate their findings to an interactionist account of L2 development that is embedded in the framework of computer-mediated communication (CMC).

03–486   Van de Craats, Ineke (Nijmegen U., Netherlands). **The role of the mother tongue in second language learning**. *Babylonia* (Comano, Switzerland), **4** (2002), 19–22.

This article offers a brief overview of different theories concerning the role of L1 transfer in L2 acquisition, and how they have influenced approaches to language teaching. Three theories which had their heyday in the 1970s are examined initially: Contrastive Analysis, the Interlanguage Hypothesis, and the Creative Construction (or Identity) Hypothesis. With the 1980s came a more nuanced view of L1 transfer, in which it was seen as one particular developmental stage of L2 acquisition, playing little or no role in the earliest stages, especially among children. In present-day language education, the behavourist methods associated with Contrastive Analysis have largely given way to the communicative approach with its emphasis on authentic L2 input and real-life tasks. This has tended to push the role of L1 transfer into the background. However, by reference to a group of francophone Canadian children learning English, the author demonstrates that L1 transfer is still a major cause of learner errors. She concludes by calling for a renewed version of contrastive analysis, in which learners' attention is explicitly drawn to points of contrast between L1 and L2.

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Language learning

03–487 Vidal, K. (U. Autonoma de Madrid, Spain). **Academic Listening: A Source of Vocabulary Acquisition?** *Applied Linguistics*, **24**, 1 (2003), 56–89.

This paper presents an empirical study of the acquisition of EFL vocabulary through academic listening. It also explores the effect of EFL proficiency and lecture comprehension on vocabulary acquisition as well as the relationship between vocabulary gain and the following factors: *frequency of occurrence, type of word, type of word elaboration* and *predictability from word form and parts*. The effect of lecture listening on vocabulary acquisition as well as the interaction effect between EFL proficiency and vocabulary acquisition are found to be significant. A significant difference is also found between lecture listening and post-lecture listening and between post-lecture listening and the pre-test. This is seen to indicate that, although only part of the vocabulary gain was retained in the memory after four weeks, the vocabulary knowledge retained was still superior to the knowledge the students had before listening to the lectures.

03–488 Wakabayashi, Shigenori (Gunma Prefectural Women's U., Japan; *Email*: waka@gpwu.ac.jp). **Contributions of the study of Japanese as a second language to our general understanding of second language acquisition and the definition of second language acquisition research**. *Second Language Research* (London, UK), **19**, 1 (2003), 76–94.

The aim of this review article is to examine what the study of L2 acquisition of Japanese has offered and promises to offer to our general understanding of SLA. Special attention is paid to the review of three new books where Japanese is the target language of SLA. As a result of this review, the reviewer suggests that the discipline needs a consensus about what SLA research is, if it is to make progress. Two categories are suggested: Core SLA research, which would aim to provide an explicit account of the mechanism underlying learners' use of the L2 and its development, and Broad SLA research, where researchers study factors that influence the development of L2 knowledge. The final section of the review examines what L2 Japanese studies might offer in terms of such Core SLA knowledge.

03–489 Ward, Monica (Dublin City U., Ireland). **Reusable XML technologies and the development of language learning materials**. *ReCALL* (Cambridge, UK), **14**, 2 (2002), 283–92.

This paper addresses the dilemma faced by CALL practitioners of whether to reuse existing CALL resources, which may need adapting for level or culture, or to create entirely new materials. A solution proposed here is to use XML (eXtensible Markup Language) technologies, which provide a strict separation between data and processing. An outline of XML is given and its benefits discussed. An example is presented of a CALL template developed using XML. The program contains lessons, dictionary, grammar revision, alphabet, and cultural information. The template was designed for Endangered Languages but could be adapted for any language.

03–490 Wendt, Michael (U. Bremen, Germany; *Email*: inform@uni-bremen.de). **Context, culture, and construction: research implications of theory formation in foreign language methodology**. *Language, Culture and Curriculum* (Clevedon, UK), **15**, 3 (2002), 284–297.

A constructivist theory of context includes both internal and external realities, and research methods are needed which can investigate the way in which mental processes turn reality into contexts. This paper discusses to what extent constructivist epistemology provides a solution to achieving a link between qualitative–ethnographic and cognitivist research on FL acquisition. Firstly, the author discusses central tenets of epistemological constructivism and goes on to investigate whether traditional research paradigms can cope adequately with a revised understanding of "context", which includes mental processes which turn reality into contexts. In the following section the author demonstrates that a number of traditional quantitative and qualitative research methods are not suitable for examining mental processes, contexts and their interdependence. The recommendation made is that constructivist principles be considered in research and that qualitative research is valid provided there is a clarity and explicitness of process which enables readers to carry out their own interpretations.

03–491 Wernsing, Armin Volkmar (Maria-Sybilla-Merian-Gymnasium/Studienseminar, Krefeld, Germany). **Über die Zuversicht und andere Emotionen beim Fremdsprachenlernen**. [Confidence and other emotions in foreign-language learning.] *Fremdsprachenunterricht* (Berlin, Germany), **2** (2003), 81–87.

Drawing on the findings of neuroscience, the author argues that foreign-language teaching is most effective when it engages the learner as a whole person, on both a cognitive and an emotional level. Perception is conceived as consisting of two sets of components: 'bottom up' (immediate sense data) and 'top down' (previous experiences, mental representations, and associated emotions). These latter operate in the form of a 'censor mechanism', located in the hippocampus region of the brain, which can potentially block perception and thus hinder the learning process. In support of his ideas about providing the right kind of stimuli for students, the author gives an account of an exchange visit undertaken by a group of German secondary-school students, with previously negative attitudes to the learning of French, to a school in Brittany. Surveyed on their return, on completion of a French reading-comprehension exercise, the students

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were revealed to have a much more positive emotional attitude to its challenges than their classmates who had remained at home. The author concludes that an task-based approach in foreign-language teaching, involving authentic communication, is most likely to generate the necessary confidence for effective learning to take place.

03–492 Wintergerst, Ann, DeCapua, Andrea and Verna, Marilyn (St. Johns U. New York, USA). **An analysis of one learning styles instrument for language students**. *TESL Canada Journal* (Burnaby, BC, Canada), **20**, 1 (2002), 16–37.

This study tested the reliability and validity of the authors' newly-developed Learning Styles Indicator and explored whether its measures held true across a population of native speakers and non-native speakers of English. The instrument was used to investigate the learning style preferences of three groups of language learners (n = 242): ESL, FL students, and freshman English composition students. Findings revealed clear learning style preferences for each group: freshman English composition subjects preferred project orientation, as evidenced in ANOVA procedures, whereas FL students preferred project and individual orientation but not group orientation, as evidenced in correlation data presented. The classroom implications of the findings are discussed.

