Language teaching

02–1 Aitsiselmi, Farid (U. of Bradford, UK; *Email*: f.aitsiselmi@bradford.ac.uk). Acquiring French by electronic mail. *Francophonie* (Rugby, UK), **23** (2001), 15–19.

Modern information technology, especially email, provides an ideal tool to engage learners in genuine written activities. This article describes an experiment in which first–year university students of French were encouraged to send messages of a personal nature to their tutor in order to elicit a response. The messages were not evaluated in any way, though they were corrected. The theoretical framework, based on the Monitor Model developed by Krashen, is discussed, including some controversial aspects. There were several positive factors arising from the exercise: once the first step had been taken, students all participated enthusiastically; the exchanges offered genuine interpersonal communication; the tutor's feedback constituted the input to which students were exposed; students were more relaxed about sending emails than doing formal writing because the focus of the activity is on meaning and they associate sending emails with chatting with friends; because they are not being evaluated they are more interested in conveying meaning and becoming good communicators in the target language. Students' feedback on the activity was very positive, showing that they enjoyed the genuinely communicative nature of it. Some drawbacks are also discussed.

02–2 Azpillaga, Beronika, Arzamendi, Jesus, Etxeberria, Feli, Garagorri, Xabier, Lindsay, Diana and Joaristi, Luis (U. of the Basque Country, Spain; *Email*: plparsaj@sf.edu.es [Jesus Arzamendi]). Preliminary findings of a format-based foreign language teaching method for school children in the Basque Country. *Applied Psycholinguistics* (Cambridge, UK), **22**, 1 (2001), 35–44.

This article describes the preliminary findings in the Basque Country of a project shared by four European countries to teach a second or foreign language (FL) to pre-school and school-age children. The method used to teach the FL − in this case, the third language (English) − is based on the use of dramatised formats (Taeschner, 1992). The article examines (1) the level of proficiency attained by the experimental groups (50 pupils) at the end of the first and second year of working with the method, and (2) the level of proficiency attained by the experimental groups by the end of the second year compared to that attained by the control groups (20 pupils) working with a different method. Other variables are also considered: specific behaviour types (disruptive, withdrawn), intelligence, sex, language achievement, and sociocultural background. The linguistic data were transcribed and analysed with the CLAN programs of CHILDES (MaeWhinney, 1995), and various statistical analyses were carried out. The results indicate significant differences in language proficiency in favour of the experimental group as well as some interesting information about children with specific behaviours learning with this method. [See also abstract 02–77]

02–3 Barbot, Marie-José (Université du Littoral, Côte d'Opale, Dunkerque, France). Un premier rôle pour l'évaluation sur la scène de la didactique? [A primary role for evaluation in teaching?] *Mélanges CRAPEL* (Nancy, France), **25** (2000), 129–51.

Evaluation is the domain which provides evidence that changes have occurred in an educational structure, and changes in evaluation systems influence teaching and learning practices. This article explores the characteristics of the three main types of evaluation: evaluation of products and structures, formative and certificative evaluation of learners, and initial and in-service evaluation of teachers. The field of evaluation is submitted to challenges that instil dynamism but also create contradictory forces: challenges with regard to efficiency, rationalisation and economy; pedagogical challenges to plurilingualism, partial competence, autonomy, cultural awareness, as witnessed in the Junior and Adult Language Portfolio projects of the Council of Europe; and challenges brought about by the social function of evaluation, which gives it sway over both language learning and teacher education. It thus becomes crucial, for all types of evaluation, to specify the didactic options on which they are based. If things remain vague, or if didactic criteria give way too much to economic or pragmatic criteria, evaluation processes run the risk of becoming no more thar mechanical red-tape.

02–4 Borg, Simon (U. of Leeds, UK; *Email*: s.borg@education.leeds.ac.uk). Self-perception and practice in teaching grammar. *ELT Journal* (Oxford, UK), **55**, 1 (2001), 21–29.

In recent years educational research has stressed the role which teachers' subject-matter knowledge plays in shaping what they do in the classroom. In English language teaching (ELT), although the importance of teachers' knowledge about language (KAL) has also been emphasised, there is a lack of empirical insight into the relationship between teachers' perceptions of such knowledge and their classroom practice. With specific reference to grammar, this paper presents and discusses data from classroom observations, and interviews with teachers which shed light on this issue. These data suggest that enabling teachers to develop and sustain a realistic awareness of their KAL should be an important goal for teacher education and development programmes.

02–5 **Brown, David** (Université Henri Poincaré, Nancy, France; *Email*: brown@esstin.u-nancy.fr). Now you see me, now you don't. A new look at the visual channel in video in language teaching/learning. *ASp (Anglais de Spécialité)* (Bordeaux, France), **27/30** (2000), 379–85.

It has been taken as a foregone conclusion for the past two decades that video is an inevitable component of the language teaching and learning scene. Applied linguists of considerable reputation have driven this idea home with force to the point that an entire generation of teachers accept the presence of video in the classroom without question. Indeed, its absence is even considered odd. The present author asks why video use should play any particular role in the language learning process, and suggests that, if it does play any role at all, it is not for the reasons initially put forward. A short experiment is described where a number of listening activities − one involving video − were set for three groups of first-year university students. This article is intended to sweep away some of the cobwebs while attempting to clarify the issue.

02–6 **Brown Mitchell, Cheryl and Vidal, Kari Ellingson** (Brigham Young U., USA; *Email*: Cheryl_Brown@byu.edu). Weighing the ways of the flow: twentieth century language instruction. *The Modern Language Journal* (Malden, MA, USA), **85**, 1 (2001), 26–38.

A traditional metaphor for changes in language teaching methodologies has been that of a pendulum swinging back and forth. However, this historical review of methodology articles in The Modern Language Journal (MLJ) suggests a new, more dynamic, metaphor − that of a river flowing. The article examines first the major mainstream methods discussed in the MLJ, showing how they came into being and what caused them, as opposed to other methods, to become so strong. Other historical and academic factors that caused the methods to divert and divide into several channels are then examined. The article concludes with potential areas of exploration which might lead to the development of new water sources or the diversion of the current stream into new channels. It is suggested that the new metaphor and historical review of MLJ methodology articles allow a view of work having progressed over the years and not just swinging like a pendulum between two opposing positions. [See also abstracts 02–10, 02–48, 02–54, 02–56, 02–67.]

02–7 **Butzkamm, Wolfgang** (Aachen U. of Tech., Germany; *Web*: http://www.rwth-aachen.de/lfedl). Learning the language of loved ones: on the generative principle and the technique of mirroring. *ELT Journal* (Oxford, UK), **55**, 2 (2001), 149–54.

Practising communication is an important classroom activity, but communication is not everything. Learners must also learn to divide messages into their component parts, otherwise each new message would have to be taken over from others and memorised, in which case there would never be any really new messages. Language only comes into its own when the learner discovers its sequential combinatorial system. Intuitively, parents have always taken pains to assist their children in this task. In language learning and teaching, the generative principle is just as important as the communicative principle. The two should be seen as companions rather than opposites: techniques are available to breathe communicative life into structural exercises.

02–8 **Candelier, Michel** (Université René Descartes, Paris V, France). La sensibilisation à la diversité linguistique : une démarche adaptée aux ambitions et possibilités de l'école primaire. [Raising awareness of linguistic diversity: an approach adapted to the aims and potential of elementary school.] *Mélanges CRAPEL* (Nancy, France), **25** (2000), 107–27.

Evlang (developing language awareness in elementary school) is a European Union–supported action/research programme aimed at developing an original approach to languages in French elementary schools. It is not so much a matter of teaching one foreign language, but rather of introducing children (nine and ten year olds) to the diversity of languages and cultures and developing their capacities for observing, analysing and learning languages. In order to develop these capacities, children work on texts, both written and oral, in a wide variety of languages: regional languages, minority languages, immigrants' languages and school language in its various forms. This article offers a comparison between this approach and the one officially recommended in the French school system, showing a significant number of common features concerning the skills required in different subjects in the curriculum (including 'mastery of the language') as well as general learning and social skills. A brief survey of the problems raised by generalising foreign language teaching in French primary schools, together with an analysis of teachers' reactions to Evlang, leads to an assessment of the potential value of the language awareness approach at the elementary school level.

02–9 **Carette, Emmanuelle** (CRAPEL, Université Nancy 2, France). Introduction de l'autonomie dans le système éducatif français: des réponses, des questions. [Introducing autonomy in the French educational system: answers and questions.] *Mélanges CRAPEL* (Nancy, France), **25** (2000), 185–97.

It has been approximately ten years since 'learner autonomy' was introduced as an educational objective in the foreign language teaching programmes of the French primary and secondary school systems. In this article, the author comments on the way this 'new' objective has been and still is being introduced, and suggests that there is a discrepancy between 'autonomy' as used in official guidelines and 'learners' ability to direct learning' as used by CRAPEL (Centre de

Recherches et d'Applications Pédagogiques en Langues, Centre for Research and Teaching in Languages), following Henri Holec.

02–10 Chaudron, Craig (U. of Hawai'i, USA; *Email*: chaudron@hawaii.edu). Progress in language classroom research: evidence from *The Modern Language Journal*, 1916–200l. *The Modern Language Journal* (Malden, MA, USA), **85**, 1 (2001), 57–76.

This article reviews the topical and methodological trends in the past 85 years of research on language classrooms in The Modern Language Journal (MLJ). The primary focus is on empirical investigations into oral classroom instruction in post-secondary classes, which include comparisons of language teaching methodology, observational procedures in classrooms, examinations of teacher and learner talk, and some reports on the influence of specific factors such as tasks and learner attitudes on instructional interaction. Since the review is limited to studies published in the MLJ, a critical comparison of findings is not feasible, although some general trends are noted. The article documents a substantial broadening of scope and sophistication of the methodology adopted for research on instruction in language classrooms. Some critical improvements in methodology are suggested. [See also abstracts 02–06, 02–48, 02–54, 02–56, 02–67.]

02–11 Chavez, Monika (U. of Wisconsin-Madison, USA). Judgement Day: students' perspectives on end-of-course evaluations. *Die Unterrichtspraxis / Teaching German* (Cherry Hill, NJ, USA), **33**, 2 (2000), 113–24.

This article reports on a study of end-of-semester course evaluations conducted at the University of Wisconsin-Madison. A questionnaire, consisting of open-ended and closed portions, explored students' baseline profiles of good teaching assistants (TAs) and good (second-year) German courses; the intent of the students completing the evaluations; external factors (e.g., the teacher's feelings and professional status) affecting students' responses; and the confidence which students have both in their own objectivity and the representativeness of their opinions. Excerpts from interviews with TAs thus evaluated are given to complement students' reactions. From these results emerge recommendations for the proper role of end-of-semester evaluations.

02–12 Cheung, Chi-Kim (U. of Hong Kong; *Email*: cheungck@hkucc.hku.hk). The use of popular culture as a stimulus to motivate secondary students' English learning in Hong Kong. *ELT Journal* (Oxford, UK), **55**, 1 (2001), 55–61.

Social and economic factors account for why Hong Kong students need to learn English in school. Schools are crucial to students' language learning, so all English teachers should feel responsible for promoting its effec-tive teaching. The present author argues, however, that too many of them rely on uninteresting textbooks which focus students' attention on grammatical structures, and on practice in isolation; and that too many of their classroom activities are based on teacher–talk and student-listen routines. These practices are unlikely to lead students to develop a genuine interest in learning English. This paper argues that English teachers' use of popular culture is a key to effective teaching and learning, and outlines a number of implications for how teachers might cater for students' needs in their choice of teaching strategies and learning materials.

02–13 Cook, Guy (U. of Reading, UK; *Email*: g.cook@reading.ac.uk). 'The philosopher pulled the lower jaw of the hen.' Ludicrous invented sentences in language teaching. *Applied Linguistics* (Oxford, UK), **22**, 3 (2001), 366–87.

This paper assesses, and contests, the long tradition of attacks on the use of invented sentences in language teaching. It seeks to separate arguments against them which rely on parody and ridicule, from more reasoned assertions. Four main serious arguments are identified: invented sentences are 'meaningless'; they are not discourse; they are not 'real': and they are 'bad' for learners. Each of these claims is discussed in turn, and countered. It is argued that, while invented sentences have often been uninspiring in practice, there are no valid reasons of principle against their use. On the contrary, sentences invented by a teacher for a specific context may have advantages which are less easily attained by the use of attested examples: as a means of making a lesson more personal and spontaneous; as illustration of a linguistic item; as a means of promoting noticing; and as mnemonics. The conclusion of the argument is that both invented and attested examples have a role to play in language teaching, and that the dogmatic outlawing of the former is misguided.

02–14 Coste, Daniel (Ecole Normale Supérieure Lettres et Sciences Humaines, Lyon, France). Le declin des méthodologies: fin de siècle ou ère nouvelle? [The decline of methodologies: *fin de siècle* or new era?] *Mélanges CRAPEL* (Nancy, France), **25** (2000), 199–212.

This article analyses a certain number of trends in foreign language teaching theory and practice which have taken the heat out of the debate on teaching models and methodology over the past thirty years. The author analyses in particular the manner in which methodological models have tended to lose sway, giving way to eclectism as a means to deal with complexity. He then describes how the field of language didactics has split into different specialised sub-domains, each one developing its own analytic criteria, with no consideration being given to the development of common concepts. Thirdly, he argues that the development of commercial language teaching on an international basis has given rise to broad-brush methodological approaches. Finally, he suggests some of the directions that a renewed

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methodological era could take, including an increase in scientific research, the definition of general curricular aims, and closer attention to ethical aspects of curriculum development.

02–15   Cothran, Bettina F. (Georgia Inst. of Technology, USA) **and Gramberg, Anne-Katrin**. Business German: the next step, the birth of a new discipline. *Die Unterrichtspraxis / Teaching German* (Cherry Hill, NJ, USA), **33**, 2 (2000), 148–71.

Ten years ago, an entire issue of Monatshefte was devoted to the 'Focus on Business German'. A number of articles and a survey presented the status of this relative newcomer among the subjects taught in Departments of German. This focus has become more pronounced in the last decade. A global mindset for Americans is essential for keeping their role as a major player in the international market. It is therefore essential that the educational system respond to these new challenges with courses and curricula that prepare students accordingly. This paper examines the latest developments on the basis of up-to-date statistics, and attempts to draw initial conclusions about the effectiveness of programmes offered and materials and skills taught in a growing array of applied linguistics offerings at colleges and universities in the United States.

02–16   Curado Fuentes, Alejandro (U. of Extremadura, Spain; *Email*: acurado@unex.es). Lexical behaviour in academic and technical corpora: implications for ESP development. *Language Learning and Technology* (http://llt.msu.edu/), **5**, 3 (2001), 106–29.

Lexical approaches to Academic and Technical English have been well documented by scholars from as early as Cowie (1978). More recent work demonstrates how computer technology can assist in the effective analysis of corpus-based data (Cowie, 1998; Pedersen, 1995; Scott, 2000). For teaching purposes, this recent research has shown that the distinction between common coreness and diversity is a crucial issue. This paper outlines a way of dealing with vocabulary in instruction in the light of insights provided by empirical observation. Focusing mainly on collocation in the context of English for Specific Purposes (ESP), and, more precisely, within English for Information Science and Technology, it is shown how the results of the contrastive study of lexical items in small specific corpora can become the basis for teaching/learning ESP at the tertiary level. In the process of this study, an account is given of the functions of academic and technical lexis, aspects of keywords and word frequency are defined, and the value of corpus-derived collocation information is demonstrated for the specific textual environment.

02–17   Dam, Leni (Karlslunde). Bridging the gap between real life and the language classroom – principles, practices and outcomes. *Odense Working Papers in Language and Communication* (Odense, Denmark), **22** (2001), 43–64.

This paper examines the principles underlying the organisation and content of a language classroom where the aim is to bridge the gap between real life and classroom life. The first part of the paper discusses the principles of such teaching and learning and presents a model of the main elements wherever teaching and learning take place. It is suggested that, in the traditional language classroom, learners are encouraged to do things and practise sentences that are both artificial and hardly used in real life. The paper goes on to make suggestions for setting up an environment where real communication takes place, with particular focus on the organisation of the classroom, the structure of a class period, teacher-directed, learner-directed and -initiated classroom activities, and the use of internal integrated evaluation and learner diaries. It is claimed that the learning centred environment so designed can develop in its participants a self-esteem which supports them in the learning process and which caters for authentic, real life communication.

02–18   Dassier, Jean-Louis P. (U. of Southern Mississippi, USA). Rôles de la communication et de la grammaire pour les novices du français langue étrangère. [The role of communication and grammar for beginning learners of French as a foreign language.] *The French Review* (Carbondale, IL, USA), **74**, 4 (2001), 686–97.