03–493 Yang, Anson and Lau, Lucas (City U. of Hong Kong; *Email*: enanson@cityu.edu.hk). **Student attitudes to the learning of English at secondary and tertiary levels**. *System* (Oxford, UK), **31**, 1 (2003), 107–123.

The paper begins with a critical review of the literature regarding attitudes to language and language learning in Hong Kong. The study investigates how 42 Hong Kong freshman students see the need of English and their improvement in the four English language skills as they leave the secondary school system and after they have obtained tertiary education. It asks two questions: (1) Have student attitudes and opinions of English language learning changed as they obtained a higher qualification? (2) Have the English lessons at both secondary and tertiary levels satisfied students' needs? Data were obtained over a three-year period from questionnaires, interviews, and course-end discussions. Findings suggested that students were generally comfortable with the language environments and courses offered in secondary and tertiary settings; they agreed that learning English is important in the post-1997 era. The respondents reported that both a set syllabus in secondary school and a more liberal choice of English courses at university helped them obtain the language needed for career and personal growth. They realized how important it is to possess a positive attitude towards the use of English. The study concludes that students' attitudes and comments toward English do not change much before or after they have obtained tertiary education.

03–494 Yoshii, Makoto (Baiko Gakuin U., Japan) **and Flaitz, Jeffra. Second Language Incident Vocabulary Retention: The Effect of Text and Picture Annotation Types**. *CALICO Journal* (Texas, USA), **20**, 1 (2002), 33–58.

This study examined the effect that annotation type has on L2 incidental vocabulary retention in a multimedia reading setting. Three annotation types were compared: text-only, picture-only, and a combination of the two. The participants were 151 adult ESL learners at beginning and intermediate language proficiency levels. The participants read a story for comprehension purposes using the Internet. Three types of instruments were used for vocabulary retention assessment: Picture recognition, Word recognition, and Definition Supply tests. ANOVA analyses of the results indicate that the Combination group (annotations with text and picture) outperformed the Text-only and Picture-only groups on the immediate tests. The Combination group also outperformed the other two groups on the delayed tests, however, the differences were smaller than those for the immediate tests. There was no significant interaction between annotation type and proficiency level for either the immediate or delayed tests. Repeated measure ANOVAs revealed no significant differences among the groups in the rate of change between the immediate test scores and delayed test scores. The participants' scores on the delayed tests, regardless of the group to which they were assigned, declined equally from those of the immediate tests. The study supports the view that information coded both verbally and visually is more effective for learning than information coded in a single mode.

03–495 Yuan, F. (U. of Pennsylvania, USA) **and Ellis, R. The Effects of Pre-Task Planning and On-Line Planning on Fluency, Complexity and Accuracy in L2 Monologic Oral Production**. *Applied Linguistics*, **24**, 1 (2003), 1–27.

This study investigates the effects of both pre-task and on-line planning on L2 oral production, focusing particularly on the impact of planning of fluency, complexity and accuracy. The results show that pre-task planning enhances grammatical complexity while on-line planning positively influences accuracy and grammatical complexity. The pre-task planners also produced more fluent and lexically varied language than the on-line planners. The article suggests that The findings elucidate the interrelationship between planning and L2 oral output and are also of obvious pedagogic relevance, as they indicate the task conditions needed to promote accuracy, complexity and fluency in monologic speech production.

Reading and writing

03–496 Basil, C. (Universitat de Barcelona, Spain) **and Reyes, S. Acquisition of literacy skills by children with severe disability**. *Child Language*

Reading and writing ■

This article reports the results of an initiative to improve the literacy skills of a group of Spanish- and Catalan-speaking children affected by various forms of intellectual impairment including autism and Down's syndrome. The chosen medium was a multimedia software package entitled *Delta Messages*, which, in a graded series of lessons, invites children to form their own sentences by choosing whole words from lists displayed on the screen. The resulting sentences are then represented in sounds and pictures. In the reverse procedure, the children's learning can be tested by inviting them to choose the words which best represent the sounds they hear or the pictures they see. Evaluation of the students' progress was carried out at four distinct stages; on the whole, their literacy skills were found to have improved across a broad range of measures, continuing well beyond the end of the experiment, compared to what could have been expected from more traditional forms of teaching. The authors attribute this success to the fact that the learning is intensive and self-initiated; the teacher's role is one of guidance and encouragement ('scaffolding') rather than direct assistance or instruction.

03–497 Bimmell, Peter (Universiteit van Amsterdam, Holland). **Strategisch lesen lernen in der Fremdsprache**. [Learning to read strategically in a foreign language.] *Zeitschrift für Fremdsprachenforschung* (Berlin, Germany), **13**, 1 (2002), 113–141.

With reference to reading processes, meaning construction, cognitive processing and metacognitive processing, this article reviews the (mostly English language) literature of the use of foreign language reading strategies, their acquisition, and their instruction. The most effective instruction programmes include elements of (a) an orientation to the nature and purpose of reading strategies, (b) practice in the use of reading strategies, and (c) awareness–raising activities as readers learn to select and take control of appropriate strategies. Despite a great deal of research, there is no clear evidence that reading strategy instruction leads to more effective reading as measured by standardised tests. Recommendations for further research are: (1) separate studies into the three components of instruction (orientation, practice, awareness-raising) and (2) comparative studies in which the components are differently combined. Recommendations for instruction are: (1) the introduction of a wide range of strategies and the encouragement of learners to discover their own preferences, (2) clear modelling of strategies by teachers, including the use of think-aloud techniques, (3) the use of explicit awareness-raising activities that involve pair and small group work, and (4) specific positive feedback from the teacher on the successful use of reading strategies.

03–498 Casanave, C. P. (Teachers College Columbia, Japan); *Email*: casanave@redshift.com). **Multiple uses of Applied Linguistics literature in a multidisciplinary graduate EAP class**. *ELT Journal*, **57**, 1 (2003), 43–50.

This paper discusses ways that Applied Linguistics literature on topics in academic and professional writing can be used in a multidisciplinary graduate-level EAP class. The writer focuses on three main uses: providing students with information about issues in academic and professional writing; helping them make comparisons of form and style with academic articles in their own fields; and serving as resources for common and formulaic expressions that can be incorporated into their own writing. The paper includes a discussion of the strengths and limitations of this approach in a foreign language setting.

03–499 Cheng, Yuh-show (National Taiwan Normal U.). **Factors associated with foreign language writing anxiety**. *Foreign Language Annals* (New York, USA), **33**, 5 (2002), 647–656.

This study investigated the relationships among students' perceptions of their second language (L2) writing anxiety and various learner differences, and then among L2 writing anxiety and other forms of language anxiety. Four language anxiety scales and background information were used to collect data. Regression analysis results indicated that perceived L2 writing competence predicts L2 writing anxiety better than L2 writing achievement does. Correlation analysis results suggested that L2 writing anxiety is distinct from L1 writing anxiety. ANOVA results demonstrated that female students in this study reported experiencing significantly higher levels of L2 writing anxiety than male students. No significant difference was found among freshmen, sophomores, and juniors, although L2 writing anxiety appeared to increase linearly with increased time of study. The findings suggest that, for foreign language teachers, fostering students' positive and realistic perception of their writing competence is as important as developing students' writing skills. Furthermore, the author concludes that there is a need for further research on the development of L2 writing anxiety and the relationship between L1 and L2 writing anxiety.

03–500 Cotterall, S. (*Email*: sara.cotterall@ vuw.ac.nz) **and Cohen, R.** (Victoria University of Wellington, New Zealand). **Scaffolding for second language writers: producing an academic essay**. *ELT Journal*, **57**, 2 (2003), 158–166.

This paper describes the support provided for a group of intermediate learners of English as they produced their first academic essays in English. The concept of scaffolding was applied to the academic writing process via a number of features, each of which is discussed in the paper. The writers argue that the approach they

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adopted promotes learner autonomy by focusing on an authentic task, making the expectations of the task explicit, and providing flexible support for the learners as they approximate the target performance.

03–501   de Serres, Linda (U. of Trois-Rivières, Québec, Canada). **Stratégies de lecture en français L1 et en anglais L2 chez des universitaires diplômés: aspects quantitatifs**. [Reading strategies in graduate university students with L1 French and L2 English: quantitative aspects.] *The Canadian Journal of Applied Linguistics*, **6**, 1 (2003), 31–51.

This paper reports on a study investigating reading strategies used by French-speaking graduate university students with English as L2, all of whom were deemed to be good readers. Their strategies in reading scientific texts were studied both in French L1 and in English L2. After a reading test in French, they were divided into two groups [an upper and a lower] according to how successful they were as readers. All readers used a variety of strategies. Five different categories were considered: global, local, technical diverse and parallel. Overall, the total number of strategies reported in each group did not differ significantly. However, in L2, under the category of 'local' strategies, there was a significant difference between the two groups, with the lower group using a much wider variety of strategies than the upper group. Some explanations are provided for this difference, including a low level of English proficiency and a lack of automatisation of strategies.

03–502   Droop, Mienke and Verhoeven, Ludo (U. of Nijmegen, NL). **Language proficiency and reading ability in first- and second-language learners**. *Reading Research Quarterly* (Newark, USA), **38**, 1 (2003), 78–103.

The role of word–recognition abilities and oral language proficiency in the development of children's reading comprehension were examined in this longitudinal study. The study explored the relative influence of, and relationship between, different aspects of children's developing language proficiencies, including lexical knowledge, morphosyntactic knowledge, oral text comprehension skills and word-decoding skills. The subjects were Dutch children of both low and high Social Economic Status (SES) and children of Turkish and Moroccan minority groups, all learning to read. The minority children scored lower than their low-SES Dutch peers in reading comprehension and in several aspects of oral proficiency, particularly vocabulary. Their decoding skills and orthography, however, proved to be similar to those of the Dutch children. It is concluded that, while decoding and reading comprehension skills appeared not to have any mutual impact on development, morphosyntactic and lexical abilities directly influenced the Dutch children's reading development. The authors also argue that the minority children's oral comprehension was much more dependent on vocabulary knowledge than their Dutch peers. The oral Dutch skills of the minority children were seen to play a more prominent role in the explanation of their reading comprehension skills than the oral–language skills of the Dutch children, however.

03–503   Gillon, Gail T. (U. of Canterbury, New Zealand; *Email*: g.gillon@spth.canterbury.ac.nz). **Follow-up study investigating the benefits of phonological awareness intervention for children with spoken language impairment**. *International Journal of Language and Communication Disorders* (London, UK), **37**, 4 (2002), 381–400.

Phonological awareness (PA) training typically includes activities to increase children's knowledge about the sound structure of words and tasks that require explicit knowledge of the connection between speech and print. 20 children with spoken language impairment were compared with the progress made by 20 others from a control group and 20 with typical language development for approximately 11 months post–intervention. Treatment effects on strengthening phoneme-grapheme connections in spelling development were also investigated. Results suggested that structured PA intervention led to sustained growth in phoneme awareness and word–recognition performance. At follow-up, the majority of those receiving intervention were reading at, or above, the level expected for their age on word recognition measures, and phoneme-grapheme connections in spelling were significantly strengthened. The control group with spoken language impairment and no intervention showed little improvement in phoneme awareness over time and mostly remained poor readers. Outcomes highlight the important role speech language therapists play in enhancing early reading and spelling development of children with such impairments.

03–504   Gu, Peter Yongqi (Nanyang Technological University). **Fine Brush and Freehand: The Vocabulary-Learning Art of Two Successful Chinese EFL learners**. *TESOL Quarterly*, **37**, 1 (2003), 73–104.

The study aims to investigate the relationship between vocabulary learning and the reading process. Using a combination of think-aloud protocols and post-task interviews, the study collects data from two successful non-English-major EFL learners in China. The students were encouraged to verbalize their strategies for handing new vocabulary. The author finds that the students view vocabulary as one aspect of language learning, demonstrate high levels of self-initiation and selective attention and employ a wide range of vocabulary-learning strategies. However, the two learners also displayed important differences in learning style with one focusing more on the details of word learning ('fine brush') and the other spending comparatively more time on extensive reading ('free hand'). The study

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claims that Chinese readers employ different patterns of strategy from those reported in other learning contexts. The paper concludes with some recommendations for helping students with reading strategies.

03–505   Kamhi-Stein, Lía D. (California State University, USA). **Reading in Two Languages: How Attitudes Toward Home Language and Beliefs About Reading Affect the Behaviors of "Underprepared" L2 College Readers**. *TESOL Quarterly*, **37**, 1 (2003), 35–71.

This study investigates the relationship between L1 and L2 reading strategy use and affective factors, including readers' views of their home language and their beliefs about reading. It considers whether views of L1 reading inhibit or help reading in L2. The author collected data from four L2 students entering college in the US and uses think-aloud protocols, open-ended interviews, self-assessment inventories, and reading comprehension measures in Spanish and English. The author's analysis suggests that readers' attitudes toward their home language and beliefs about reading do affect reading behaviour. The study reveals key differences between the reading behaviour of the four students, finding that two readers viewed reading as a process of meaning construction and the other two viewed reading as a word-centered process. The article makes an appeal for further research examining the connections between learners' belief about reading and their reading processes.