In the context of a more communicative approach to the teaching of French as a foreign language [FL], this article explores how two new teachers deal with oral communication and the teaching of grammar in their classes. Representative extracts from their experiences are presented and analysed, based on four months of ethnographic research in which the participants were videotaped every day and took part in several interviews. Lesson plans and personal journals also provide perspectives on their teaching. The reactions of the two participants are contrasted, and new ideas for teacher training drawn out for those newly converted to the communicative learning and teaching of FLs.

02–19   Dlaska, Andrea (U. of Warwick, Coventry, UK; *Email*: a.dlaska@warwick.ac.uk). Integrating culture and language learning in institution-wide programmes. *Language, Culture and Curriculum* (Clevedon, UK), **13**, 3 (2000), 247–63.

This paper argues for integrated culture and language study in institution-wide language programmes at UK universities. Building on the assumption that all foreign language learning at university level should be based on the principles of LSP (languages for specific purposes) teaching, it is suggested that culture learning should be an integral component of language modules for non-specialist learners, who are increasingly likely to need culture skills in the university and the workplace. The culture focus, it is argued, will not only support linguistic

competence and learner autonomy, but will also give coherence to and raise the profile of institution-wide language schemes. In combining culture and language learning, a skills-oriented and learner-centred approach is suggested. The targets, skills and materials of culture-integrated language learning are discussed and a framework put forward for adapting existing curricula and materials to independent culture and language study. Particular emphasis is given to the use of information technology and the Internet in supporting autonomous culture and language learners.

02–20   Eble, Leslie (Defence Language Inst., Lackland, Texas, USA; *Email*: leslie_eble@hotmail.com). Pedagogical approaches to teaching reading and listening in a second language. *Strani Jezici* (Zagreb, Croatia), **29**, 4 (2000), 209–15.

This paper discusses teaching reading and listening in an English for Academic Purposes (EAP) context through a content-based approach. Reading skills including bottom–up and top–down skills, background knowledge, and comprehension monitoring as they apply to the pre–reading, while–reading, and post–reading stages are addressed, as well as listening skills such as word recognition, discriminating fine differences of speaking, emotional overtones, and predicting. Possible instructional techniques for each of these skills, including their advantages and disadvantages, are also considered, plus how one might compensate for the weaknesses of a given technique. Finally, an example showing how reading and listening might be integrated into a series of lessons is presented.

02–21   Edwards, Viv (U. of Reading, UK; *Email*: v.k.edwards@reading.ac.uk), **Monaghan, Frank and Hartley, Tony**. Bilingual multimedia: some challenges for teachers. *Language, Culture and Curriculum* (Clevedon, UK), **13**, 3 (2000), 264–78.

This paper examines issues which emerged during the course of a project developing software for the production of bilingual multimedia stories in European languages of lesser diffusion. The language pairs in question are Basque and French, Catalan and Spanish, Dutch and Frisian, Irish and English, and Welsh and English. Arguments are presented for the greater flexibility of bilingual multimedia over 'paper' books in terms of visual display, choice of language and the use of sound. There is also discussion of the complex issue of how best to use both languages to support second language learning and whether 'parallel authoring' presents a more useful approach than translation.

02–22   Einbeck, Kandace (U. of Colorado at Boulder, USA). The laugh's on us: teaching cultural awareness through political cartoons about the United States. *Journal of Language for International Business* (Glendale, AZ, USA), **12**, 1 (2001), 13–26.

Inadequate preparation in the areas of cultural self–awareness, cultural differences, and background issues

often make employees unwilling to return abroad. With limited time to spend on culture and language training, it is important to find methods of teaching managers about attitudes and issues in the target culture in an expedient and effective manner. This paper suggests that political cartoons from abroad afford that 'distilled' view of another culture. It examines political cartoons about U.S. issues from a variety of German and Austrian sources and discusses how these can be used effectively in cross-cultural training. Editorial cartoons from the target culture focusing on American issues provide insights into the culture in which they originate, the issues that interest the people, their attitudes toward the U.S., and, thereby, a glimpse into the target culture's general outlook on life and business. Efficient, humorous, and easily understood by someone with limited foreign language skills, cartoons enable a busy manager to glimpse another world.

02–23   Faure, Pascaline (Université F. Rabelais de Tours, France; *Email*: Faure.Pascaline@wanadoo.fr). Image de la grammaire et grammaire en images. [An image of grammar and grammar through images.] *ASp (Anglais de Spécialité)* (Bordeaux, France), **27/30** (2000), 425–32.

This article begins from the premise that, because they are context-creating and brain-stimulating, images – whether mental or pictorial, static or moving, funny or serious – should, when used in a grammar course, facilitate the learning process of linguistic structures and phenomena. The article discusses how images can be integrated into an English grammar lesson; to what extent they can be an effective learning/teaching device; and how far there are limits to a visual approach.

02–24   Fishman, Stephen M. (U. of North Carolina at Charlotte, USA) **and McCarthy, Lucille** (U. of Maryland, Baltimore County, USA). An ESL writer and her discipline-based professor: making progress even when goals don't match. *Written Communication* (Thousand Oaks, CA, USA), **18**, 2 (2001), 180–228.

This study by a philosophy professor and a compositionist focuses on the progress of an English as a Second Language (ESL) student in the philosopher's writing-intensive Intro course. In it, the authors answer calls for examination of instructional supports that help ESL students in their college classes across the curriculum. Their report is divided into three parts. In the first, the philosophy professor explicates his classroom aims and expectations, rooting them in the educational approaches of Dewey, Freire, and Gramsci. In the second, the compositionist offers an account of the ESL pupil's experiences in this philosophy classroom, describing the pedagogies that promote her progress toward achieving the professor's goals. In the final section, the authors, acknowledging the contested nature of 'progress' in this context, describe the ideological

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conflicts behind their different interpretations of the successes and failures of this ESL student.

02–25   Gabel, Stephan (Westf. Wilhelms-Universität Munster, Germany; *Email*: gabel@uni-muenster.de). Over-indulgence and under-representation in interlanguage: reflections on the utilization of concordancers in self-directed foreign language learning. *Computer Assisted Language Learning* (Lisse, The Netherlands), **14**, 3–4 (2001), 269–88.

In line with proponents of data-driven learning, it is argued here that concordancers are superior to traditional grammar books, dictionaries and coursebooks, because they allow easy access to huge amounts of 'real' language in use, foster the learners' analytical capacities, promote their explicit knowledge of the second language (L2), facilitate critical language awareness, and support the development of learner autonomy. It is also suggested that with the help of concordancers 'contrastive' analyses should be undertaken based on comparisons between the LI and the L2 or between different genres/varieties of the L2. Such investigations are supposed to sensitise learners to the observed differences, which in turn should help them avoid developing false analogies, for instance, or produce texts more appropriate to a given purpose, channel, etc. It is also suggested that language learners investigating their own interlanguage and contrasting it with native speaker usage with the help of concordancing tools will benefit from such an exercise, in that they will try to bridge the gap between their own performance and that of native speakers, and heed the linguistic item in future text productions.

02–26   Galisson, Robert (Université de la Sorbonne-Nouvelle, Paris, France). La pragmatique lexiculturelle pour accéder autrement, à une autre culture, par un autre lexique. [Lexicultural pragmatics for accessing another culture differently, through another lexis.] *Mélanges CRAPEL* (Nancy, France), **25** (2000), 47–73.

The author suggests that revisiting the origins of lexiculture provides an opportunity to understand the strong connections between didactology of language and culture on the one hand and lexicultural pragmatics on the other, and can also reveal the epistemological choices which set them apart from other subjects in the field. The article gives a short description of pioneering work in lexicultural pragmatics in the deliberately selected area of everyday culture. It comprises a description of lexicultural sites which have been explored and made use of to date, and an inventory of databases and interfaces for use by practitioners. Finally, a prospective view of follow-up work in the field is proposed: work that creates links between everyday culture and academic culture through a widening of the scope of lexical investigation whose aims are to reconcile body-centred culture and mind-centred culture in a learner-centred educational project.

02–27   Gramberg, Anne-Katrin (Michigan State U., USA). German for profit: foreign language for sale. *Journal of Language for International Business* (Glendale, AZ, USA), **12**, 1 (2001), 27–36.

Foreign language departments in the U.S. are part of a market-driven budgeting system and therefore under constant pressure to deliver high student enrolment and favourable 'faculty teaching equivalents'. German is one of the languages with rapidly declining enrolment. In order to reverse that trend, students' desire for a pragmatic and applied form of language learning has to be accommodated. German programmes are experiencing a shift towards culture classes and an emphasis on professions such as business and engineering. This article looks specifically at German for the Professions, in which enrolment has increased significantly. The success of content-oriented instruction is also reflected in the specialisations departments requested from their candidates in the 2000 MLA Job Information List: most PhDs will find employment in small undergraduate programmes that need solid teaching and advising skills, integration of technology, emphasis on professions such as business and engineering, curriculum development, etc. – which are also, however, the areas traditionally least rewarded in academe. The discrepancy between the demands of the job market and the established reward system on the basis of traditional research in the field of literature needs to be eliminated.

02–28   Grant, Lynn and Starks, Donna. Screening appropriate teaching materials. Closings from textbooks and television soap operas. *IRAL* (Berlin, Germany), **39**, 1 (2001), 39–50.

Textbook conversational closings have come under criticism for their failure to replicate natural conversation. Given that authentic conversation is both difficult to collect and use in a classroom context, television and video materials have been suggested as an alternative. This paper uses Schegloff and Sacks' (1973) description of native speaker conversational closings as a framework for analysing closings in English as a Second/Foreign Language (ESL/EFL) textbooks and soap operas. It compares textbook closings with closings from fifty episodes of the New Zealand soap opera Shortland Street to determine the usefulness of soap opera language in the teaching of conversation to ESL/EFL students. The results show that, although New Zealand soap opera materials are far from ideal, they are a better source of data than many textbook examples.

02–29   Gremmo, Marie-José (CRAPEL, Université Nancy 2, France). Autodirection et innovation: raisons d'être d'un Réseau Européen. [Self-direction and innovation: rationale for a European Network.] *Mélanges CRAPEL* (Nancy, France), **25** (2000), 13–27.

The article presents the rationale for the European Network for the Introduction of Innovation set up in 1998 by several European research centres with the

help of the European Centre for Modern Languages of the Council of Europe (situated in Graz, Austria). The members of the Network aim at analysing the potential obstacles to the introduction of self-directed learning systems in education. The work of the network focuses on indirect agents involved in the introduction of the new structure, such as institutional decision-makers and administrative staff, as the sustainability of self-directed learning systems depends in part on winning these individuals over to the innovatory approach.

02–30   Groß, Annette and Wolff, Dieter
(Bergische Universität-Gesamthochschule Wuppertal, Germany; *Emails*: wolff2@mail.urz. uni-wuppertal.de; gross3@ mail.urz.uni-wuppertal. de). A multimedia tool to develop learner autonomy. *Computer Assisted Language Learning* (Lisse, The Netherlands), **14**, 3–4 (2001), 233–49.

This paper presents a multimedia tool based on the assumption that computers are much better suited in language learning to act in an organising and structuring capacity rather than to take up a role as a learning machine. READERS – developed jointly by a team of researchers from the universities of Essen and Wuppertal headed by Bernd Rüschoff and Dieter Wolff – is a multimedia programme designed to help university students (not necessarily language students) with the difficult business of understanding texts in a foreign language. The project is first described in more general terms, embedding it into the underlying learning psychological and pedagogic concepts; then the software is examined in more detail, starting out from its structure and then dealing with the different modules which comprise the tool. The paper ends with a short technical description; and the problems encountered until now are also discussed.

02–31   Guimbretière, Elisabeth (Université de Rouen, France). L'enseignement de la phonétique: état des lieux entre tradition et modernité. [Phonetics teaching: state of play, between old and new.] *Mélanges CRAPEL* (Nancy, France), **25** (2000), 153–68.

This article draws on research and teaching practice in the fields of phonetics and the pedagogy of pronunciation training. Some research puts renewed emphasis on contrastive analysis, which raises issues as to the ways in which it might proceed and the types of teaching practices it might suggest. Other research draws on information technology and develops teaching/learning activities aiming at improving linguistic competence. The question is raised whether these activities correspond to the cognitive operations at play in the learning process, and whether the typology of teacher activities has evolved. The article also examines the contribution that research in experimental phonetics can make to the teaching and learning of pronunciation. Lastly, it touches upon new perspectives for the teaching of intonation/prosody.

02–32   Hallet, Wolfgang (Auguste-Viktoria-Gymnasium, Trier, Germany; *Email*: AVG-Trier@ t-online.de). *Interplay* der Kulturen: Fremdsprachenunterricht als ‚hybrider Raum'. Überlegungen zu einer kulturwissenschaftlich orientierten Textdidaktik. [Interplay of cultures: foreign language teaching as 'hybrid space'. Reflections on culturally oriented teaching of texts.] *Zeitschrift für Fremdsprachenforschung* (Berlin, Germany), **12**, 1 (2001), 103–30.

The conception of culture as a text that can be read and interpreted has become an important approach in cultural semiotics and anthropology as well as in literary and cultural studies. The role of texts (in the widest semiotic sense), however, must not be underestimated: they do not only represent culture, they are themselves cultural elements. Integrating these two complementary notions ('culture as text' – 'texts as culture'), this article tries to apply this conception to text didactics, describing the foreign language (FL) classroom as a discursive space marked by an interplay of texts and discourses from various cultures and languages. Quite similar to intercultural processes in the age of globalisation and migration, this interplay creates a hybrid space. Cultural elements and products (i.e., all kinds of texts) from the learners' culture(s), from the target culture(s) and from transcultural discourses merge in the FL classroom and constitute a 'third space' (Bhabha) from which something new emerges. The assumption of three discursive spheres contributing to the hybridity of the FL classroom is developed into a didactic model that can serve to describe and to conceive the intercultural profile of curricula, of text combinations and of lessons for the FL classroom.

02–33   Helbig, Gerhard (University of Leipzig, Germany). Angewandte Sprachwissenschaft – eine ausufernde 'Papierkorb'-Disziplin? (Ein Diskussionsbeitrag). [Applied linguistics – an overflowing 'dustbin' discipline? A discussion paper]. *Deutsch als Fremdsprache*, **38**, 2 (2001), 90–98.

Given the uncertainties surrounding the definition of Applied Linguistics (AL), this paper attempts to shed light on the subject and identify its (inter-)disciplinary scope, from a scientific perspective. The discussion covers the relationship of AL to theoretical linguistics, its origins in language teaching, and whether its abundant sub-disciplines now threaten to render it vacuous. The discipline of linguistics comprises three interdependent sub-fields: theory of language, description of individual languages, and comparative linguistics. Due to the inter-dependencies no fixed boundaries between pure and applied linguistics can be drawn, only relational ones. Underlying the problematic status of AL is the diversity of sub-disciplines outside linguistics from which it draws, and the differing significance of the linguistic component in each case. Analysis of the complex relationship between language, linguistics and

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society identifies three alternative reasons for the gulf between linguistics and popular ideas about language. In considering the field of language teaching an expanded schema is described, which makes explicit connections between linguistic disciplines and educational practice. The article concludes with brief comments on the relevance of the ideas to German foreign language teaching.

02–34   Henry, Alex and Roseberry, Robert L. (U. Brunei Darussalam, Brunei; *Email*: a.henry@ipc.ac.nz). A narrow-angled corpus analysis of moves and strategies of the genre: 'Letter of Application'. *English for Specific Purposes* (Amsterdam, The Netherlands), **20**, 2 (2001), 153–67.

Nowadays, the term 'genre' is thought of as sociolinguistic activity through which members of a discourse community achieve their communicative goals. A genre approach to language teaching attempts to teach learners the main parts, 'moves', of a genre and the most common linguistic features associated with the moves. To date, many genre analyses have been carried out in academic and English for Specific Purposes settings. Some of these studies have shown that writers or speakers can realise moves through different rhetorical options which, following Bhatia [(1993) Analysing genre: language use in professional settings, London, Longman], are here called 'strategies'. None of these studies, however, has made full use of computer analysis to obtain exact linguistic information on the moves and strategies of a genre. This paper reports on a genre analysis of the moves and strategies of the Letter of Application, complemented by the Wordsmith suite of computer programs for corpus analysis (Scott, M. (1996), Wordsmith tools [computer program], Oxford University Press, Internet: http://www.oup.co.uk/elt/software/wsmith). The results show striking differences between the different levels of analyses and from 'general' English. The paper concludes that this type of analysis provides language teachers with essential information that can make teaching and learning more effective.

02–35   Hogan-Brun, Gabrielle and Laux, Holger (U. of Bristol, UK; *Email*: g.hogan-brun@bristol.ac.uk). Specialist gateways through chaos: a changing learning environment. *System* (Oxford, UK), **29**, 2 (2001), 253–65.