03–506   Mahfoudhi, Abdessatar (U. Ottawa, Canada). **Writing processes of EFL students in argumentative essays: a case study**. *ITL Review of Applied Linguistics* (Leuven, Belgium), **139–140** (2003), 153–190.

This paper reports on a case study of writing processes and products in an argumentative essay of 60 Tunisian EFL university students, specialising in English in a four-year program taught in English. Data were obtained from taped think-aloud protocols together with immediate introspective comment, experts' comments and subject grades, and a questionnaire administered to the subjects. Results are presented and analysed in terms of prewriting, planning, rehearsing, writing, reading, revising and editing, vocabulary, and hedging. Process analysis findings indicate subjects wrote fluently and concerned themselves more with meaning than grammatical correctness. However, they planned little, rarely made notes, and rarely rewrote. Product analysis revealed inaccurate use of mechanics and grammar and, globally, a lack of clear thesis statements, support of claims, transitions, and hedged statements. A number of arguments are put forward to explain these findings, and the paper ends with a number of pedagogical implications.

03–507   Martin, Michelle E. and Byrne, Brian (U. of New England, NSW, Australia). **Teaching children to recognise rhyme does not directly promote phonemic awareness**. *British Journal of Educational Psychology* (Leicester, UK), **72** (2002), 561–572.

The aim of the study described here was to see whether teaching pre-school children to detect rhyme promotes their ability to detect phoneme relations. Aspects of reading development can be predicted by rhyming ability and phonemic awareness, although most children are aware of rhyme earlier than they are of phoneme relations. After a review of the relevant literature, the samples and methods of the experiment are described and the results discussed: 23 Australian English-speaking pre-school children were taught to rhyme and compared with a control group in the ability to detect phonemes. Neither group showed any increase in phonemic awareness. The results showed that rhyme sensitivity does not necessarily lead to phonemic awareness, and it is concluded that, while teaching children to rhyme is an important preliteracy activity, this is not because it directly promotes phonemic sensitivity, at least in the short term.

03–508   Miller, Carol (U. of Birmingham, UK; *Email*: c.j.miller@bham.ac.uk), **Lacey, Penny and Layton, Lyn. Including children with special educational needs in the Literacy Hour: a continuing challenge**. *British Journal of Special Education* (Oxford, UK), **30**, 1 (2003), 13–20.

This article reports on a study to examine whether the framework for teaching the Literacy Hour in British primary schools can provide an inclusive learning environment for pupils with special educational needs (SEN). The authors used a survey and case studies to provide examples of organizational strategies and activities in literacy teaching. The article begins with a review of literature and official documentation, in which the tension is highlighted between the ideal of inclusiveness and the government's definition of literacy ('reading and writing'). The authors go on to evaluate the extent to which the approaches revealed by the survey and case studies promote the inclusion of SEN pupils in the Literacy Hour. They conclude that, while most children were included, some were engaged in alternative activities which were, in reality, focused on the development of communication skills. While such activities may in themselves be worthwhile, further research would be needed to establish whether they truly demonstrate a progression towards literacy.

03–509   Schoonen, R. (U. of Amsterdam, NL), **Gelderen, A.v., Glopper, K.d., Hulstijn, J., Simis, A., Snellings, P. and Stevenson, M. First Language and Second Language Writing: The Role of Linguistic Knowledge, Speed of Processing, and Metacognitive Knowledge**.

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Language Learning (Clevdon, UK), **53**, 1 (2003), 165–202.

This study investigates the relative importance, for writing in L1 (Dutch) and L2 (English), of three variables: linguistic knowledge, metacognitive knowledge, and fluency or accessibility of this linguistic knowledge. Data were collected from 281 grade 8 students (second year of secondary school) in NL. Using structural equation modeling, the relative importance of the three components was studied and compared across L1 and L2 writing. The results showed that the fluency measures were correlated with overall writing performance in both L1 and L2. However, when compared to linguistic knowledge resources, these fluency measures turned out to have no additional value in predicting L1 or L2 writing performance. L2 writing proficiency turned out to be highly correlated with L1 writing proficiency, more than with either L2 linguistic knowledge or the accessibility of this knowledge. The authors outline further research to investigate the ongoing development of the relationship between language proficiency and processing skills, and writing skills.

03–510   Suh, Jae-Suk (Keimyung U.). **Effectiveness of CALL writing instruction: The voices of Korean EFL learners**. *Foreign Language Annals* (New York, USA), **35**, 6 (2002), 669–679.

In spite of the widespread use of computer-assisted language learning (CALL) and its perceived facilitative role in second language (L2) learning, there is little data on how learners feel, experience, or think about CALL in the L2 learning context. This study investigated the reactions of Korean students studying English as a Foreign Language (EFL) to computer-mediated writing instruction. Students participated in a CALL program based on the process approach to teaching writing. Students selected a writing topic, navigated the Internet to find relevant information, wrote drafts, evaluated peers' essays via e-mail, and revised their work. Students were also asked to write down everything they felt, thought about, or experienced during classes in a journal. The author's analysis of these journals indicates that CALL is a helpful tool for the learning of writing despite having some limitations. The article ends with suggestions for further research and improvements in CALL-based instruction in L2 education.

03–511   Taylor, M. E. (University of the West Indies, Jamaica). **Using collateral material to improve writing performance**. *ELT Journal*, **57**, 2 (2003), 149–157.

This article examines the extent to which the provision of selected collateral material can enhance students' enjoyment of their writing tasks, and their performance. The study takes place in a context where English is the official language but is little used, and much resisted by students for whom the language of choice for social interaction is the local Creole. The author describes the use of a controlled access 'Resource Centre' with a group of 40 undergraduate students, to supplement the regular lecture–seminar course booklet package. The author concludes that the use of such resources can have positive affective as well as academic impact.

03–512   Wall, Kate (U. of Newcastle upon Tyne, UK; *Email*: Kate.Wall@ncl.ac.uk). **Pupils with special needs and the National Literacy Strategy: an analysis of the literature**. *Support for Learning* (Oxford, UK), **18**, 1 (2003), 35–41.

Drawing on her own experiences as a junior school teacher, the author looks at current research and commentaries on the UK National Literacy Strategy (NLS), asking how it affects teachers' professionalism, practice, and perceptions on the inclusion of pupils with SEN (Special Educational Needs). The potentially rigid structure of the Literacy Hour, with its emphasis on whole-class teaching, is highlighted, leading to fears that SEN pupils could make significantly less progress than their peers. The extra support required for such pupils to participate in the Literacy Hour is eating into other, equally valuable areas of the curriculum. The author favours a 'whole language' approach to literacy teaching, rather than the three sections of word, sentence, and text level prescribed by the NLS. She believes that the success of the NLS depends on teachers using their professional knowledge and expertise to adapt its content and structure to the needs of their class.

03–513   Wenyu Wang (Nanjing U., China; *Email*: wywang@nju.edu.cn) **and Qiufang Wen. L1 use in the L2 composing process: An exploratory study of 16 Chinese EFL writers**. *Journal of Second Language Writing* (Orlando, FL, USA), **11** (2002), 225–246.

This article is a report of a study into the use of L1 during L2 writing tasks, and how such L1 use is affected by the nature of the task and the level of L2 proficiency. Sixteen Chinese EFL learners were asked to compose aloud on two tasks, narration and argumentation. Analyses of their think-aloud protocols revealed the proportions of L1 and L2 used by the students during the different composing activities which constituted the task. They were more likely to rely on L1 when they were managing their writing processes, generating and organizing ideas, but more likely to rely on L2 when undertaking task-examining and text-generating activities. Additionally, more L1 use was found in the narrative writing task than in the argumentative writing. Finally, the think-aloud protocols reflected that L1 use decreased with the writer's L2 development, but the extent of the decline of L1 use varied according to the individual composing activities. Based on these findings, an L2 composing process model is proposed, drawing on some features of the Hayes-Flower model of L1 writing.

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Language testing

03–514   Berge, Kjell Lars (U. of Oslo, Finland). **Hidden norms in assessment of students' exam essays in Norwegian Upper Secondary Schools**. *Written Communication* (Thousand Oaks, CA, USA), **19**, 4 (2002), 458–492.

Set against the recent wide-ranging reforms in teaching writing at secondary school level, this paper presents findings from a comprehensive research project on mother tongue teachers' assessment of essays at the national exams in written Norwegian. The main objective here was to investigate any systematic relationship between the way the examiners gave meaning to the field of school writing (their "*doxa*") and their assessment of texts individually as well as collectively. Sixty informants were chosen randomly and assessed an extensive sample of scripts. The research design made it possible to study the examiners as a group and as individuals, as well as comparing the *doxa* of the individual examiner with the group and specific subgroups of examiners. Results indicated that adequate understanding of writing assessment needs to account for the kind of assessment patterns evinced in this project. Examiners were shown to have developed a stable *doxa* based on practices that give meaning to a complex school culture in a predictable way with material implications for examiners, teachers, and students. However, the author concluded that there remains a huge gap between the policy arena and the practical reality of classrooms and schools.

03–515   Brown A. (The University of Melbourne, Australia). **Interviewer variation and the co-construction of speaking proficiency**. *Language Testing* (London, UK), **20**, 1 (2003), 1–25.

Claims to validity for conversational oral interviews as measures of nontest conversational skills are often based on the unpredictable or impromptu nature of the test interaction. However this very feature may also lead to a lack of standardisation across interviews, and hence potential unfairness. This article addresses the question of variation amongst interviewers in the ways they elicit demonstrations of communicative ability and the impact of this variation on candidate performance and, hence, raters' perceptions of candidate ability. Through a discourse analysis of two interviews involving the same candidate with two different interviewers, the study suggests that the interviewer is intimately implicated in the construction of candidate proficiency. The interviewers differed with respect to the ways in which they structured sequences of topical talk, their questioning techniques, and the type of feedback they provided. An analysis of verbal reports produced by some of the raters confirmed that these differences resulted in different impressions of the candidate's ability: in one interview the candidate was considered to be more 'effective' and 'willing' as a communicator than in the other. The paper concludes with a dis-cussion of the implications for rater training and test design.

03–516   Chiari, Isabella (La Sapienza University, Rome, Italy). **La procedura cloze, la ridondanza e la valutazione della competenza della lingua italiana**. [The cloze procedure, redundancy and the assessment of Italian language proficiency.] *Italica*, **79**, 4 (2002), 525–540.

This paper discusses problems relating to the use of cloze procedure to assess competence in a foreign language. It is argued that cloze is more than a test of comprehension or of proficiency. After outlining the history of the development of the cloze procedure, the paper considers the function of various types of cloze and problems associated with their use. Cloze is considered to be an essentially global test, which measures linguistic ability at intermediate-advanced level, but its global nature does not exclude the possibility of it concentrating on specific language skills. Specific reference is made to the notion of redundancy and how this is dealt with in the cloze procedure: redundancy in language is essential for prediction, and therefore for the comprehension of a text. Finally, the author looks at what cloze is testing and how this might differ in English or Italian, given that different parts of a language have different degrees of complexity (e.g., according to whether they are inflected or not) and the range of complexity varies with different languages.

03–517   Coniam, David (Chinese U. of Hong Kong; *Email*: coniam@cuhk.edu.hk). **Perceptions of a multimedia syllabus: making the demands of a performance test more accessible**. *System* (Oxford, UK), **31**, 1 (2003), 55–70.

This article evaluates a multimedia program produced to support test takers facing the Classroom Language Assessment Test for English as a second language (ESL) teachers in Hong Kong as part of a language certification test. Also explored is the extent to which multimedia, as test specification 'support', enable potential test takers to get a better grasp of what is demanded by an oral or performance test. After introducing the content and rationale of the test, the article describes how four groups of trainee ESL teachers in Hong Kong were first introduced to the test via the print syllabus produced by the Hong Kong Special Administrative Region Government. 3 months later, the demands of the test were explained again, with the support of a multimedia program. Subjects were again asked to fill in a questionnaire post-session which probed their understanding of the aims and demands of the test, their attitude towards it, and their confidence about passing. Paired *t*-tests over the two sets of questionnaires revealed significant positive differences, indicating that potential test takers of this new oral performance test feel much less threatened by, and more ready to face, the test. The paper finally discusses the importance of multimedia as syllabus 'support' for oral or performance tests.

03–518 Jenkins, Susan and Parra, Isabel (Saint Michael's College, USA; *Email*: sjenkins@ smcvt.edu). **Multiple layers of meaning in an oral proficiency test: the complementary roles of nonverbal, paralinguistic, and verbal behaviours in assessment decisions**. *The Modern Language Journal* (Malden, MA, USA), **87**, 1 (2003), 90–107.

This study investigated the influence of nonverbal behaviour in the context of interactive talk during an oral proficiency test. Using 4 Spanish speaking and 4 Chinese-speaking International teaching assistants, the objective was to explore which aspects of nonverbal behaviour have an effect on the ratings of oral proficiency interview tests. Analysis of videotaped tests indicated that interviewees who employed nonverbal behaviour considered appropriate by North American evaluators, and who negotiated a degree of control over the interview process, were able to compensate for perceived weaker linguistic proficiency. Those who framed the interview as a discussion or conversation among peers were more successful than those who framed it as an examination. It is suggested that such behaviour may be critical in the evaluation of borderline test takers.