The internationalisation of the labour market implies the need for any workforce to be equipped with multilingual and multicultural competencies. Increasingly, students recognise this fact and, in order to enhance their career prospects, they enrol in courses with a language option. For specialist foreign language learners, cultural competence also involves workplace-related skills. Here, content and target discourse need to be drawn from various sources to guarantee authenticity and to provide insight into the specialist target culture. The Web figures as a vital store of resources in this context. This article critically assesses its role as a provider

of suitable source materials, paying particular attention to its successful integration into the learning process. The article concludes with an analysis of how students experience their encounters with this virtual learning facility, and offers a model for learning and performance in specialist IT-enhanced environments.

02–36   Holec, Henri (CRAPEL, Université Nancy 2, France). Le CRAPEL à travers les ages. [CRAPEL across the ages.] *Mélanges CRAPEL* (Nancy, France), **25** (2000), 5–12.

This article offers a brief overview of the history of CRAPEL (Centre de Recherches et d'Applications Pédagogiques en Langues, Centre for Research and Teaching in Languages), which is seen as having played a central role, together with other centres, in the redefinition of language didactics, language teaching and language learning over the past three decades. Among its achievements, Holec lists the conceptualisation and implementation of a framework for self-directed learning; the methodological differentiation of training specific linguistic skills; the rationale for the use of authentic texts; the integration of cognitive and intercultural dimensions into what is to be learnt; and, on an epistemological level, the strong defence of language didactics as an independent, yet cross-disciplinary, field of investigation and experimentation.

02–37   Holmes, John (U. of Leeds, UK). What's my methodology? [Qual é a minha metodologia?] *The ESPecialist* (São Paulo, Brazil), **21**, 2 (2000), 127–46.

This article addresses a major problem in the Brazilian English for Specific Purposes (ESP) community, where members may define themselves as sharing a common methodology, but in practice sometimes depart from it. This leads to conflicts between what teachers recognise as an 'official' methodology and what really happens in the classroom. The article examines data to show the existence of the problem and searches for a solution in looking at different, and sometimes confusing, uses of the term 'methodology' and their implications. In conclusion, the article proposes that methodology should be seen as a framework for making decisions as part of a dialogic process, and not as a fixed set of accepted practices.

02–38   Jones, Robert E. (Japan; *Email*: aribob@city.ena.gifu.jp). A consciousness-raising approach to the teaching of conversational storytelling skills. *ELT Journal* (Oxford, UK), **55**, 2 (2001), 155–63.

Anecdotes and personal narratives are frequently heard in day-to-day human interaction, and it would, therefore, seem reasonable to conclude that the teaching of storytelling skills should feature as a component in second language conversation courses. This paper outlines the generic features of one frequently heard story type, then describes a consciousness-raising activity involving

a picture story and story transcript designed to raise learner awareness of some of the linguistic realisations of these features. It then considers how this activity may be supplemented by other activities which encourage students to make use of this growing awareness, and to generate the type of language which will help them develop their own conversational storytelling ability.

02–39 Kennedy, Claire and Miceli, Tiziana (Griffith U., Brisbane, Australia; *Emails*: C.Kennedy@ mailbox.gu.edu.au, T.Miceli@ mailbox.gu.edu.au). An evaluation of intermediate students' approaches to corpus investigation. *Language Learning and Technology* (http://llt.msu.edu/), **5**, 3 (2001), 77–90.

This paper reports on the authors' experience of using a corpus they compiled, Contemporary Written Italian Corpus (CWIC), in teaching intermediate students at Griffith University in Australia. An overview of the corpus design and training approach adopted is followed by an initial evaluation of the effectiveness of the students' investigations. Much has been written on what can be done with corpora in language learning: what kinds of discoveries can be made with different types of corpora. There is relatively little on how learners actually go about investigations. Since the intention was for the students to progress from classroom use to independent work as a result of using a Web-based version of CWIC, the study explored their success in extracting information from this corpus in the absence of a teacher. The initial study highlighted the complexity of the process and the specialised skills required. It was found that lack of rigour in observation and reasoning contributed greatly to the problems that arose, as did ignorance of common pitfalls and techniques for avoiding them. The paper concludes with an outline of proposed changes to the apprenticeship program, aimed at better equipping the students as 'corpus researchers'.

02–40 Khuwaileh, Abdullah A. and Al-Shoumali, Ali (Jordan U. of Science and Technology). Private tuition in English: the case of two universities in Jordan. *English Today* (Cambridge, UK), **17**,1 (2001), 31–35.

This article reports a study undertaken to discover the reasons and conditions which have helped English private tutoring to prosper in Jordan among university students of science, engineering and English. Since English is the language of computer networks, materials and many scientific textbooks, it is the medium of instruction in Jordanian state universities. Recently, better-off students at these universities have started paying for private tuition in English, and those students who cannot afford it are protesting at the unequal opportunities in learning. A questionnaire and interview were undertaken with students of two universities and their parents. There were six main responses: the parents' reasons for the take-up of private tuition were the lack of Arabicization in universities, the perceived importance of English, and the high income of the interviewed parents; while the learners blamed their schoolteachers'

lack of competence for the level of their English, which was inadequate for university requirements, and perceived a need for English both in order to get good grades and to sustain their high social position. Some suggestions are given as to how the problem might be resolved.

02–41 Kleinsasser, Robert C. (U. of Queensland, Brisbane, Australia). Primary to secondary LOTE articulation: a local case in Australia. *Foreign Language Annals* (New York, USA), **34**, 3 (2001), 193–205.

In this study of articulation issues related to languages other than English (LOTE), 'articulation' is defined and the challenges surrounding it are overviewed. Data taken from an independent school's admission documents over a four-year period provide insights and reveal trends concerning students' preferences for language study, LOTE study continuity, and reasons for LOTE selection. The data also provide an accounting of some multiple LOTE learning experiences. The analysis indicates that many students who begin a LOTE in the early grades are thwarted in becoming proficient, because (1) continuation in the language is impossible due to unavailability of instruction, (2) expanded learning is hampered by teachers' inability to deal with a range of learners, (3) extended learning is hampered by administrative decisions or policies, or (4) students lose interest in the first LOTE and switch to another. Finally, a call is made for data-gathering and research in local contexts to gain a better understanding of LOTE articulation challenges at the local, state, national, and international levels.

02–42 Kohn, Kurt (U. of Tübingen, Germany; *Email*: kurt.kohn@uni-tuebingen.de). Developing multimedia CALL: the *Telos Language Partner* approach. *Computer Assisted Language Learning* (Lisse, The Netherlands), **14**, 3–4 (2001), 251–67.

This paper looks at the multimedia dimension of CALL from the point of view of using an authoring tool developed for the production and customisation of (online and offline) multimedia language learning materials. (The interaction between learners and teachers in Internet-based pedagogic communication environments is not dealt with.) Also considered is the kind of software support needed for the successful embedding of such materials in an overall learning and teaching context. Some of the principles and requirements underlying the development of multimedia CALL are discussed, but the main focus is on the description of the multimedia learning and authoring software Telos Language Partner, a multimedia PC-software designed to incorporate the principles and requirements of multimedia language learning and tutoring discussed here. The software was developed and evaluated with support from the European projects 'Eloquent' (Lingua) and 'Telos' (Telematics Applications Programme, ET 3005). It supports relevant and authentic language learning activities; intuitive editing functions facilitate

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the low-cost production, customisation and flexible pedagogical embedding of multimedia language learning contents.

02–43 **Kötter, Markus** (Westf. Wilhelms-Universität Münster, Germany; *Email*: kotterm@uni-muenster.de). MOOrituri te salutant? Language learning through MOO-based synchronous exchanges between learner tandems. *Computer Assisted Language Learning* (Lisse, The Netherlands), **14**, 3–4 (2001), 289–304.

This paper describes and analyses some of the salient features of a MOO [Multi-User Domain Object Oriented]–based language learning project involving 29 university/college students in Germany and the USA. The learners collaborated for three months in tandem partnerships of three or four students in this text-based online environment to work on various culture- and language-related projects; they presented the results to the full group in the concluding sessions. Learners met twice a week, usually using English for one half of a 75-minute session, German for the other. Each learner thus benefited from their partner's expert knowledge about their own linguistic and cultural community. Partners also improved their own communicative competence by conversing with native speakers of their second language (L2) in a non-threatening environment, by receiving instant and sometimes extensive feedback enabling them to test their hypotheses about the L2, and by receiving authentic input and expert advice on a broad range of linguistic and cultural issues. The paper offers a brief introduction to the MOO, discusses the pedagogic framework adopted, and analyses selected aspects of the learner interaction as captured in the electronic transcripts or logs participants saved of their online encounters. It is concluded that, far from being destined for doom, as the title suggests, MOOs are very suitable as a venue for culturally and linguistically challenging language learning experiences through online tandem partnerships.

02–44 **Kubota, Ryuko** (The U. of North Carolina at Chapel Hill, USA). Discursive construction of the images of U.S. classrooms. *TESOL Quarterly* (Alexandria, VA, USA), **35**, 1 (2001), 9–38.

Recent work in applied linguistics has critiqued the discursive construction of essentialised cultures of English as a Second Language (ESL) students as the Other. Also discursively constructed are the images of the Self compared with the Other. This article focuses on the images of U.S. classrooms in terms of the goals of education, the characteristics of teaching, and student characteristics, and aims to reveal their discursive nature by reviewing literature in applied linguistics, studies on instructional practices in U.S. schools and colleges, and a revisionist critique of the educational crisis in the United States. This literature review demonstrates that the applied linguistics and revisionist discourses which emphasise cultural differences convey positive, idealised images of U.S. classrooms, whereas

research on classroom instruction in mainstream contexts portrays negative images of U.S. classrooms quite similar to applied linguistics' images of Asian classrooms. This disparity indicates that a particular representation of the Self as the ideal norm is produced in contrast with the Other. Discursive practices of Othering, dichotomisation of the Self and the Other, and legitimation of power relations between the Self and the Other echo a past–present continuity of the discourses of colonialism. The article discusses the effects of the essentialisation of cultures on students and teachers, and suggests an alternative cultural critique.

02–45 **Kurtz, Jürgen** (Gustav-Heinemann-Gesamtschule, Dortmund, Germany). Das Lehrwerk und seine Verwendung im Englishunterricht nach der jüngsten Reform der Richtlinien und Lehrpläne. [The textbook and its use in English teaching following the latest educational reform.] *Englisch* (Berlin, Germany), **36**, 2 (2001), 41–50.

This paper discusses the role of textbooks in English teaching following the recent reforms in Northrhine-Westphalia aimed at reducing reliance on such books in favour of student-centred learning. It also attempts to explain why printed media have been so widely used in language teaching in general. An historical overview of the textbook-based approach leads into three key points: (1) optimal use of the textbook should not mean total dependence thereon; (2) textbooks are not equally suited to all teaching objectives and especially not to developing spoken competence; and (3) students' own experiences and circumstances are subordinated to a world of fictitious characters. The textbook has apparent advantages for pressurised teachers in offering a ready-made syllabus designed by 'experts', but little scope is left for the teacher to adapt the material to individual classes. According to psychologists, productive thought necessary for learning may thereby be seriously hindered. The author recommends that future textbooks should be reduced in size and scope, made more child-friendly and imaginative, and perhaps integrated with other tools such as the World Wide Web.

02–46 **Küster, Lutz** (Universität Hamburg, Germandy; *Email*: Kuester@erzwiss.uni-hamburg.de). Zur Verbindung von Intertextualität und Interkulturalität: Literaturdidaktische Anregungen auf der Basis von Michel Tourniers Robinsonade. [On the connection between intertextuality and interculturality: proposals for teaching literature on the basis of Michel Tournier's Robinsonade.] *Zeitschrift für Fremdsprachenforschung* (Berlin, Germany), **11**, 2 (2000), 25–53.

Advanced learners of French as a foreign language tend to turn their back on formal education in German secondary schools. Against the assumption that specific curricula are necessarily too difficult, this article develops ideas about how to respond to different levels of language proficiency. Based on Bakhtin's and Genette's

theories of intertextuality as well as on reader-centred didactical conceptions, the author tries to point out that literature can be an appropriate field for exploring individual ways of learning. By confronting and discussing subjective views, the language classroom might help to increase the acceptance of 'otherness' and, by that means, contribute to intercultural understanding. Starting from Michel Tournier's Vendredi ou la vie sauvage, the article offers practical teaching suggestions that open up a variety of links to other novels inspired by Defoe's Robinson Crusoe.

02–47 Lambacher, Stephen (The U. of Aizu, Japan). A brief guide to resources for developing expertise in the teaching of pronunciation. *Prospect* (Macquarie U., Sydney, Australia), **16**, 1 (2001), 63–74.

Pronunciation is once again finding its way back into the classroom as an integral part of the English language teaching curriculum. There is a growing need, however, for teacher preparation, as many teachers feel inadequately equipped to deal with the many facets of pronunciation training. This paper proposes a basic plan to help novice (and experienced) teachers to be better prepared to face the formidable task of teaching pronunciation and to develop as professionals through a variety of activities and resources, including (1) education (both formal and informal); (2) self-studying: (3) membership in professional organisations: (4) attending and presenting at conferences: (5) reflection upon classroom pedagogical and theoretical issues: and (6) familiarity with computer-assisted instruction, Internet programs, and discussion groups for pronunciation training and related issues. It also aims to inform teachers of the wide domain of skills under the rubric of pronunciation teaching and learning, as well as the array of resources available for pronunciation teaching and professional development.

02–48 Lantolf, James P. and Sunderman, Gretchen (The Pennsylvania State U., USA; *Emails*: jpl7@psu.edu; gxs26@psu.edu). The struggle for a place in the sun: rationalising foreign language study in the twentieth century. *The Modern Language Journal* (Malden, MA, USA), **85**, 1 (2001), 5–25.

Over the course of the past century, The Modern Language Journal (MLJ) was one of the sites where the vigorous, and often times passionate justification for, and defense of, foreign language (FL) study in the educational curriculum of the USA unfolded. Almost 10% of the 4,000+ articles published in the MLJ during the past century focused on the value and relevance of FL study in the educational enterprise. This article focuses on five major themes that surfaced over the last eight decades. The first theme comprises the general arguments offered by the profession in support of the value of FL study, most of which were impacted directly or indirectly by world events. The second and third themes document periods of general doubt and optimism about the place of FLs in the curriculum. The fourth major theme describes the passionate and intense argumentation between the faculties of education and the defenders of FL study. The final theme addresses the question of which FLs should be taught in the schools and what contribution each might make to a student's education. Entering the 21st century, it seems clear that the profession still feels compelled to justify the educational merit of its subject matter. In the end, given the twists and turns that history can take, it is difficult to predict whether FL study will eventually find an uncontested place in the sun. [See also abstracts 02–06, 02–10, 02–54, 02–56, 02–67.]

02–49 Lee, David Y. W. (Lancaster U., UK; *Email*: david_lee00@hotmail.com). Genres, registers, text types, domains, and styles: clarifying the concepts and navigating a path through the BNC jungle. *Language Learning and Technology* (http://llt.msu.edu/), **5**, 3 (2001), 37–72.

This paper first attempts to clarify and tease apart the somewhat confusing terms genre, register, text type, domain, sublanguage, and style. Their use by various linguists and literary theorists working under different traditions or orientations is examined and a possible way of synthesising their insights is proposed and illustrated with reference to the disparate categories used to classify texts in various existing computer corpora. A personal project which involved giving each of the 4,124 British National Corpus (BNC, version 1) files a descriptive 'genre' label is then described. The result of this work, a spreadsheet/database (the 'BNC Index') containing genre labels and other types of information about the BNC texts, is described and its usefulness shown. It is envisaged that this resource will allow linguists, language teachers, and other users to easily navigate through the huge BNC jungle more easily, to quickly ascertain what is there (and how much) and to make informed selections from the mass of texts available. It should also greatly facilitate genre-based research (e.g., English for Academic/Specific Purposes, discourse analysis, lexicogrammatical, and collocational studies) and focus everyday classroom concordancing activities by making it easy for people to restrict their searches to highly specified sub-sets of the BNC using PC-based concordancers such as WordSmith, MonoConc, or the Web-based BNCWeb.

02–50 Leki, Ilona (U. of Tennessee, USA). A 'narrow thinking system': nonnative-English-speaking students in group projects across the curriculum. *TESOL Quarterly* (Alexandria, VA, USA), **35**, 1 (2001), 39–67.

In examining the contexts of learning for second language (L2) English bilinguals, educators and researchers may have ignored an important feature of that context, the social/academic relationships the learners develop with native-English-speaking peers. Long considered a means of promoting learning and independence among students; group work is one domain where such

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social/academic interactions occur in university-level courses across the curriculum in English-dominant countries. The research reported here details the experiences of two nonnative-English-speaking (NNES) students in course-sponsored group projects. The findings suggest that the particular social/academic relationships that develop within work groups may undermine the ability of NNES students to make meaningful contributions to the group projects. Furthermore, even group projects that appear to work well may conceal particular burdens for NNES students of which faculty who assign group projects may remain unaware.

02–51 Leung, Constant (King's Coll. London, UK; *Email*: constant.leung@kcl.ac.uk). English as an Additional Language: distinct language focus or diffused curriculum concerns? *Language and Education* (Clevedon, UK), **15**, 1 (2001), 33–55.

English as an Additional/Second Language (EAL) in state-sector schools in England is regarded as a teaching and learning issue, but it does not have curriculum subject status in the National Curriculum. In a great deal of curriculum and professional literature EAL is presented in terms of classroom processes and teaching strategies. Relatively little attention is paid to the specific issues concerning (additional or second) language learning per se. This paper sets out to trace the developments of this pedagogic view in wider social and educational policy discourse and to examine its impact on classroom practice. It is argued that the current conceptualisation of EAL is linked to a particular view on social integration of a linguistically and ethnically diverse society. Drawing on Bernstern's (1996) linked analytical concepts of competence and performance, it is suggested that the current thinking has led to a number of questionable perceptions and practices associated with classroom pedagogy, curriculum provision and assessment. The discussion also highlights areas for further research and development.

02–52 Levis, John M. (North Carolina State U., USA; *Email*: levisjohn@netscape.net). Teaching focus for conversational use. *ELT Journal* (Oxford, UK), **55**, 1 (2001), 47–54.

The skilful use of focus, or intonational prominence, to create meaning is essential for learners of English. To take full advantage of this resource, students must learn to perceive, produce, and predict how focus is used. The last of these areas – prediction – is usually taught with reference to word class and new/given information. This paper presents an alternative approach to predicting focus which appeals to functional and meaning regularities that do not depend on extensive written input, and are more easily applicable to normal conversation. Analysis and possible exercises for three regularities are presented: focus in answers to questions, the correction of misinformation, and focus in repeated questions. It is suggested that appealing to these and other functional regularities will help in bridging the gap between classroom instruction and the conversational use of focus.

02–53 Liaw, Meei-Ling (Tunghai U., Taichung, Taiwan; *Email*: mlliaw@mail.thu.edu.tw) **and Johnson, Robert J.** E-mail writing as a cross-cultural learning experience. *System* (Oxford, UK), **29**, 2 (2001), 235–51.

This study looks into the cultural dimension involved in the e-mail correspondence between university English as a Foreign Language (EFL) students in Taiwan and pre-service bilingual English as a Second Language (ESL) teachers in the USA. E-mail entries and end-of-project reports were analysed to yield insights into the cross-cultural communication process. The data analysis focused on the types of cultural information transmitted and effects of cultural assumptions and values on communication effectiveness. The findings revealed perceived fundamental characteristics of both Chinese and American cultures by the two groups of participants. It was also found that curiosity towards the other culture was a motivating factor for on-going correspondence, but cultural presumptions were sometimes a hindrance for communication; positive interpretations of cultural differences and empathy were key factors contributing to the removal of communication obstacles. Although there is no substitute for actual experiences of immersing into the target culture, cross-cultural e-mail correspondence sensitised the participants to cultural differences and served as a learning experience for better cross-cultural understanding.

02–54 Liskin-Gasparro, Judith E. (U. of Iowa, USA; *Email*: judith-liskin-gasparro@uiowa.edu). Reviewing the reviews: a modest history of policies and practices. *The Modern Language Journal* (Malden, MA, USA), **85**, 1 (2001), 77–91.

This essay traces the history of MLJ editorial policies and practices as seen in the reviews section, traced mainly through the voices of the MLJ editors. These editorial messages reveal the role of the editor in shaping the function of the reviews and also provide a window on the issues and events that each generation of editors decided important enough to merit public exposure. As shown in graphic displays, the reviews section reflects the history of the foreign language teaching and learning field in the 20th century in the distribution of the reviews across languages and topics, as well as trends over time. The essay concludes by considering the current issues and challenges for the reviews section and also possible future directions for this part of the MLJ. [See also abstracts 02–06, 02–10, 02–48, 02–56, 02–67.]

02–55 Lynch, Tony (U. of Edinburgh, UK; *Email*: A.J.Lynch@ed.ac.uk). Seeing what they meant: transcribing as a route to noticing. *ELT Journal* (Oxford, UK), **55**, 2 (2001), 124–32.

This paper describes a reflective noticing activity in which pairs of adult learners of English for Academic Purposes transcribed their own performances of a routine classroom speaking task. Working collaboratively,

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they then discussed and edited the transcripts, making a large number of changes, which were overwhelmingly for the better. These edited transcripts were passed on to the teacher, who made further corrections and reformulations, and then discussed the changes with the learners. Analysis of the process and product of these cycles of work suggests that collaborative transcribing and editing can encourage learners to focus on form in their output in a relatively natural way. It also underlines the role of the teacher in this sort of post-task intervention, especially in the area of vocabulary.

02–56   Magnan, Sally Sieloff (U. of Wisconsin-Madison, USA; *Email*: ssmagnan@facstaff.wisc. edu). *MLJ* editorial policy: reflections on the profession, definition of its disciplines. *The Modern Language Journal* (Malden, MA, USA), **85**, 1 (2001), 92–125.

The MLJ, with its origin in 1916, was the first foreign language (FL) pedagogical journal in the USA to serve a variety of languages and teachers on both the secondary and post-secondary levels. This article traces the development of its editorial policy through examination of each editor's policy statements and personal reflections and the contents of the journal including articles, 'News and Notes', and other columns, readers' comments, and announcements used as page filler. The examination reveals the MLJ's proactive role in helping to shape a unified, national FL teaching profession and in developing FL education and second language acquisition as scholarly disciplines anchored in empirical research, which has, especially in the past two decades, filled many MLJ pages. The history of reflections of the profession provided here offers insights into the development of the disciplines known today, as well as suggesting possibilities for future editorial policy of the MLJ. [See also abstracts 02–06, 02–10, 02–48, 02–54, 02–67.]

02–57   McClure, Joanne (Nanyang Tech. U., Singapore; *Email*: Ejwmcclure@ntu.edu.sg). Developing language skills and learner autonomy in international postgraduates. *ELT Journal* (Oxford, UK), **55**, 2 (2001), 142–8.

Studies have shown that postgraduate research presents particular challenges, ranging from self-management, independent research, and extended writing, to working with a supervisor. If one adds to these challenges those faced by many international students – the complexity of a new culture, and the difficulties of a second language – one begins to see the hurdles these students must overcome. This paper reports on a course designed to provide the pedagogical environment for international postgraduates to develop language skills, and learner autonomy. A reflective model for facilitating engagement with the research process is proposed as a useful strategy to develop these skills. To further stimulate this process, a series of reflections which novice researchers should consider in relation to their reading and writing is also put forward.

02–58   McLean, Alice Musick and Savage, Alan Doyle (U. of Chicago, Wheaton Coll., USA). Surveying the survey course: a practical guide. *The French Review* (Carbondale, IL, USA), **74**, 4 (2001), 758–69.

Introductory foreign language literature courses have long been among the most challenging of the language curriculum. The difficulty of teaching such courses is very apparent to instructors who wish to integrate the communicative, student-centred approach learned as graduate teaching assistants, with the instructor-centred approach to teaching literature experienced as undergraduates. This article presents a model for an introductory French literature course which incorporates a variety of instructor- and student-led activities, written work and oral presentations, the use of audiovisual materials, and an interdisciplinary approach to the study of the arts.

02–59   Möllering, Martina (Macquarie U., Sydney; *Email*: martina.mollering@mq.edu.au). Teaching German modal particles: a corpus-based approach. *Language Learning and Technology* (http://llt.msu.edu/), **5**, 3 (2001), 130–51.

The comprehension and correct use of German modal particles poses manifold problems for learners of German as a foreign language, since the meaning of these particles is complex and highly dependent on contextual features which can be linguistic as well as situational. Following the premise that German modal particles occur with greater frequency in the spoken language, this article presents an analysis based on corpora representing spoken German. The concept 'spoken language' is discussed critically with regard to the corpora chosen for analysis and narrowed down in relation to the use of modal particles. The analysis is based on the following corpora: Freiburger Korpus, Dialogstrukturenkorpus, and Pfeffer-Korpus. In addition, a collection of telephone conversations (Brons-Albert, 1984) was scanned into computer-readable files and analysed using MicroConcord (Scott & Johns, 1993). A quantitative analysis was carried out on all corpora. The qualitative analysis was limited to the telephone conversations and looks at the constraints on and functions of the different occurrences of the form *eben*.

02–60   Newton, Jonathan (Victoria U. of Wellington, New Zealand; *Email*: jonathan.newton@vuw.ac.nz). Options for vocabulary learning through communication tasks. *ELT Journal* (Oxford, UK), **55**, 1 (2001), 30–37.

In a task-based approach to learning, learners will often meet new vocabulary 'in passing', as they pursue communicative goals. This article argues that such encounters can be turned to the learners' advantage, and that, rather than remove difficult words, teachers should consider a number of cooperative options for exposing learners to new words during task-based interaction. The article examines data from a number of classroom

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tasks where learners had to deal with new words during task performance without access to a dictionary or teacher's intervention. The results suggest not only that rich language use resulted from negotiating new words, but that the meaning of many of these words was retained in the days after the task performance. The paper concludes by considering a number of post-task options for reinforcing vocabulary learning.

02–61 Olsen, Solveig (U. of North Texas, USA). First- and second-year textbooks: which ones we use and how. *Die Unterrichtspraxis / Teaching German* (Cherry Hill, NJ, USA), **33**, 2 (2000), 138–47.

The answers to a questionnaire addressed to German faculty in post–secondary institutions provide the data for this study. It examines the preferred textbooks in first– and second–year German college courses, trying to identify the perceived strengths and weaknesses. The responses also confirm the divide between the advocates of current language learning theory and traditionalists in the profession. The study concludes with observations suggesting that a middle ground between these positions may be emerging.

02–62 Parpette, Chantal and Royis, Patrick (Université Lyon 2, France). Le discours pédagogique: caractéristiques discursives et stratégie d'enseignement. [Pedagogical discourse: discursive features and teaching strategies.] *Mélanges CRAPEL* (Nancy, France), **25** (2000), 169–83.

This article describes some of the features of science lectures in French higher education and analyses their pedagogical implications when teaching foreign students in French for academic purposes. The first critical feature is the nature of discourse in lectures, both in the sciences and in the humanities: it is a form of dialogic monologue with tokens of interaction even when the audience produces no verbal reactions. The second feature is the presence of written discourse on the blackboard. The lecturer writes down elements as (s)he carries on with explanations. This form of written discourse is clearly linked to the oral one, and this link is manifested in many prosodic, lexical, morpho-syntactic and discursive features in the oral discourse produced by the lecturer, resulting in a sort of 'double discourse'. The second part of the article shows that, whether considered as an aid or as an obstacle to comprehension, these discursive features have to be included in any work on listening comprehension for foreign students preparing for academic work in France.

01–63 Petrovitz, Walter (St. John's U., New York City, USA; *Email*: wp@stjohns.edu). The sequencing of verbal-complement structures. *ELT Journal* (Oxford, UK), **55**, 2 (2001), 172–7.

Gerunds and infinitives are among the most difficult topics to teach, and a continuing source of errors even among advanced learners. Treated as merely structural variants, these forms are usually grouped into a single grammar unit filled with differing syntactic specifications and long lists of verbs grouped according to their complement type. Significant grammatical distinctions between gerunds and infinitives, as well as pedagogical considerations, suggest that they should be separated and taught at different points in a grammar syllabus. This article presents a concise review of the linguistic evidence concerning important differences between gerunds and infinitives, and makes recommendations on the sequencing of these topics within a course of instruction.

02–64 Pickering, Lucy (U. of Alabama, USA). The role of tone choice in improving ITA communication in the classroom. *TESOL Quarterly* (Alexandria, VA, USA), **35**, 2 (2001), 233–55.

As the numbers of international teaching assistants (ITAs) continue to increase, cross-cultural communication has become an integral part of academic life in universities. ITA instruction programmes recognise that successful communication between ITAs and their students requires an ability to use language appropriate to the classroom context and an awareness of the expectations of native-speaking discourse participants. One area of teaching discourse that is frequently overlooked in this discussion is its intonation structure. This study compares one intonational feature, tone choice, in 12 parallel teaching presentations given by six Chinese and six North American male teaching assistants (TAs). Naturally occurring presentations were recorded in the classroom, and tone choices were analysed using instrumental and auditory analysis within Brazil's (1997) model of discourse intonation. The results showed that the native-English-speaking TAs systematically exploited their tone choices to increase the accessibility of the lecture material and establish rapport with their students. Conversely, the typical tonal composition of the ITAs' presentations obfuscated the information structure and frequently characterised these speakers as unsympathetic and uninvolved. These results suggest that tone choice contributes to communication failure between ITAs and their students and prompt the recommendation that tone choice be directly addressed in the linguistic and pedagogical components of ITA instruction programmes.

02–65 Rott, Susanne (U. of Illinois at Chicago, USA). Teaching German grammar through communicative tasks: some suggestions. *Die Unterrichtspraxis / Teaching German* (Cherry Hill, NJ, USA), **33**, 2 (2000), 125–33.

A great deal of German language instruction lacks a pedagogical approach to the teaching of grammar that is based on current research and theory. Although most of the German textbooks explicitly state the aim of promoting learners' development of communicative language abilities, these same textbooks rarely explain how grammar and communication are integrated and

which features make grammar tasks communicative. This article discusses communicative concepts, explores recent research-based communicative grammar activities, and provides detailed examples for the integration of these activities in the German language classroom.

02–66   St. John, Elke (U. of Sheffield, UK; *Email*: E.StJohn@sheffield.ac.uk). A case for using a parallel corpus and concordancer for beginners of a foreign language. *Language Learning and Technology* (http://llt.msu.edu/), **5**, 3 (2001), 185–203.

This pilot study set out to determine whether a parallel corpus and a concordancer would be appropriate tools to supplement a teaching programme of German at the beginners' level in an unsupervised environment. In this instance, a beginner student of German was asked to find satisfactory answers to unknown vocabulary and formulate appropriate grammar rules for himself using the parallel corpus and concordancer as the only tools. It is shown that these tools can be of great benefit for beginners.

02–67   Salaberry, M. Rafael (Rice U., Texas, USA; *Email*: salaberry@rice.edu). The use of technology for second language learning and teaching: a retrospective. *The Modern Language Journal* (Malden, MA, USA), **85**, 1 (2001), 39–56.

As one of the oldest and most influential foreign language pedagogical journals, The Modern Language Journal (MLJ) can offer valuable insights into how technological advances have affected language teaching and learning at various points in history. This article reviews the proposed pedagogical use of technological resources by means of a critical analysis of articles published in the MLJ since its first edition in 1916. The assessment of how previous technical capabilities have been implemented for pedagogical purposes represents a necessary background for the assessment of the pedagogical potential of present-day technologies. It is argued that, whereas most 'new technologies' (radio, television, VCR, computers) may have been revolutionary in the overall context of human interaction, it is not clear that they have achieved equal degrees of pedagogical benefit in the realm of second language teaching. It is also claimed that the pedagogical effectiveness of different technologies is related to four major questions: (a) whether increased technological sophistication is correlated to increased pedagogical effectiveness; (b) which technical attributes specific to new technologies can be profitably exploited for pedagogical purposes; (c) how new technologies can be successfully integrated into the curriculum; and (d) whether they provide for an efficient use of human and material resources. [See also abstracts 02–06, 02–10, 02–48, 02–54, 02–57.]

02–68   Segermann, Krista (Friedrich-Schiller Universität, Jena, Germany). 'Tua res agitur': Inhaltsmotivierung statt Stoffbewältigung.

[Motivation by content rather than mastery of material.] *Fremdsprachenunterricht* (Berlin, Germany) **3**, (2001), 189–95.

This paper is concerned with the tension between thematic and linguistic content in foreign language instruction. It is argued that the appeal of the latter to students depends on the motivational value of the thematic content of the lesson. The range of ways in which this is played out is explored through five contrasting real-life French teaching scenarios, each including a discussion between a fictitious group of teachers. In the first scenario, involving a text-book story about a family moving house, students are asked 'What do you do?', but little student participation ensues. The discussion centres on the artificiality of the situation created by the students' location in the classroom. The second concerns a dialogue, created by the students, between a French and a German schoolboy about differences in their school day. This generates discussion of whether linguistic patterns can be learned unconsciously by performing communicative tasks. Following the third scenario the discussants conclude that student motivation depends on the way the forms to be learned are presented: it is greater when they create their own materials. By the final discussion the group come to realise also that instruction and communication are essentially inseparable for effective learning.

02–69   Staddon, Sally (Monash U., Australia; *Email*: sally.staddon@arts.monash.edu.au). Going on-line: developing a web site for beginners' French. *Babel (AFMLTA)* (North Adelaide, Australia), **36**,1 (2001), 21–26.