03–519 Phakiti A. (The University of Melbourne, Australia). **A closer look at the relationship of cognitive and metacognitive strategy use to EFL reading achievement test performance**. *Language Testing* (London, UK), **20**, 1 (2003), 26–56.

This article reports on an investigation into the relationship of test-takers' use of cognitive and metacognitive strategies to their performance on an EFL (English as a foreign language) reading test. The study employed both quantitative and qualitative data analyses. The 384 students enrolled in a fundamental English course at a Thai university took an 85-item, multiple-choice reading comprehension achievement test, followed by a cognitive–metacognitive questionnaire on how they thought while completing the test. Eight of these students (4 highly successful and 4 unsuccessful) were selected for retrospective interviews. The results suggested that the use of cognitive and metacognitive strategies had a positive relationship to the reading test performance. Highly successful test-takers reported significantly higher metacognitive strategy use than the moderately successful ones who in turn reported higher use of these strategies than the unsuccessful test-takers. Discussion of the findings and implications for further research are articulated.

Teacher education

03–520 Banfi, C. S. (Instituto Nacional de Educación Superior en Lenguas Vivas 'J. R. Fernández', Argentina; *Email*: c.banfi@ essarp.org.ar). **Portfolios: integrating advanced language, academic, and professional skills**. *ELT Journal*, **57**, 1 (2003), 34–42.

This article presents work with portfolios, based on novels, which are intended to develop the linguistic, academic, and professional skills of trainee teachers and translators. It provides an overview of the work carried out over a period of three years with seven groups of students in the last year of a four-year course of studies at university and teacher training colleges in Argentina. It introduces the aims underlying the use of portfolios with these groups, describes the different components of the portfolio, reports on the feedback received from the students, and draws some preliminary conclusions on the possible applications and expansions of this kind of work. The author argues that the flexibility of portfolios makes them ideal tools for encouraging learner autonomy, and a useful means of showing progress in the development of the skills discussed here.

03–521 Cajkler, Wasyl and Hislam, Jane. Trainee Teachers' Grammatical Knowledge: The Tension Between Public Expectation and Individual Competence. *Language awareness* (Clevedon, UK), **11**, 3 (2002), 161–177.

This article reports on an investigation into the level of grammatical knowledge among 503 primary teacher trainees (1997–2001) following a one-year Postgraduate Certificate of Education (PGCE) course in the UK. Since 1997, official expectations have changed, so that primary teachers are expected to work more explicitly with grammatical concepts as they teach L1 literacy. To identify baseline needs, the researchers first focused on measuring trainees' ability to identify 'parts of speech' and sentence-types through entry-level audits. In the light of the findings from these audits and discussions with trainees, they investigated through further audits, interviews and talk-aloud activities how trainees perceived grammatical categories, how they understood and talked about grammar and whether their knowledge of grammatical metalanguage increased during their training. Findings indicate that although postgraduates had a significant amount of grammatical knowledge, they felt considerable anxiety about their level of understanding when they entered training. In general during the PGCE year, knowledge increased but anxiety remained high.

03–522 Ferguson, G. (U. of Sheffield, UK; *Email*: g.r.ferguson@sheffield.ac.uk) **and Donno S. One-month teacher training courses: time for a change?** *ELT Journal*, **57**, 1 (2003), 26–33.

The one-month pre-service training courses validated by UCLES (Cambridge) and Trinity College, London are a popular avenue of entry into the EFL teaching profession, and attract thousands of enrolments annually. This paper examines some of the assumptions underlying the one-month training courses and their professional ramifications, and argues that because the

circumstances of EFL teaching are now so different from those of the 1960s, when these courses first emerged, this is an opportune moment to question whether they remain an optimal form of initial TEFL training. The changes which have had most impact are seen to be (i) changing views regarding the position of the native speaker, (ii) developments in ELT methodology, and (iii) changes in the theory and practice of initial teacher training. The paper concludes with some suggestions for reform and proposals for further research.

03–523   Halbach, Ana (U. of Alcalá, Alcalá de Henares, Spain; *Email*: ana.halbach@uah.es). **Exporting Methodologies: The reflective approach in teacher training**. *Language, Culture and Curriculum* (Clevedon, UK), **15**, 3 (2002), 243–250.

The general tendency to adopt teaching methodologies and textbooks that were developed in and for a different context has recently been challenged. This paper argues that new methodologies need to be adapted for local contexts. A study is described of students on a teacher training course in Spain that used reflective methodology. The problems encountered are examined and suggestions for improvement are made. It was found that initially the Spanish students tended to describe an event rather than reflect on it and it was concluded that they needed a lot of initial support in order to benefit fully from a reflective methodology. Cultural and personal factors, as well as students' educational backgrounds and their proficiency in the foreign language medium of instruction were considered.

03–524   Shin, S. J. (University of Maryland Baltimore County, USA; *Email*: shin@umbc.edu). **The reflective L2 writing teacher**. *ELT Journal*, **57**, 1 (2003), 3–10.

This article reports on the use of journals by prospective ESOL teachers who were asked, as one of the requirements of a writing methods course in a MA TESOL program, to conduct student–teacher conferences in writing. Writing journal entries about conferencing, and providing feedback on student writing, is seen as a tool for prospective teachers in the study to confront themselves with what they already know; to evaluate themselves as writers, teachers, and learners; and to reflect on the practice of teaching writing in English to speakers of other languages. By describing how teachers adjusted their expectations about improving student writing, and how they discovered themselves as writers, this article presents a case for making individual conferencing and subsequent reflection through journal writing an integral part of L2 writing teacher education. This paper also discusses lessons learned by the methods course instructor after requiring that this practical training be part of the teacher preparation course.

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03–525   Son, Jeong-Bae (Southern Queensland U., Australia). **Online Discussion in a CALL Course for Distance Language Teachers**. *CALICO Journal* (Texas, USA), **20**, 1 (2002), 127–144.

Computer-mediated communication (CMC) is increasingly used not only in second/foreign language teaching but also in language teacher education. This study investigated distance students' participation in an online discussion group established for a course in Computer-Assisted Language Learning (CALL). Patterns of student-student interaction and students' attitudes toward the online discussion were identified through quantitative and qualitative analyses of the students' postings to the discussion group, transcripts of online discussions, and students' responses to a web-based questionnaire. The results of the study indicated that students remained on-task for a high proportion of the time, contributing primarily in the forms of fully and partially task-focused messages. The messages mainly consisted of task-based answers and interactive contributions, such as self-introductions. Students showed positive attitudes toward online discussions as a way of learning CALL as well as toward CMC as a means of facilitating collaborative learning. The findings suggest that online discussions are useful for CALL teacher training as they provide language teachers with practical experience of CMC and communication channels for sharing ideas, comments, questions, and resources with their fellow teachers.