This article focuses on the exploitation of the Internet to provide a stimulating language learning environment and to help compensate for fewer class hours and larger classes at tertiary level. The aim of the Beginners' French website is to expose students to the speech of native speakers, of tutors and of students' peers. A discussion of pedagogical issues includes the provision of comprehensible input, how unpredictable external sites can be profitably exploited, and how an environment conducive to language learning can be created. Consideration of the design process focuses on what can be achieved by anyone with basic computer literacy. The article looks at the sort of material that is suitable for computer-assisted language learning, the general design criteria for the Beginners' French website and the extent of use of first or target language, and gives suggestions for editor programmes. Indications are given of how evaluation of the website would be approached. Finally, the author offers some personal observations on the use of the site.

02–70   Stapleton, Paul (Hokkaido U., Japan; *Email*: paul@ilcs.hokudai.ac.jp). Culture's role in TEFL: an attitude survey in Japan. *Language, Culture and Curriculum* (Clevedon, UK), **13**, 3 (2000), 291–305.

The role of culture in the Teaching of English as a Foreign Language (TEFL) has received considerable attention in the past twenty years. While few researchers doubt its importance, how and to what extent culture should be part of the TEFL curriculum remains unresolved. The present study investigates native English speaking teachers' views on the role of culture in TEFL. Twenty-eight university-level teachers in Japan responded to a questionnaire providing comments about the extent and nature of the culture they teach. Respondents felt that, while culture should be part of TEFL, they included it in their classes more randomly than other aspects of their teaching. Teachers had also given serious thought and taken action to make changes in their teaching style based on the observation of their students' cultural style of learning. Responses to questions on English language teaching textbooks revealed that participants had some dissatisfaction with the way they treated culture.

02–71 Steinig, Wolfgang (Pädagogische Hochschule Heidelberg, Germany; *Email*: steinig@ph-heidelberg.de). Kommunikation im Internet: Perspektiven zwischen Deutsch als Erst- und Fremdsprache. [Communication via the Internet: perspectives between German as a first and foreign language.] *Zeitschrift für Fremdsprachenforschung* (Berlin, Germany), **11**, 2 (2000), 125–56.

Internet communication shows specific features and functions which should be considered in learning situations in foreign-language and mother-tongue education. Its position between oral communication and literacy, between private and public sphere, between global availability and the opportunity for direct personal contact across language and cultural boundaries, has far-reaching consequences for language learning in Internet projects. Not only email but also the Web, chatrooms and BSCW technology provide a complex learning environment which is extremely motivating and offers language learning potential for students of different age groups. This article sets out to demonstrate this through looking at five projects spanning primary schools, secondary schools and universities in different countries.

02–72 Tee Anderson, Pauline (Université de Perpignan, France; *Email*: anderson@univ-perp.fr). Getting the picture … and the joke: the pictorial and the verbal in business cartoons. *ASp (Anglais de Spécialité)* (Bordeaux, France), **27/30** (2000), 349–62.

This study explores the interplay between the three components of cartoons – illustration, verbal text and humour – and assesses the implications for language learners. Whereas some illustrations have a relatively minor role, others play a much more extensive part not only in the humour of the documents themselves, but also in the learning process. It is suggested that cartoons can help students to understand and retain both language items and information on the target culture.

02–73 Toohey, Kelleen (Simon Fraser U., Burnaby, BC, Canada). Disputes in child L2 learning. *TESOL Quarterly* (Alexandria, VA, USA), **35**, 2 (2001), 257–78.

This article concerns how peer disputes are involved in classroom language learning. Drawing from data collected in a longitudinal study of six young English language learners in Canadian public school classrooms, the article shows how two girls (one of Polish background and one of Punjabi Sikh background) differentially engage in disputes. Disputes appeared to provide the Polish child with occasions to negotiate new meanings or to negotiate or display her powerful position in relation to classmates. By contrast, the Punjabi Sikh girl was often bested in disputes, and thus they were occasions on which her power and competence were displayed as subordinate to those of other children. Her opportunities for participation in activities and conversations in her classroom seemed concomitantly reduced. The article argues that teachers need to address questions of domination and subordination directly in classrooms. By recognising the differential expertise of students, teachers might better assist students in speaking from powerful and desirable positions. If teachers were to approach assessment with the aim of discovering children's competencies, they might be able to increase their understanding of practices that display students from a variety of positions.

02–74 Truchot, Claude (Université Marc Bloch, Strasbourg, France). Politiques linguistiques éducatives en Europe: l'implication des institutions européennes. [Language education policies in Europe: the involvement of European institutions.] *Mélanges CRAPEL* (Nancy, France), **25** (2000), 93–106.

This article details the actions taken on board by the Council of Europe and the European Union (EU). The EU aims above all to develop the transnational mobility of members via a number of exchange programmes. The Council of Europe, on the other hand, views its role as promoting democracy and democratic processes in Europe, and its Council for Education contributes to developing tools in order to influence language education policies and methodologies.

02–75 Tschirner, Erwin (U. of Leipzig, Germany; *Email*: erwin.tschirner@t-online.de). Language acquisition in the classroom: the role of digital video. *Computer Assisted Language Learning* (Lisse, The Netherlands), **14**, 3–4 (2001), 305–19.

This paper considers the potential of using DVD – digital versatile disc – for foreign language (FL) learning, presenting seven hypotheses for developing oral proficiency within multimedia classroom environments. It is argued that multimedia applications, particularly digital video, provide language teachers and learners with effective means to make language acquisition in the classroom viable in a way not possible before the advent

of powerful multimedia computers. Through digital video − and other features of digital media − teaching and learning conditions in FL classrooms may become similar to conditions that apply when living in the target culture; and it is important that teachers have access to these new media so that they can integrate them in classroom activities. The paper focuses primarily on the acquisition of listening and speaking proficiency, which often play only a minor role in FL classrooms. It is concluded that FL learning is as much a social process as a psychological one: learners need to be part of a community of speakers and to participate in the world of native speakers, and the digital classroom meets these requirements in a learner-friendly way.

02–76 Turnbull, Miles (Ontario Inst. for Studies in Education, U. of Toronto, Canada). There is a role for the L1 in second and foreign language teaching, but … *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **57**, 4 (2001), 531–40.

This article continues the debate sparked by Vivian Cook in the most recent issue of the journal [see abstract 01–491] examining when and how much the target language (TL) should be used in second language (L2) and foreign language (FL) teaching, and why. The present author agrees with Cook that L2 or FL teachers should maximise their use of the TL, and also argues that doing so benefits students' TL proficiency. Aside from agreeing with Cook that there is indeed a place for the teacher to use the students' L1 in L2 and FL teaching, the author also highlights some disadvantages when teachers rely too extensively on the L1; and also calls into question what 'maximise' really means in terms of an optimal or acceptable amount of TL and L1 use by teachers.

02–77 Uilenburg, Noëlle, Plooij, Frans X. (Paedological Inst. of the City of Amsterdam, The Netherlands; *Email*: fplooij@kiddygroup.com), **de Glopper, Kees and Damhuis, Resi**. Effects of a format-based second language teaching method in a kindergarten. *Applied Psycholinguistics* (Cambridge, UK), **22**, 1 (2001), 1–33.

This article concerns second language (L2) teaching with a format-based method. The differences between a format-based teaching approach and a standard approach used as treatments in a quasi-experimental, non-equivalent control group design are described in detail. The hypothesis tested is whether the effects of a format-based teaching method and a standard L2 teaching method differ after two years for children at the age of six. Results of MANOVA analysis for repeated measures show that the groups are quite comparable on the dependent variables, with some small differences in development between the two groups. Univariate results reveal that these differences favour children in the experimental group for sound articulation and in the control group for sound discrimination. The results

are discussed in the light of broader issues concerning the differences between L2 and foreign language teaching. [See also abstract 02–02.]

02–78 Völz, Sabrina (Universität Lüneburg, Germany; *Email*: voelz@uni-lueneburg.de). Teaching Terry McMillan's short fiction. *ELT Journal* (Oxford, UK), **55**, 2 (2001), 164–71.

Although Terry McMillan's novels have been huge successes, reaching a broad readership, her fiction has practically gone unnoticed in the English as a Foreign Language (EFL) classroom. McMillan's short stories are not only accessible to non-native speakers of English but can be used as a springboard to further literary competence and cross-cultural comparison. This paper analyses McMillon's conception of aesthetics, and offers practical suggestions for the teaching of 'Ma' Dear' and 'Quilting on the Rebound' to EFL students at the post-secondary level.

02–79 von der Emde, Silke (Vassar College, New York, USA; *Email*: vonderemde@vassar.edu), **Schneider, Jeffrey and Kötter, Markus**. Technically speaking: transforming language learning through virtual learning environments (MOOs). *The Modern Language Journal* (Malden, MA, USA), **85**, 2 (2001), 210–25.

Though MOOs (multiple user domains object-oriented) have found a limited use in some language courses, their potential for transforming the language learning classroom has not been fully recognised or valued. In 1998/1999, the authors teamed up to teach the first language course conducted almost entirely using a MOO and involving a seven-week exchange between students learning German at an American college and advanced students of English at a German university. Drawing on their experiences, the authors systematically map out the tremendous pedagogical benefits to using a MOO for language learning: a student-centred learning environment structured by such objectives as peer teaching, autonomous learning principles, intellectually rich content-based instruction, individualised learning, and play. In addition to offering a model for the successful integration of technology into the classroom, this article suggests how MOOs can help achieve the long-sought goal of securely anchoring intermediate or even elementary language learning back into the liberal arts curriculum.

02–80 Wang, Lixun (The Open U. of Hong Kong; *Email*: lxwang@ouhk.edk.hk). Exploring parallel concordancing in English and Chinese. *Language Learning and Technology* (http://llt.msu.edu/), **5**, 3 (2001), 174–84.

This paper investigates the value of computer technology as a medium for the delivery of parallel texts in English and Chinese for language learning. An English-Chinese parallel corpus was created for use in parallel concordancing − a technique which has been devel-

oped to respond to the desire to study language in its natural contexts of use. Specific problems of dealing with Chinese characters in concordancing are discussed. A computer program called English-Chinese Parallel Concordancer was developed for this research. The operation of the program is demonstrated through screen shots. The pedagogical application of parallel concordancing in English and Chinese is illustrated through examples from some teaching and learning experiments, and the Data-Driven Learning approach is applied and explored. It is hoped that parallel concordancing in English and Chinese will become a useful and popular tool for both English and Chinese learners in their second language learning.

02–81 Waters, Alan and Vilches, Ma. Luz C.
(Lancaster U., UK; *Email*: A.Waters@lancaster.ac.uk). Implementing ELT innovations: a needs analysis framework. *ELT Journal* (Oxford, UK), **55**, 2 (2001), 133–41.

Implementing an English language teaching (ELT) innovation involves analysing a range of needs so that a sound strategy for maximising the potential for adoption and ownership of the innovation can be developed. The quality of the implementation process, therefore, depends on the picture of needs underpinning it. This paper presents a model for trying to account for such needs as adequately as possible. The model is in the form of a matrix. The vertical axis distinguishes between two main levels of need; 'foundation-building' vs. 'potential-realising' needs. The horizontal axis intersects with the vertical dimension and identifies four main interlocking areas of need, illustrated by reference to a recent major ELT innovation project in the Philippines. The paper concludes by using the model to locate areas of priority and neglect in current innovation implementation practice.

02–82 Weidauer, Friedemann Johannes (U. of Connecticut, USA). Educating engineers for the global market: challenges and solutions. *Journal of Language for International Business* (Glendale, AZ, USA), **12**, 1 (2001), 37–49.

The current worldwide shortage of qualified engineers in the high-tech industries has led to a global competition for engineering graduates and the adoption of policies meant to address this shortage on a short-term basis. This article discusses the merits and problems of these policies and suggests recruiting, retention, and curricular efforts that offer more permanent solutions. Among them are efforts to increase the total number of students graduating from engineering programmes and incorporating cross-cultural knowledge into engineering curricula so as to start building stable workforces with the ability to adapt to the requirements of regional markets.

02–83 Weskamp, Ralf (Hessisches Landesinstitut für Pädagogik, Fuldatal, Germany). Sprache und Grammatik im kommunikativen Fremdsprachenunterricht. [Language and grammar in communicative foreign language teaching.] *Fremdsprachenunterricht* (Berlin, Germany) **3**, (2001) 165–72.

Following recent evidence of the successful use of grammatical rules in communicative and bilingual language teaching, this paper discusses the appropriate use of formal grammar within the communicative teaching model. Citing the idea of 'Interlanguage', or implicit knowledge of grammar, the author argues for using formal rules as tools for monitoring and correcting output. The student is thereby treated as a 'language researcher' who discovers language structure by forming and testing hypotheses. Examples are given of the use of large corpora like the Bank of English with concordancing tools, for researching grammatical patterns or word frequencies. Further techniques allowing combination of formal and communicative methods, i.e., using grammar as a conversation topic, and language games such as limericks, are discussed with reference to group-based classroom exercises. Some metalinguistic terminology should be taught to enable students to use traditional grammars independently. With reference to the Focus on Form paradigm, some general methodological guidelines for teachers are provided. The study concludes by presenting evidence for the contribution of grammatical knowledge to retention of the learned material.

02–84 Worsley, Jillian (Rosebery District High School, Tasmania, Australia; *Email*: jworsley@postoffice.tased.edu.au) **and Harbon, Lesley** (U. of Tasmania, Australia; *Email*: Lesley.Harbon@utas.edu.au). How language teaching can enhance children's literacy: a Tasmanian example. *Babel (AFMLTA)* (North Adelaide, Australia), **36**,1 (2001), 27–31.

Research has shown that one of the benefits young learners can derive from learning a second language is metalinguistic awareness, which enables them to reflect on and manipulate the structural features of spoken language. This paper describes strategies that were used in order to develop metalinguistic awareness in a class of primary learners of Japanese. The subsequent analysis looked at coding practices (instances of 'cracking the code'), text-meaning practices (thinking about how meaning is conveyed in a text), pragmatic practices (learning how to be an accurate user of the language) and critical practices (an awareness of the crafting of texts and an understanding of how they can cause the reader to adopt a particular viewpoint). It was found that capable learners who received explicit training in the observation of how a language works received 'extension' and greater understanding about language, and that learners who struggle at times with literacy found other ways of using of using the language they had learned in a new context. The results are viewed in relation to the issue of what it means to be literate.

02–85 Wright, David and Borst, Stefanie (U. of Texas at Austin, USA). Globalizing articulation:

rethinking the business German curriculum. *Journal of Language for International Business* (Glendale, AZ, USA), **12**, 1 (2001), 51–68.

This article examines the results of current survey data on international managers' and recruiters' preferences with regard to entry-level skills, and the results of the authors' own survey of 250 current employment advertisements posted at their institutions' career placement centres by international businesses and organisations. The goal was to see how international enterprises describe the role of foreign-language abilities in their own terms. The findings indicate a mismatch between current materials and practices used in teaching business German and the needs of the global marketplace. The authors discuss how the National Standards for Foreign Language Learning (1996) framework can be applied to the business German curriculum as a way to address the needs of international corporations and students. Current literature on skills useful in international management by business leaders and human resource experts can be translated into the language of the Standards, creating a framework for common discussion between business and the educational establishment. This can result in helping students to attain proficiency in a variety of skills, ultimately increasing their competitiveness in the international market.

02–86   Wright, Fiona (Oaklands College, St Albans, UK; *Email*: Fiona_Wright@btinternet.com). The teaching of Russian in England today. *Rusistika* (Rugby, UK), **23** (2001), 11–17.

The survey reported here was conducted by means of a questionnaire sent to teachers of Russian in schools and colleges and posted on the Internet, which brought responses from higher education. The results are discussed according to the type of educational institution and whether the teacher is a native speaker of Russian or not, and are compared with those of a control group of teachers of other languages. The areas covered are: use of coursebooks and teachers' own materials, use of teaching aids, methodology/styles of working in the classroom, teaching the Russian alphabet and teaching verbs of motion. Examinations were not covered, but there was a question about teaching qualifications. From the results the author was able to deduce a rough profile of the typical teacher of Russian.

02–87   Youngs, Cheryl Stanosheck and Youngs, Jr., George A. (North Dakota Slate U., USA). Predictors of mainstream teachers' attitudes toward ESL students. *TESOL Quarterly* (Alexandria, VA, USA), **35**, 1 (2001), 97–120.

Relatively little research exists on the nature of mainstream teachers' attitudes towards English as a Second Language (ESL) students, nor is much known about the predictors of these attitudes. This article reports on a survey of 143 junior high/middle school mainstream teachers in a community of approximately 80,000 in the Great Plains region of the United States. On aver-

age, respondents had 15.5 years of teaching experience and had worked, over the previous six years, with 11.2 ESL students from 3.2 distinct regions of the world. Most reported a neutral to slightly positive attitude towards the prospect of teaching more ESL students in the future. The results support a multipredictor model of teachers' ESL-related attitudes. The predictors include completion of foreign language or multicultural education courses, ESL training, experience abroad, work with diverse ESL students, and gender. It is suggested that these predictors collectively tap into a teacher's exposure to cultural diversity and that this exposure underlies positive ESL-related attitudes among mainstream teachers. Thus, it is argued that preservice and in-service teachers should have increased opportunities for exposure to cultural diversity.

02–88   Zarate, Geneviève (Ecole Normale Supérieure de Fontenay/St Cloud, France). Constitution d'un capital plurilingue et économie d'une identité pluriculturelle: deux études de cas. [Acquiring multilingual resources and managing a multicultural identity: two case studies.] *Mélanges CRAPEL* (Nancy, France), **25** (2000), 75–89.

This article discusses two of the principal concepts developed by Pierre Bourdieu to describe the role of communicative practices in the sociology of culture which have been introduced into the field of foreign language didactics: 'representation' and 'cultural capital'. It is argued that a didactic approach based on representations of 'the foreigner', rather than on the opposition between 'native speaker' and 'non-native speaker' which is fundamental to current models of language didactics, would be more helpful and appropriate, since it would raise language learners' awareness of their own culturally determined assumptions and attitudes. Situating the representation of the foreigner at the crossroads between language and culture and at the same time viewing the learner as potentially possessing a 'pluricultural capital' make it both necessary and possible to introduce a number of methodological changes encouraging reflectiveness which are identified and discussed.

Language learning

02–89   Allwright, Dick (U. of Lancaster, UK). Learning (and teaching) as well as you know how: why is it so very difficult? *Odense Working Papers in Language and Communication* (Odense, Denmark), **22** (2001), 1–41.

This paper focuses on a discussion of why classroom behaviour and performance can sometimes be so difficult for teachers and learners. The discussion begins with conceptual and empirical explorations, from which a central phenomenon – under-representation of self – is identified. Two distinctive manifestations of this phenomenon are then distinguished and their

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classroom functioning described: under-representation by learners, (a) of their current language ability and knowledge and (b) of their current language learning ability and knowledge. The paper then goes on to hypothesise a major cause of these phenomena as the fear of social consequences for relationships in the classroom. Possible pedagogic solutions to these problems are then suggested, which lead to a discussion of the application of 'Exploratory Practice' as a way of developing understanding of what happens in the language classroom. Finally, a research agenda is outlined which focuses on exploring and evaluating ways of combating such under-representation and of understanding social pressures in the classroom.

02–90   Altaha, F. M. and Al-Easa, Noor S. (The U. of Qatar, Doha, The State Of Qatar; *Email*: faltaha@ yahoo.com). Attitude and achievement in learning English as a foreign language. *ITL Review of Applied Linguistics* (Leuven, Belgium), **133–134** (2001), 303–23.

This study investigated the attitudes of Qatari female university students towards English and its speakers, and towards the role of the teacher and the role of the family, in order to determine the influence of these attitudes on the students' achievement in learning English as a Foreign Language (EFL). The results showed that the participants had a positive attitude towards English and its speakers. It also showed that there was no significant correlation between the attitudes of the learners and their achievement. Another conclusion drawn from the data is that the students were instrumentally, not integratively, motivated: they did not want to associate themselves with the target language group and integrate themselves into the new culture; the primary motivating factors for learning English were to get a job, further their careers, read original publications, watch English series and movies, trade, and most importantly, travel abroad, which is seen as a status symbol.

02–91   Altenberg, Bengt (Lund U., Sweden) **and Granger, Sylviane** (Université Catholique de Louvain, Belgium). The grammatical and lexical patterning of MAKE in native and non-native student writing. *Applied Linguistics* (Oxford, UK), **22**, 2 (2001), 173–94.

This article investigates the use of high frequency verbs by learners of English as a Foreign Language (EFL), and in particular use of the verb MAKE, a major representative of this group. The main questions addressed are whether learners tend to over- or underuse these verbs; whether high-frequency verbs are error-prone or safe; and what part transfer plays in misuse of these verbs. To answer these questions, authentic learner data has been compared with native speaker data using computerised corpora and linguistic software tools to speed up the initial stage of the linguistic analysis. The article focuses on what prove to be the two most distinctive uses of MAKE, viz., the delexical and causative uses. Results

show that EFL learners, even at an advanced proficiency level, have great difficulty with a high frequency verb such as MAKE. They also demonstrate that some of these problems are shared by the two groups of learners under consideration (Swedish- and French-speaking learners) while others seem to be first language-related. The pedagogical implications of the study are discussed and suggestions made for using concordance-based exercises as a way of raising learners' awareness of the complexity of high-frequency verbs.

02–92   Ayoun, Dalila (U. of Arizona, USA; *Email*: ayoun@u.arizona.edu.) The role of negative and positive feedback in the second language acquisition of the *passé composé* and *imparfait*. *The Modern Language Journal* (Malden, MA, USA), **85**, 2 (2001), 226–43.

This study tests the effectiveness of written recasts versus models in the acquisition of the aspectual distinction between two past tenses in French, the passé composé and the imparfait, with a pretest, repeated exposure, and post-test design. Participants were randomly assigned to one of three conditions: R (recasting: implicit negative feedback), M (modelling: pre-emptive positive evidence), and G (grammar: explicit positive evidence and negative feedback). The M and R groups read a different story with illustrations each week: (a) in the M condition, participants were shown a sentence corresponding to the illustration for three seconds, then were asked to answer a related question; (b) in the R condition, participants formed a sentence with given elements based on the illustration, then were exposed to the correct answer for three seconds; (c) the G group read traditional grammar lessons, took a short practice, and were presented with the answer key. Post-test results reveal that the R group performed significantly better than the G group but not the M group, partially supporting the hypothesis that recasting is the most effective form of feedback.

02–93   Berndt, Annette (Gesamthochschule Kassel, Germany; *Email*: aberndt@hrz.uni-kassel.de). Subjektive Theorien zweier Fremdsprachenlernerinnen im Seniorenalter. [Subjective Theories in two third-age foreign language learners.] *Zeitschrift für Fremdsprachenforschung* (Berlin, Germany), **11**, 2 (2000), 93–124.

The study described here is part of a more comprehensive investigation into third-age language learning. The sample consists of learners of German as a foreign language at one of the Università della Terza Età in Rome. The article firstly positions Subjective Theories as research method within the framework of present methodological discussion. The author then illustrates the application of this method in its adapted form in the context of her own research. In a third step she gives a succinct presentation of the entire corpus with detailed focus on two particular learners and their Subjective Theories of language learning. The article

concludes with a discussion of the extent to which communicative validation − which is the first access to the model of Subjective Theories − may enhance the interpretation of empirical data compared to qualitative interviews in this particular case.

02–94   Bley-Vroman, Robert and Joo, Hye-Ri (U. of Hawai'i, USA; *Email*: vroman@hawaii.edu). The acquisition and interpretation of English locative constructions by native speakers of Korean. *Studies in Second Language Acquisition* (New York, USA), **23**, 2 (2001), 207–19.

The English locative alternation relates sentences of the type John loaded hay onto the wagon to those of the type John loaded the wagon with hay. Some locative verbs occur in both of these patterns, others in only one or the other. It is known that there are differences among languages with respect to which verbs are possible. The present research focuses on the constructional meaning of the locative alternation and on the constraints governing verbs that can participate in the alternation. One characteristic of the 'ground-object' locative is that the object tends to be viewed as completely affected − this is known as the holism effect. Additionally, English has certain narrow constraints on the verbs that can occur in the two constructions. This study investigates whether native speakers of Korean learning English develop knowledge of the holism effect in the English locative and knowledge of the narrow constraints. English native speakers and Korean learners of English participated in a forced-choice picture-description task. Korean native speakers also judged an equivalent test instrument in Korean. Results show that, when given a ground-object structure, both learners and English native speakers preferentially chose a ground-holism picture. This is interpreted as a reflection of the holism effect: learners, like native speakers, have knowledge of this aspect of the constructional meaning of the locative. English native speakers also show their knowledge of the narrow conflation classes by rejecting ground-object structures containing verbs not permitted in this structure, even if the picture would be appropriate. Korean learners show no effect for narrow verb class, which is interpreted as showing that the learners have not achieved native speaker knowledge of the narrow classes. Korean uses a different basis for verb classification.

02–95   Boulton, Alex (Université de Nancy 2, France; *Email*: alex.boulton@clsh.univ-nancy2.fr). From oxidation to Paf the Dog: mental images of student engineers in EFL vocabulary association and retention. *ASp (Anglais de Spécialité)* (Bordeaux, France), **27/30** (2000), 33–47.

Vocabulary is commonly held to be one of the biggest and most daunting obstacles facing second language (L2) learners. This observation is no doubt due at least in part to the prevalence of inadequate techniques. Many applied linguists have therefore directed their efforts towards exploiting the widely-confirmed psychological phenomenon that durability of memory traces is intimately connected with the affective strength of mental images and associations. This article describes two experiments, analysing types of images and associations spontaneously produced by English L2 learners without specific training. In the first experiment, a 'random' list of words is presented visually, and recall rates used to demonstrate a variety of psychological phenomena. In the second study, students are tested for production and subsequent recall of lexical associations. Implications are formulated for lexical strategies and for the teaching and learning of L2 vocabulary.

02–96   Bruen, Jennifer (Dublin City U., Ireland). Strategies for success: profiling the effective learner of German. *Foreign Language Annals* (New York, USA), **34**, 3 (2001), 216–25.

Teachers and learners are often uncertain about the processes at work when students attempt to acquire oral skills in a foreign language. The primary objective of this study is to identify the language-learning strategies associated with the achievement of higher levels of oral proficiency in German for 100 Irish students about to complete their second year at Dublin City University. It also investigates the way these strategies are used by those with higher and lower levels of proficiency. The methodology combines quantitative assessment (using questionnaires) with in-depth, qualitative interviews. The article begins by explaining key concepts in the field of language learning strategy research and then reviews a selection of relevant studies. The experiment is then described, the results indicating that more-proficient students use more language-learning strategies, in particular more cognitive and metacognitive strategies. Ten of the strategies correlate with higher levels of oral proficiency at a significant level. These provide a tentative strategic profile of the more effective learner of German. The qualitative findings suggest that more-proficient students use language-learning strategies in a more structured and purposeful manner and apply them to a wider range of situations and tasks. The article concludes with implications for language pedagogy and for future research.

02–97   Dekydtspotter, Laurent (Indiana U., USA; *Email*: ldekydts@indiana.edu). The Universal Parser and interlanguage: domain-specific mental organisation in the comprehension of *combien* interrogatives in English-French interlanguage. *Second Language Research* (London, UK), **17**, 2 (2001), 91–143.

From the perspective of Fodor's (1983) theory of mental organisation and Chomsky's (1995) Minimalist theory of grammar, the present author considers constraints on the interpretation of French-type and English-type cardinality interrogatives in the task of sentence comprehension, as a function of a universal parsing algorithm (Universal Parser) and hypotheses embodied in a French-type vs. English-type functional lexicon respectively. It is argued on the basis of the

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interpretation of cardinality interrogatives in English-French interlanguage that second language comprehension appears to require this view of mental organisation in which a universal parsing algorithm interacts with an interlanguage lexicon. Specifically, it is argued that the Minimalist view of mental organisation in the area of grammar provides some insight into the basis of these constraints in mental functioning.

02–98   Dekydtspotter, Laurent and Sprouse, Rex A. (Indiana U., USA; *Email*: ldekydts@indiana.edu). Mental design and (second) language epistemology: adjectival restrictions of *wh*-quantifiers and tense in English-French interlanguage. *Second Language Research* (London, UK), **17**, 1 (2001), 1–35.

This study addresses the issue of second language (L2) epistemology assuming Chomsky's (1995) discussion of the place of Universal Grammar (UG) in mental design: i.e., the optimal solution to the mental design problem for language in the sense of Minimalist theory. Aspects of interpretation of continuous and discontinuous interrogatives of the form qui de AP ('who (of) AP') in first language and L2 acquisition appear to follow from principles of economy in mental design and language-dependent hypotheses. It is argued here that such knowledge is guaranteed to arise in the absence of relevant input only if a grammar is a realisation of language-dependent hypotheses and basic principles of grammar, but crucially not if it consists of a set of (derivative) grammatical theorems not constrained by principles of optimal design.

02–99   Derwing, Tracey (U. of Alberta, Canada; *Email*: tracey.derwing@ualberta.ca) **and Munro, Murray J.** (Simon Fraser U., Canada; *Email*: mjmunro@sfu.ca). What speaking rates do non-native listeners prefer? *Applied Linguistics* (Oxford, UK), **22**, 3 (2001), 324–37.

This study reports on an experiment in which two groups of English as a Second Language (ESL) participants (native Mandarin listeners and a mixed group of speakers of other languages) used a nine-point scale ranging from 'too slow' to 'too fast' to assess the appropriateness of the speech rate of narratives read by native English speakers and Mandarin learners of English. The narratives were played to listeners at their unmodified rates and at three computer-manipulated rates: all passages were adjusted to the Mean Mandarin rate, the Mean English rate, and a Reduced Rate, 10 per cent slower than the Mean Mandarin rate. In general, the modifications did not result in improvements in the ratings. However, the listeners did tend to assign better ratings to accelerated (compared with natural rate) productions from the slowest Mandarin speakers. Regression analyses projected tliat the Mandarin-speaking listeners would prefer the same 'ideal' rate for Mandarin-accented speech that they did for native English speech, while the other ESL learners would prefer Mandarin-accented English to be spoken at a rate slower than native English speech but faster than the Mandarin speakers' natural rate. This result may reflect a difference in processing costs for familiar and unfamiliar accents. Taken together with the results of other studies, these findings suggest that the admonition to second language learners to 'slow down' is unlikely to be a broadly beneficial strategy.

02–100   Dobinson, Toni (Curtin U. of Technology, Perth, Western Australia; *Email*: dobinsot@spectrum.curtin.edu.au). Do learners learn from classroom interaction and does the teacher have a role to play? *Language Teaching Research* (London, UK), **5**, 3 (2001), 189–211.

This article describes a study that sought to investigate possible links between classroom interaction and the learning of new vocabulary. Twenty-four learners, all but one from Asian backgrounds, were asked to report the new words they could recall immediately after their lessons. They were then tested at two-weekly and six-weekly intervals for retention of the new vocabulary items. Following this, transcripts of the classroom interaction in each lesson were examined closely to see if connections could be established between teacher-student interaction, student-student interaction and the recall/retention of new vocabulary. The study found both positive and negative links between mentioning new words, repeating new words, focusing upon new words, turn-taking around new words and the recall and retention of new vocabulary. It was also found that learners recalled vocabulary items that the teacher intended to teach and which were made pivotal to the interaction of the lesson, as well as items that arose spontaneously during the lesson.

02–101   Ducharme, Daphne and Bernard, Roger (U. of Ottawa, Canada; *Email*: duleb@igs.net). Communication breakdowns: an exploration of contextualization in native and non-native speakers of French. *Journal of Pragmatics* (Amsterdam, The Netherlands), **33**, 6 (2001), 825–47.

This study explores the issue of language use in native and non-native speakers of French by taking an in-depth look at contextualization, thereby introducing a novel approach for rethinking the issue of language use and context with second language (L2) learners. A rich data base, involving videotaped interactions as well as retrospective interviews, allowed the capture of participants' viewpoints with respect to what they were producing and what they were perceived to be producing during their conversational encounters. This was achieved with a microanalysis of interaction starting from the observation of contextualization cues. The results show that contextualization cues are instrumental in contributing to the construction both of context and of the message. The outcome of the research provides insight into how students learning an L2 and their teacher interact, and suggests that they need to develop a better awareness and understanding of contextualization cues.

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02–102 Ellis, Rod, Basturkmen, Helen and Loewen, Shawn (U. of Auckland, New Zealand; *Email*: r.ellis@auckland.ac.nz). Learner uptake in communicative ESL lessons. *Language Learning* (Malden, MA, USA), **51**, 2 (2001), 281–318.

This article examines incidental and transitory focus on form. Learner uptake was studied in focus-on-form episodes occurring in 12 hours of communicative English as a Second Language (ESL) teaching. Learner uptake was generally high and successful – to a much greater extent than has been reported for immersion classrooms. Uptake was higher and more successful in reactive focus on form and in student–initiated focus on form than in teacher–initiated focus on form. The level of uptake was also influenced by whether meaning or form was negotiated and by the complexity of an episode. This study indicates that focus on form can occur without disturbing the communicative flow of a classroom and that the classroom context can affect the amount of uptake.

02–103 Ezanno, Joël (Université Grenoble 2, France; *Email*: joel.ezanno@iut2.upmf-grenoble.fr). Auto-évaluation de la compréhension orale en langue anglaise: choix des critères et styles d'apprentissage. [Self-assessment in the comprehension of spoken English: choice of criteria and learning styles.] *ASp (Anglais de Spécialité)* (Bordeaux, France), **27/30** (2000), 401–10.