Bilingual education and bilingualism

03–526   Bialystok, Ellen (York U., Canada; *Email*: ellenb@yorku.ca) **Majumder, Shilpi and Martin, Michelle M. Developing phonological awareness: Is there a bilingual advantage?** *Applied Psycholinguistics* (Cambridge, UK), **24**, (2003), 27–44.

This article reports on three studies designed to examine the development of phonological awareness in monolingual and bilingual children between kindergarten and Grade 2. In the first study, monolingual and bilingual children performed equally well on a complex task requiring phoneme substitution. The second study replicated these results and demonstrated a significant role for the language of literacy instruction. The third study extended the research by including two groups of bilingual children and a range of phonological awareness and reading tasks. Spanish-English bilinguals performed better than English-speaking monolinguals on a phoneme segmentation task, but Chinese-English bilinguals performed less well. Other measures of phonological awareness did not differ among the three groups. The authors conclude that bilingual children do not develop phonological awareness more easily than monolinguals, and discuss the results in terms of a limit

on the effect that bilingualism exerts on metalinguistic development.

03–527 Blas Arroyo, José Luis (Jaume I U., Castellon, Spain; *Email*: blas@fil.uji.es). **The languages of the Valencian educational system: the results of two decades of language policy**. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **5**, 6 (2002), 318–338.

This paper examines the objectives of past and present programmes of bilingual education in the autonomous Spanish region, *Communidad Valenciana*. After a discussion of the historic and demographic background of the community, the paper goes on to examine data from each of these programmes which serve to evaluate the results of their application in schools, with particular reference to history, enrolment details, geographic distribution, infrastructure, and teacher training. It is argued that all these variables coexist within a very specific sociolinguistic context, which is unlike that of other bilingual regions in Spain. The existence of two clearly differentiated linguistic regions, together with the progressive abandonment of Valencian over the last centuries, is reflected in the lack of uniformity in the state of bilingual education in the region. Conversely, a qualitative advance has also been noted as a result of the transition from an entirely monolingual system in Spanish to one where the teaching of Valencian and in Valencian has obtained an unquestionable presence.

03–528   De Mejía Anne-Marie and Tejada, Harvey (U. del Valle, Cali, Columbia; *Email*: atruscot@mafalda.univalle.edu.co). **Bilingual curriculum construction and empowerment in Columbia**. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **6**, 1 (2003), 37–51.

This first section of the paper discusses developments in the field of the bilingual education of majority language speakers in Columbia, with special reference to the development of empowerment in the process of bilingual curricular construction. It is suggested that a variety of conceptions currently co-exist in bilingual schools about the characteristics of bilingual education programmes. Furthermore, many institutions appear unaware of current developments in the theory and practice of bilingual education. Against this background, the second part of the article presents results from a recent collaborative study in the area of bilingual curricular construction carried out within an empowering perspective on research. The objective was to construct a bilingual curriculum for a particular school in Cali with special emphasis on the empowerment generated among the participants in the project. Data were obtained from microethnography and two attitude surveys of parents and teachers, and many conclusions incorporated into program planning. With respect to empowerment, results indicated the importance of a collaborative approach in lowering anxiety and increasing participation.

03–529   Jia, Gisela (Lehman Coll., City U. of New York; *Email*: giselaj@lehman.cuny.edu) and **Aaronson, Doris. A longitudinal study of Chinese children and adolescents learning English in the United States**. *Applied Psycholinguistics* (Cambridge, UK), **24** (2003), 131–161.

Ten native Chinese-speaking children and adolescents who immigrated to the United States between ages 5 and 16 were studied for 3 years. Quantitative and qualitative measurements were made of the changes in their language preferences, language environments, and proficiency in English, their second language (L2), as well as Chinese, their first language (L1). The results showed that participants with arrival ages of 9 or younger switched their language preference from L1 to L2 within the first year, were exposed to a significantly richer L2 than L1 environment, and became more proficient in L2 than in L1. The older participants maintained their preference for L1 across the 3 years, were exposed to a significantly richer L1 than L2 environment, and maintained L1 as the more proficient language. The author suggests that interactions among L1 proficiency, peer interactions, social abilities, and cultural preferences jointly influenced the dominant switch or maintenance processes.

03–530   Keim, Inken (Institut für Deutsche Sprache, Mannheim, Germany). **Sprachvariation und sozialer Stil am Beispiel jugendlicher Migrantinnen türkischer Herkunft in Mannheim**. [Language variation and communicative style among young female immigrants of Turkish origin in Mannheim.] *Deutsche Sprache*, **30**, 2 (2002), 97–123.

This article looks at code-mixing and code-switching between the German and the Turkish languages, as practised by a group of teenage girls in Mannheim (the self-styled 'Powergirls'). A review of current literature on language variation in bilingual immigrant communities is followed by a description of the lifestyle and language situation of young people of Turkish origin in Germany. Two types of code-switching are identified: 'alternational switching', which occurs between sentences or larger semantic units, and 'insertional switching' whereby elements of one language are syntactically and morphologically inserted into stretches of the other. In the case of the Powergirls, as in many immigrant communities, a third linguistic variety intervenes alongside the host and immigrant languages, namely 'ghettospeak' (*Stadtteilsprache*). This can be characterized as a simplified form of the

host language interspersed with borrowings from the immigrant language(s), plus local colloquialisms and dialect forms. Through close analysis of conversational interactions between the Powergirls, and with familiar 'outsiders', the author demonstrates that different modes of switching between the different language varieties correspond to precise, but context-bound, changes in discourse function (e.g. narrative versus commentary), and/or serve to mark off the nature of social relationships.

03–531   Valdés, Guadalupe and Angelelli, Claudia. Interpreters, interpreting, and the study of bilingualism. *Annual Review of Applied Linguistics* (Cambridge, UK), **23** (2003), 58–78.

This paper provides a brief overview of the literature on interpreting, focussing specifically on the nature of bilingualism. The authors claim that research carried out on interpreting – while primarily produced with a professional audience in mind and concerned with improving the practice of interpreting – provides valuable insights into complex aspects of language contact which may not have been thoroughly addressed by the existing literature on bilingualism. In particular they emphasize a category of "true" bilinguals (Thiery, 1978), and claim that this provides perspectives on both individual and societal bilingualism that can complement, and possibly refocus, some current views of the linguistic, psycholinguistic, and sociolinguistic characteristics of language contact. For applied linguists researching language minority populations around the world, the authors suggest that literature on interpreting offers important new directions for research into areas such as the process of high level development of two languages in diglossic contexts, the effects of instruction on the development of two languages in diglossic contexts, the effects of instruction on the development of nonsocietal languages, the nature of language transfer, and the characteristics of communication between speakers of societal and nonsocietal languages.