This study explores the relationship between the learning styles of adult learners of English (as measured by Kolb's 1984 test) and the criteria those learners apply in evaluating their own comprehension of spoken English. Two hundred and sixty students participated in the action–research study. Data were principally gathered by interview and questionnaire; and the analysis confirms the influence of learning styles on the choice of self-assessment criteria. The results point to the relative importance of accommodating and assimilating styles.

02–104 Fender, Michael (U. of Pittsburgh, USA; *Email*: mjfst37@pitt.edu). A review of L1 and L2/ESL word integration skills and the nature of L2/ESL word integration development involved in lower-level text processing. *Language Learning* (Malden, MA, USA), **51**, 2 (2001), 319–96.

This article examines the nature and development of fluent second language/English as a Second Language (L2/ESL) word integration skills involved in lower–level text processing. Four theoretical approaches to word integration and sentence processing in the L1 and L2/ESL literature are discussed in conjunction with a review of the relevant research. The research indicates that LI and fluent L2/ESL speakers utilise similar processing procedures to integrate words into larger phrase and sentence structures. The research also indicates that the development of fluent and accurate L2/ESL word integration skills depends to a substantial degree on the

development of L2/ESL syntactic structure-building skills.

02–105 Finkbeiner, Claudia (U. of Kassel (GhK), Germany; *Email*: cfink@hrz.uni-kassel.de). One and all in CALL? Learner-moderator-researcher. *Computer Assisted Language Learning* (Lisse, The Netherlands), **14**, 3–4 (2001), 339–61.

This article presents the results of a research project on CALL and on cooperative learning in CALL, conducted as a recent democratic joint venture between teachers and students in the university setting. The several sub-studies deal with the threefold perspective considered crucial for 21st century students: Learning, Moderating, doing Research – the LMR–plus model. The model regards each participant of the CALL-classroom, as well as any other classroom, as learner, moderator, researcher, which in turn supports the idea of life–long learning. It is first suggested that teacher professionalisation can be implemented into a university foreign language teacher training programme with reference to the ideas incorporated into a CALL model as well as a 21st century teacher competencies model. The study is then reported. It was conducted in a seminar on CALL (in–group) at the University of Kassel in summer 2000 and parallel to this outside the CALL classroom (out–group). The survey that was conducted among the seminar participants focused specifically on the impact of the LMR–plus triangle in combination with computer skills and experiences.

02–106 Ghaith, Ghazi (American U. of Beirut, Lebanon; *Email*: gghaith@aub.edu.lb). Learners' perceptions of their STAD cooperative experience. *System* (Oxford, UK), **29**, 2 (2001), 289–301.

Cooperative learning (CL) has been proven to be superior to individualistic and competitive forms of instruction in improving the cognitive and non–cognitive outcomes of schooling. However, less is known about the learners' perceptions of their CL experiences and the conditions under which CL enhances achievement. The present study investigated the perceptions of the CL experience of a group of middle school learners who studied the rules and mechanics of English as a Foreign Language (EFL) according to the dynamics of the Student Teams–Achievement Divisions (STAD) cooperative strategy. Sixty one Lebanese EFL learners responded to a semantic differential scale to express their perceptions of the enjoyableness and effectiveness of STAD after a 12–week period of cooperative study. The results indicated that the learners were generally positive about their experience and willing to recommend the use of STAD in other classes. The results, however, indicated that the male learners were more clear than the females about the procedure of STAD and that they perceived that they had learned more than the females. The results also indicated that the high achievers felt they had contributed to the learning of others more than their low–achieving counterparts. The

pedagogical implications and suggestions for further research are discussed.

02–107   Graham, C. Ray, Hamblin, Arien W. and Feldstein, Stanley. Recognition of emotion in English voices by speakers of Japanese, Spanish and English. *IRAL* (Berlin, Germany), **39**, 1 (2001), 19–37.

This paper examines the ability of native and non-native speakers of English to hear English speakers' voices and interpret the emotions being portrayed. In the study native speakers of Japanese, Spanish and English listened to audio tapes in which professional actors portrayed emotions and they identified the portrayed emotions by selecting from among eight possibilities. Results suggest major differences between native and non-native listeners in their ability to identify emotions expressed in voice. Also an analysis of judgements made by English as a Second Language learners at different proficiency levels did not show an increase in ability to judge the emotional content of English speech with increased language proficiency. This suggests that the ability to accurately judge emotions being portrayed through vocal cues in a second language (L2) may not be acquired by L2 learners without extensive exposure in a native context or without special attention to developing these skills in an instructional context.

02–108   Hanauer, David Ian (Tel-Aviv U., Israel; *Email*: davidha@post.tau.ac.il). The task of poetry reading and second language learning. *Applied Linguistics* (Oxford, UK), **22**, 3 (2001), 295–323.

This study aimed to evaluate the role of the poetry-reading task for second language learning. The study followed Skehan's (1998) methodological approach to task choice and theoretical position on the importance of focus-on-form for language learning. The way poetry is read and understood by advanced second language learners is described and the interaction between this description and the language learning process then considered. The research methodology chosen was qualitative and consisted of an in-depth analysis of the protocols of ten dyads of advanced English language learners reading a poem from a popular song. The most basic contribution of this study is the development of a coding system that describes the types of responses elicited during poetry reading. Poetry reading is described as a close reading, meaning construction task that involves high levels of close consideration, analysis and elaboration of textual meanings. This coding system reveals how non-native readers of poetry notice form and consider the gap between input and output, thus extending their understanding of the potential uses and meanings of an existing linguistic structure. In addition, it shows how non-native readers view the distance between the poem's content and their own knowledge of the target culture and thus find their cultural awareness enhanced.

02–109   Hansen, Jette G. (U. of Arizona, USA). Linguistic constraints on the acquisition of English syllable codas by native speakers of Mandarin Chinese. *Applied Linguistics* (Oxford, UK), **22**, 3 (2001), 338–65.

This study investigates the acquisition of English syllable codas by speakers of Mandarin Chinese. Three participants' naturalistic production of syllable codas were studied and analysed through VARBRUL (variable rule analysis) and descriptive statistics to determine accuracy orders and production modifications of codas by length (single, double, and triple codas) at two data collection times with a time span of six months. Data were categorised as accurately produced, produced with rnodifications (epenthesis or feature change), or absent, which meant that one or more of the consonants in the coda were not produced. Analysis of the codas also focused on which linguistic constraints operated on development of syllable codas, and how these linguistic constraints affected production modifications by length. Results indicate that these learners of English employ different production strategies based on the length of the coda, with feature change favoured for single codas, epenthesis for two-member codas, and absence for three-member codas. These modifications can be explained by several linguistic constraints, including first language transfer, markedness, and sonority, as well as by natural phonological processes, the latter of which appear especially salient if the coda segments have been acquired. These findings illustrate that coda modification is reflective of acquisition processes, and requires further research.

02–110   Haznedar, Belma (Boğaziçi U., Turkey; *Email*: haznedab@boun.edu.tr). The acquisition of the IP system in child L2 English. *Studies in Second Language Acquisition* (New York, USA), **23**, 1 (2001), 1–39.

This study examines the acquisition of the inflectional system by a Turkish child learner of English. Results from longitudinal data collected over 18 months are reported, presenting counter-evidence for recent hypotheses on early second language (L2) acquisition according to which missing functional items reflect missing functional categories (e.g., Vainikka & Young-Scholten, 1994, 1996). Despite robust evidence for the early production of copula be, auxiliary be, and overt subjects, the child L2 data analysed in this paper do not show any evidence for tense and agreement morphology in the early stages of L2 development. In other words, although some functional elements related to IP are missing, the learner is able to perform other morphological and syntactic operations involving the functional projection IP. These findings lead the author to question whether the lack of functional elements entails the lack of functional categories.

02–111   Helms-Park, Rena (York U., Toronto, Ontario, Canada; *Email*: rhelms@yorku.ca). Evidence of lexical transfer in learner syntax.

Studies in Second Language Acquisition (New York, USA), **23**, 1 (2001), 71–102.

This article reports the findings of a study in which transfer of verb properties was investigated via syntactic data elicited from second language (L2) learners. It was hypothesised that a learner's first language (L1) would influence the acquisition of verbs in those L2 semantic classes where so-called L1-L2 translation equivalents could be found. To investigate lexical transfer, the performance of Hindi-Urdu speakers on tests of English causatives was compared with that of Vietnamese speakers, because there are significant differences between causativisation patterns in Hindi-Urdu and Vietnamese. To account for proficiency-based variation in performance, learners were placed in one of three levels of lexical proficiency in English, and Mann–Whitney comparisons were made between Hindi–Urdu and Vietnamese speakers at corresponding proficiency levels. It was found that the performance of the Hindi–Urdu and Vietnamese groups differed significantly in several semantic contexts. Generally, the results suggest that there is some transfer of semantic information from the L1 verb lexicon to the emerging L2 verb lexicon. More specifically, the findings suggest that verb properties are transferred selectively and that transfer plays a role in the difficulty or ease involved in the shedding of overgeneralised lexical rules.

02–112   Hirakawa, Makiko (Tokyo International U., Japan; *Email*: hmakiko@tiu.ac.jp). L2 acquisition of Japanese unaccusative verbs. *Studies in Second Language Acquisition* (New York, USA), **23**, 2 (2001), 221–45.

This paper reports on an experimental study that investigates the acquisition of Japanese unaccusative verbs by English-speaking learners. Following Levin and Rappaport Hovav (1995), it is assumed that unaccusativity is syntactically represented but semantically determined. The experiment is devised specifically to examine whether second language (L2) learners are sensitive to syntactic and semantic properties associated with unaccusative verbs in Japanese, which contrast with the properties of unergative verbs. In particular, the experiment involved picture tasks with two structures: the takusan construction as a syntactic test and the -teiru construction as a semantic test. Overall results of the experiment show that L2 learners generally know the properties investigated, that is, that subjects of unaccusative verbs originate in object position, and semantic notions such as tellicity and change of state are aspects of meaning relevant to the classification of unaccusativity in Japanese. Based on these results, it is argued that the mapping of verb arguments to syntactic positions is not random, but rule governed, for most of the L2 learners in the present study.

02–113   Inagaki, Shunji (Osaka Prefecture U., Japan; *Email*: sinaga@lc.cias.osakafu-u.ac.jp). Motion verbs with goal PPs in the L2 acquisition of

English and Japanese. *Studies in Second Language Acquisition* (New York, USA), **23**, 2 (2001), 153–70.

In English, manner-of-motion verbs (walk, run) and directed motion verbs (go) can appear with a prepositional phrase that expresses a goal (goal PP) as in John walked (ran, went) to school. In contrast Japanese allows only directed motion verbs to occur with a goal PP. Thus, English allows a wider range of motion verbs to occur with goal PPs than Japanese does. Learnability considerations, then, lead to the hypothesis that Japanese learners will learn manner-of-motion verbs with goal PPs in English from positive evidence, whereas English learners will have difficulty learning that manner-of-motion verbs with goal PPs are impossible in Japanese because nothing in the input will tell them so. Forty-two intermediate Japanese learners of English and 21 advanced English learners of Japanese were tested using a grammaticality judgement task with pictures. Results support this prediction and provide a new piece of evidence for the previous findings indicating that first language (L1) influence persists when an argument structure in the L2 constitutes a subset of its counterpart in the L1.

02–114   Ito, Akihiro (Aichi Gakuin U., Japan; *Email*: akito@pop.dpc.aichi-gakuin.ac.jp). Japanese EFL learners' processing in English relativization. *ITL Review of Applied Linguistics* (Leuven, Belgium), **133–134** (2001), 325–45.

The purpose of this study is to investigate the effects of branching type (Factor 1) and grammatical function of noun phrase (NP) (factor 2) of English relative clauses on interlanguage performance among Japanese learners of English as a Foreign Language (EFL). The sentence combining test was administered to Japanese learners of English. Results indicated that both the factors significantly determine the difficulty of English relative clauses. Left-branching (centre-embedded) relative clauses have a tendency to be more difficult than right-branching ones. Moreover, it is implied that subject-relative clauses are answered more accurately than object-relative clauses. These findings suggest that branching type and grammatical function of the noun phrase are complementary and determine the difficulty level of English relative clauses. The results support the validity of Kawauchi's (1988) hypothesis that the difficulty order of relative clauses is as follows: OS > OO > SS > SO. The results are also discussed alongside the recent theoretical frameworks in psycholinguistic research. The limitation of the present investigation and further directions for research are also discussed.

02–115   Iwashita, Noriko (The U. of Melbourne, Australia; *Email*: n.iwashita@linguistics.unimelb.edu.au). The effect of learner proficiency on interactional moves and modified output in nonnative-nonnative interaction in Japanese as a foreign language. *System* (Oxford, UK), **29**, 2 (2001), 267–87.

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The present study, building upon Pica, Holliday, Lewis and Morgenthaler's 1989 study on modified output ('Comprehensible output as an outcome of linguistic demands on the learner', Studies in Second Language Acquisition, **11**, 1, 63–90), examines the impact of learner proficiency in learner-learner interaction, particularly on opportunities for modified output through interactional moves. Data were collected from learners of Japanese using two different types of tasks. Subjects were divided into three groups (Low-Low, High-High and High-Low groups). The results showed that mixed level dyads provided more interactional moves than same level dyads, but the frequent occurrence of interactional moves did not lead to the greatest amount of modified output. The findings have implications for interactional moves and learners' modified output, and represent an extension of the research on learners' output to another foreign language, Japanese.

02–116   Jordens, Peter. Constraints on the shape of second language learner varieties. *IRAL* (Berlin, Germany), **39**, 1 (2001), 51–74.

Recently, competing views have been put forward to account for the shape of second language learner varieties. The discussion has focused on the role of first language (L1) knowledge, the accessibility of universal constraints on linguistic structure, and cognitive principles of language learning. Contradicting claims have been made with respect to L1 transfer, driving forces in second language (L2) development and fossilisation. In the discussion, however, relevant findings from earlier research seem to be missing. Transfer, for example, is not a random process. Constraints on transfer can be described in terms of structural similarities and dissimilarities between L1 and the L2 target equivalent. Furthermore, findings from studies on acquisitional ordering are of relevance for the investigation of driving forces in L2 development. Finally, studies comparing adult and child language acquisition have provided evidence for the interaction between input processing and fossilisation.

02–117   Juffs, Alan (U. of Pittsburgh, USA; *Email*: juffs@pitt.edu). Verb classes, event structure, and second language learners' knowledge of semantics-syntax correspondences. *Studies in Second Language Acquisition* (New York, USA), **23**, 2 (2001), 305–13.

This article discusses some key points raised in the papers in a special issue of Studies in Second Language Acquisition. [See also abstracts 02–94, 02–112, 02–113, 02–125, 02–130, 02–137.] The first is that a variety of theoretical tools are necessary for a complete understanding of the issues raised in these papers. Second, although the methodology that is used in studies of second language knowledge has improved, it is clear that an agreed-on set of protocols which will permit reliable comparisons across studies is still lacking. In spite of these challenges, progress is being made in using complementary theories of the role of lexical representa-

tion, predication, and crosslinguistic variation to get a full picture of this complex area of lexico-morphosyntactic knowledge.

02–118   Kempe, Vera (U. of Stirling, UK; *Email*: vera.kempe@stir.ac.uk) **and Brooks, Patricia J.** (The Coll. of Staten Island and the Grad. Sch. Of the City U. of New York, USA; *Email*: pbrooks@postbox. csi.cuny.edu). The role of diminutives in the acquisition of Russian gender: can elements of child-directed speech aid in learning morphology? *Language Learning* (Malden, MA, USA), **51**, 2 (2001), 221–56.

Diminutives are a pervasive feature of child-directed speech in Russian. Their frequent use might be beneficial for gender acquisition because it eliminates non-transparent morphophonological marking. To examine the effect of diminutives on gender learning, adult native speakers of English were taught Russian nouns, with half of the participants trained on diminutive nouns and half on the nondiminutive base forms. Over four sessions, participants learned to use adjectives that had to agree in gender with nouns. Learners were then tested on various types of novel nouns. The diminutive training group demonstrated better learning of noun gender, and better generalisation to novel forms, indicating that regularisation of gender marking through diminutives promotes the extraction of morphophonological regularities.

02–119   Khuwaileh, Abdullah (Jordan U. of Science & Technology (JUST), Irbid, Jordan). Vocabulary in LSP: a case study of phrases and collocations. *Babel* (Amsterdam, The Netherlands), **46**, 2 (2000), 97–111.