Sociolinguistics

03–532   Marx, Nicole. Never quite a 'native speaker': accent and identity in the L2 – and the L1. *The Canadian Modern Language Review/La Revue Ccanadienne des Langues Vivantes*, **59**, 2 (2002), 264–281.

This paper discusses the link between foreign language acquisition and social role in terms of activity theory and multiple membership. Drawing on her own experience as a Canadian learner of German living in Germany for over 3 years, the author argues that appropriation of accent involves a process of self-translation that makes different cultural identities congruent. Accent shift reflects a sequence of six developmental stages: displacement; beginning stages of loss; move to native speaker performance; construction

of an L2 identity; re-entry into the L1; reconstruction of the L2. Unification of diverging sociolinguistic identities is the key to success in native-like accent acquisition. Further research is needed, however, to fully account for multicompetency development among visiting students, immigrant workers and other "border-crossers".

03–533   Olk, H. (Canterbury Christ Church University College UK; *Email*: ho1@cant.ac.uk). **Cultural knowledge in translation**. *ELT Journal*, **57**, 2 (2003), 167–174.

The article describes a study exploring the influence of cultural knowledge on the translation performance of German students of English. The study indicates that the students often lacked sufficient knowledge about British culture to deal with widely-used cultural concepts. Even though insufficient knowledge affected the students' translation behaviour negatively in several ways, actual renderings often failed to reveal that they were based on deficient knowledge. It is concluded that factual reference sources can play an important role in translation activities, and that process-oriented classroom approaches may be helpful to detect overtly correct solutions based on insufficient cultural knowledge.

03–534   Schmenk, Barbara (Ruhr Üniversität Bochum, Germany). **Fremdsprachenlernen – Frauensache? Einige Überlegungen zur Kategorie Geschlecht in der Fremdsprachenforschung**. [Foreign language learning – A girl thing? Some reflections on gender in foreign language research.] *Zeitschrift für Fremdsprachenforschung* (Berlin, Germany), **13**, 2 (2002), 1–62.

This article begins by reviewing the literature of gender-differentiated research into achievement in foreign language learning. Its conclusion is that the research does not support the widely-held belief that women are generally superior to men in this area. More specifically focused tests have also produced inconclusive and/or inconsistent results. A central methodological problem concerns the isolation of gender among other learner characteristics, along with the unacceptability of the simplistic attribution of single cause-effect relationships in so complicated a process. The author then approaches the issue by deconstructing the blanket term *gender* into its biological (sex) and sociological (gender) aspects, arguing that gender, thus understood, is a cultural construct that is driven by processes of binary dichotomisation and generalisation to produce psychological stereotypes that have, in turn, been used to feminise language learning. She argues for an approach to researching the role of gender in foreign language learning that takes proper account of this constructivist position.

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03–535 Hellermann, John (Southern Illinois U., Carbondale, USA; *Email*: jkheller@siu.edu). **The interactive use of prosody in the IRF exchange: Teacher repetition in feedback moves**. *Language in Society* (Cambridge, UK), **32**, 1 (2003), 79–104.

Drawing on data from American high school classes, this article examines the 'prosodic packaging' (pitch level, pitch contour, rhythm, timing) of the ubiquitous IRF (initiation – response – feedback) interaction. The particular focus is on the third (feedback) phase in cases where the teacher repeats the words used by the student in his/her response. The prosodic packaging of the repetition is shown to signal the teacher's orientation towards the student's response, and potentially to steer the subsequent discourse. For example, where the repetition amounts to a positive assessment, this tends to be signalled by pitch matching, a falling tone, and a longer duration than the student response. Unwanted or incomplete responses may prompt a feedback move with a different pitch level and contour, and faster pace. The absence or delay of the feedback phase is taken by the students as a prompt to repair their previous response. The author concludes by demonstrating how the interpretation of the prosodic packaging of an IRF exchange differs according to whether it takes place in classroom or everyday discourse.

03–536 Wendt, Michael (Universität Bremen, Germany). **Kontext und Konstruktion: Fremdsprachendidaktische theoriebildung und ihre Implikationen für die Fremdsprachenforschung**. [Context and construction: Theory building in foreign language teaching and its implications for foreign language research.] *Zeitschrift für Fremdsprachenforschung* (Berlin, Germany), **13**, 1 (2002), 1–62.

This article argues for the need to bring together research into learning *contexts* and research into learning *processes* in order to serve the interests and purposes of foreign language learning and teaching. Following a review and critique of what the author calls the information processing paradigm, and of both moderate and radical forms of constructivism, the conclusion is drawn that constructive processes play a decisive role in foreign language learning. There follows an argument that is both wide-ranging – over views on reality, perception, learning, meaning, understanding, human nature, ethics, ideology and intercultural communication – and pointedly interpersonal with regard to explicit attacks on other researchers in what is clearly an ongoing series of exchanges. The outcome of this argumentation is a robust defence of the paradigmatic construct, *epistemological constructivism*, which allows foreign language research to deal with the individual in context, in terms of situation-specific understandings and multiple perspectives, as well as encouraging a type of research which replaces abstract truth with functional usefulness as its guiding criterion.

03–537 Weppelman, Tammy, L., Bostow, Angela, Schiffer, Ryan, Elbert-Perez, Evelyn and Newman, Rochelle, S. (U. of Iowa, USA). **Children's use of the prosodic characteristics of infant-directed speech**. *Language and Communication* (Oxford, UK), **23**, 1 (2003), 63–80.

Despite the large number of studies of infant-directed speech (IDS) in young children, none have focussed on the prosodic aspects of IDS, despite the fact that such features are often the most salient features in adult IDS. The present study sought to examine such prosodic changes in 24 4-year-old children. The objectives of the study were to see how far prosodic changes are evinced when speaking to infants and also to establish the role that experience may play in children's speech adjustments. Results showed that children do seem to change their speech style somewhat when speaking to an infant rather than an adult. However, they do not appear to show the same pattern of such changes as do adult listeners, in that the former focus primarily on changes to their word duration, rather than to the prosodic changes more typical of adult speech. Little evidence was found for effect of experience with siblings. There were also indications of an influence of gender on IDS, as girls tended to show greater durational changes than boys, and also tended to show amplitude variability effects and fundamental variability effects in the expected direction while boys showed effects in the opposite direction.