This paper explores some of the ways in which LSP (Language for Specific Purposes) adult learners perceive misleading vocabulary. Specifically, it attempts to discover whether adult learners of English at the author's institution can work out the new meaning of phrases or collocations resulting from the combination of two or more (known) words, and also to give reasons for the learners' inaccurate guesses. The phrases and/or collocations used were contextualised in sentences to show or mirror the learners' ability in working out their new meanings. Individual general (not technical) words were first taught, then a combination of two or more of these words (to give specific meanings) was worked out by 80 LSP learners through context. After testing the learners on these words and grading their responses, both descriptive and inferential statistics were used to indicate both frequencies and statistical significance levels. The study showed that learners had difficulties in working out or guessing the specific meanings of phrases and collocations when combined to form new meanings, though they knew the meaning of each word individually. These phrases may look deceptively easy to Arabic-speaking LSP learners at first sight, but their meanings can be very different from

what the learners might expect. The study concludes with some practical teaching implications and research recommendations.

02–120   Klein, Elaine C. (City U. of New York, USA; *Email*: elaineklein@qc.edu). (Mis)construing null prepositions in L2 intergrammars: a commentary and proposal. *Second Language Research* (London, UK), **17**, 1 (2001), 37–70.

This article discusses the 'null prep phenomenon' reported in several studies of the second language (L2) development of extraction constructions (e.g., Klein, 1993, 1995). In these studies, L2 learners of English who show subcategorisation knowledge of verbs for their prepositional complements often leave out the required preposition in corresponding interrogatives (and relative clauses as well). The article reviews the theoretical and acquisition issues related to null prep and summarises a proposal by Dekydtspotter, Sprouse and Anderson (1998) which posits that null prep grammars represent a generalised procedure in L2 development, that of early reliance on A–bar binding construals when the target grammar requires wh–movement. In a commentary, the present author argues against some of the evidence offered in support of this proposal and offers an alternative analysis, suggesting that many L2 learners exhibit an interim stage of null operator movement in the development of interrogatives before undertaking obligatory overt wh–movement. This analysis sheds light on why null prep grammars occur among second although not first language learners of English.

02–121   Legenhausen, Lienhard (U. of Münster). Linguistic outcomes of a learner-centred and meaning-focused classroom. *Odense Working Papers in Language and Communication* (Odense, Denmark), **22** (2001), 65–86.

Only recently has the discussion on the relationship between meaningful verbal interactions and language acquisition been revived. This paper presents data which aim to contribute to this renewed debate from the perspective of a learner–centred classroom based on meaning–focused activities and communicative inter-actions, in which there is no explicit teaching of the language nor grammar instruction and which is characterised by an absence of form–focused exercises. The study was part of a project investigating language acquisition in an autonomous environment in which a class of young learners were observed over a period of four years. For control purposes, identical data were obtained from various textbook-based classes which implemented a grammatical syllabus and used form-focused exercises. Data aimed to show how the conver-sational interactions of the experimental class compared to the classes following a more well–defined syllabus, the impact of learning/teaching approaches on com-municative attitudes, and the accuracy levels obtained by the learners. Qualitatively different interactions are reported from both groups, and it is suggested that this

is best interpreted in terms of the two different teach-ing and learning approaches. In terms of accuracy levels, the experimental group compared well with the control class. The comparative data from the control class suggest that learners do not learn what they are taught to the extent envisaged by textbook writers.

02–122   Littlemore, Jeannette (U. of Birmingham, UK). An empirical study of the relationship between cognitive style and the use of communication strategy. *Applied Linguistics* (Oxford, UK), **22**, 2 (2001), 241–65.

Researchers into the use of communication strategies by second language learners are increasingly interested in relating their taxonomies to psychological processes. This article describes a study which does this by relat-ing different communication strategy preferences to the holistic/analytic cognitive style dimension. The partici-pants were 82 Belgian university students specialising in English. Holistic students were found to use more com-munication strategies that were based on comparison, and analytic students were found to use more strategies that involved focusing on individual features of the target item. The statistical significance of these findings suggests that individual differences in patterns of com-munication strategy usage can be attributed, at least in part, to cognitive style.

02–123   Meißner, Franz-Joseph and Burk, Heike (Universität Gießen, Germany; *Email*: Joseph.Meissner@sprachen.uni-giessen.de). Hörverstehen in einer unbekannten romanischen Fremdsprache und methodische Implikationen für den Tertiärsprachenerwerb. [Listening comprehension in an unknown romance language and methodological implications for third language acquisition.] *Zeitschrift für Fremdsprachenforschung* (Berlin, Germany), **12**, 1 (2001), 63–102.

This article contributes to the empirical foundations describing interactions between different languages in the mental lexicon of polyglot learners whose mother tongue is German. Based on empirical investigations made with some 20 students of various subjects at the University of Gießen, the article describes mental processes of learners, who try to develop listening com-prehension in a romance tongue which they have never learnt before. Listening to Spanish news broadcast by Radio Internacional de España, the students not only understand the essentials of the message, but sponta-neously develop their own hypotheses about the lexi-con and the grammatical architecture of the new target language. During a first phase they form some kind of 'inter–grammar' made up by the relationships between corresponding elements of the languages mentally involved. During a second phase, they increase their knowledge about transfer and transfer processing. The procedure described will have some impact on the method of teaching a third or fourth foreign language. It leads, furthermore, to a reflection on constructive language learning and teaching operations.

02–124 Montrul, Silvina (U. of Illinois at Urbana-Champaign, USA; *Email*: montrul@uiuc.edu). First-language-constrained variability in the second-language acquisition of argument-structure-changing morphology with causative verbs. *Second Language Research* (London, UK), **17**, 2 (2001), 144–94.

This article presents three related experiments on the acquisition of two classes of causative verbs: physical change of state verbs with agentive subjects (e.g., English break) and psychological change of state verbs with experiencer objects (e.g., English frighten) in English, Spanish and Turkish as second languages by speakers whose native languages are English, Spanish, Turkish and Japanese. These verbs participate in the causative/inchoative alternation crosslinguistically, but the morphological expression of the alternation varies in the four languages. English has predominantly zero-morphology, Spanish has anticausative morphology, and Turkish and Japanese both have causative and anti-causative morphology. Assuming the tenets of the Full Transfer/Full Access Hypothesis (Schwartz & Sprouse, 1996), results of a picture judgement task testing transitive and intransitive sentences and manipulating overt/non–overt morphology on the verbs show that morphological errors in the three languages are constrained by the morphological patterns of the learners' first language (L1s). In addition to showing that formal features of morphemes transfer but morphophonological matrices do not, this study refines the role of L1 influence in the morphological domain by showing that the morphophonological shape of affixes transfers as well.

02–125 Montrul, Silvina (U. of Illinois at Urbana-Champaign, USA; *Email*: montrul@uiuc.edu). Agentive verbs of manner of motion in Spanish and English as second languages. *Studies in Second Language Acquisition* (New York, USA), **23**, 2 (2001), 171–206.

This article presents two experiments that examine the effects of the native language (L1) on the second language (L2) acquisition of argument structure. The linguistic focus is on agentive verbs of directed motion (march, walk) and change–of–state verbs (break, melt) in Spanish and English. Agentive verbs of directed motion undergo a transitivity alternation in English when there is a prepositional phrase (The captain marched the soldiers to the tents) but not in Spanish (★El capitán marchó a los soldados hasta el campamento). Two experiments are reported that examine whether Spanish and Turkish learners of English at the intermediate level undergeneralise the transitivity alternation with manner–of–motion verbs, and whether English learners of Spanish overgeneralise the alternation. In both experiments subjects performed a picture judgement task and a grammaticality judgement task. Results confirmed that the L1 constrains the acquisition of argument structure: there were overgeneralisation errors with manner–of–motion verbs in the Spanish study and undergeneralisa-

tion errors with these verbs in the English study. Learnability implications are discussed.

02–126 Murphy, Terry (Yonsei U., Seoul; *Email*: tmorpheme@hotmail.com). The emergence of texture: an analysis of the functions of the nominal demonstratives in an English interlanguage corpus. *Language Learning and Technology* (http://llt.msu.edu/), **5**, 3 (2001), 152–73.

This study uses the concept of 'emergent texture' to analyse the corpus behaviour of the four nominal demonstratives – this, that, these, those – in an interlanguage corpus of 109 single paragraphs created at Yonsei University in 1999. 'Emergent texture' refers to the manner in which interlanguage texts gradually develop their use and control of the grammatical and semantic means used to establish textual cohesion. The concept of markedness is emphasised as a way of mediating the debate over the issue of interlanguage development, linking this to the extensive description of inter-sentential cohesive relations in Halliday and Hasan's 1976 study, Cohesion in English. The investigation proper begins with the analysis of a single sample paragraph of low-level interlanguage taken from the corpus in order to establish a frame of reference for what follows. It then examines various aspects of interlanguage cohesion within the corpus as a whole, including reiteration, synonyms and near-synonyms, the behaviour of the nominal group, and cataphoric reference. The paper concludes with a discussion of future research possibilities in the area of interlanguage cohesion.

02–127 Németh, Nóra and Kormos, Judit (Eötvös Loránd U., Budapest, Hungary; *Email*: dolgos.l@mail.datanet.hu). Pragmatic aspects of task-performance: the case of argumentation. *Language Teaching Research* (London, UK), **5**, 2 (2001), 213–40.

The study reported here investigated the pragmatic aspects of task–performance in a series of argumentation tasks which 24 Hungarian learners of English performed over a period of two years. The aim of the research project was to determine how task–repetition, the long term development of language skills, and a short–term focused intervention influenced various pragmatic measures of task–performance such as the pragmalinguistic markers of argumentation, the number of claims, counterclaims, supports and counter-supports. The analysis also covered how these variables differed when the participant performed the same type of task in their mother tongue. The result showed that in the repeated version of the task, familiarity with the task structure helped learners pay more attention to the informational content of their message, which was reflected in the higher number of supportive moves they produced. Participants were found to have better argumentation skills in their mother tongue and used a wider variety of pragmalinguistic markers than in the second language. The language development assumed to have taken place during one year and the argumentation

training, however, did not result in better pragmatic and pragmalinguistic performance.

02–128   Neufeld, Gerald G. (U. of Ottawa, Canada). Non-foreign-accented speech in adult second language learners: does it exist and what does it signify? *ITL Review of Applied Linguistics* (Leuven, Belgium), **133–134** (2001), 185–206.

The findings of this study add to the growing number of reports in which investigators claim to have located adult second language (L2) learners who, under rigorous test conditions, manage to pass as native speakers in the L2. The aims of this paper were twofold: (a) to provide a detailed account of how the Anglophone participants were tested and qualified as native-like speakers of French and (b) to suggest that, interesting as the data were, more questions emerge than do answers. Seven of 18 English/French bilinguals, having acquired L2 after the age of 16, were selected by means of a pre-test interview with three Francophones as 'potentially of French-speaking background'. These seven, along with three Francophone controls, recited an 81-word passage in French onto a tape-recorder. Sixty-eight native-speaking French raters, of similar dialectal background and weak in English, each heard one of four tapes with differing random orders of the 10 passages, their task being to designate each voice as 'Francophone' or 'non-Francophone'. Four of the seven English-French bilinguals obtained ratings statistically comparable to those of the three Francophone controls.

02–129   O'Relly, Leonor V., Flaitz, Jeffra and Kromrey, Jeffrey (U. of South Florida, USA). Two modes of correcting communicative tasks: recent findings. *Foreign Language Annals* (New York, USA), **34**, 3 (2001), 246–57.

The purpose of this study, an expansion of Nobuyoshi and Ellis's (1993) experiment, was to examine the output produced by 46 university students of Spanish at the intermediate level during focused or unfocused communication tasks which required the use of the command forms in Spanish. The study also examined whether the learners who experienced the focused communication tasks would maintain linguistic accuracy during an unfocused communication task after five weeks had passed. Learners were randomly assigned to one of three groups, two of which participated in focused communication tasks and received feedback on form by means of clarification requests or corrective confirmation checks, while the other participated in unfocused communication tasks, with no feedback on form. A one-way analysis of variance (ANOVA) revealed that differences in mean scores on a delayed post–test were not statistically significant. However, students who received confirmation checks scored higher than did students in the other groups. Nevertheless, communicative tasks designed to elicit a more accurate output from learners may be better suited for reinforcing linguistic features that have already been introduced to and internalised by learners.

02–130   Oshita, Hiroyuki (Ohio U., USA; *Email*: oshita@oak.cats.ohiou.edu). The unaccusative trap in second language acquisition. *Studies in Second Language Acquisition* (New York, USA), **23**, 2 (2001), 279–304.

The distinction of two types of intransitive verbs – unergatives (with underlying subjects) and unaccusatives (with underlying objects) – may not exist at early stages of second language (L2) acquisition, both being syntactically represented as unergatives. This idea, referred to here as the Unaccusative Trap Hypothesis, provides an elegant developmental account for a variety of seemingly unrelated syntactic phenomena in L2 English, Japanese, and Chinese. Target language input, structural constraints on natural language linking rules, and linguistic properties of a learner's first languages shape stages in the reorganisation of the lexical and syntactic components of interlanguage grammars. Although nonnative grammars may initially override the structural constraints postulated as the Unaccusative Hypothesis and the Uniformity of Theta Assignment Hypothesis, at later developmental stages some may still achieve conformity with the norms of natural languages.

02–131   Pavlenko, Aneta (Temple U., Philadelphia, USA). Language learning memoirs as a gendered genre. *Applied Linguistics* (Oxford, UK), **22**, 2 (2001), 213–40.

This paper argues that, while the analysis of cross-cultural lifewriting may provide important insights for the study of second language acquisition and socialisation, researchers should approach language learning memoirs as a genre and not simply as ethnographic data, subject to content analysis. Using gender as a case in point, the paper analyses a corpus of sixteen full-length language memoirs and seven essays within a theoretical framework, which combines sociohistoric, sociocultural, and rhetorical analyses of the narratives in the corpus. The analysis of these texts demonstrates that social, cultural, and historic conventions shape stories that are told about language learning. It is argued that treating language memoirs as a genre has a great potential for future studies of second language learning. While this approach prevents the researchers from using the narratives simplistically as an objective 'source of ethnographic data', it allows for a complex, theoretically and sociohistorically informed, investigation of social contexts of language learning and of individual learners' trajectories, as well as an insight into which learners' stories are not yet being told.

02–132   Pienemann, Manfred (U. of Paderborn, Germany; *Email*: mp@falstaff.uni-paderborn.de). Testing the procedural skill hypothesis. *Computer Assisted Language Learning* (Lisse, The Netherlands), **14**, 3–4 (2001), 321–37.

This paper considers vital aspects of second language acquisition (SLA) research, principally arguing that the

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task of acquiring a second language (L2) is based on the acquisition of the procedural skills needed for the processing of the language. Results are presented from online experiments in L2 processing to support this procedural skills hypothesis. The key objective is to demonstrate that procedural routines, once automated, are similar in native speakers (NSs) and non-native speakers (NNSs). This similarity assumption derives logically from the processing-based continuity assumption (cf. Pienemann, 1998) according to which the basic components of language processing do not change during acquisition and over age, except if they are damaged – as in aphasia, specific language disorders, dyslexia, etc.. If empirical evidence can be supplied to show that NSs and skilled NNSs process specific linguistic structures in a similar manner and that unskilled NNSs do not, then the key thesis of viewing SLA as the acquisition of procedural linguistic skills will be supported.

02–133   Rivers, William P. (Bryn Mawr Coll. & the Nat. Foreign Language Center at the U. of Maryland, Washington, DC, USA; *Email*: wrivers@nflc.org). Autonomy at all costs: an ethnography of meta-cognitive self-assessment and self-management among experienced language learners. *The Modern Language Journal* (Malden, MA, USA), **85**, 2 (2001), 279–90.

Research in cognition has shown that expert learners in diverse fields, including chess, mathematics, physics, and language learning, approach new learning tasks differently from novice learners. More recent research in neuropsychology makes a strong claim that metacognition is separate from cognition and consists of two types of behaviour: self-assessment and self-management. This article analyses self-directed language learning behaviours of adult third-language learners based on qualitative data gathered in 1993/1994 from 11 learners of Georgian and Kazakh at the University of Maryland at College Park. All learners had 2/2/2 (L/R/S) proficiency in Russian according to the Federal Interagency Language Roundtable (FILR) scale. Data were analysed using the Grounded Method for analysing qualitative data (Strauss & Corbin, 1990). All learners were found to assess their progress, learning styles, strategy preferences, and conflicts with teaching styles and with the behaviours of other learners regularly. Based on these assessments, the majority of learners made attempts at specific self-directed learning behaviours, focused primarily on changes to course materials and classroom activities, and targeted specific learning tasks and strategies.

02–134   Rüschoff, Bernd and Ritter, Markus (U. of Essen, Germany; *Emails*: bernd.rueschoff@ uni-essen.de; markus.ritter@uni-essen.de). Technology-enhanced language learning: construction of knowledge and template-based learning in the foreign language classroom. *Computer Assisted Language Learning* (Lisse, The Netherlands), **14**, 3–4 (2001), 219–32.

In discussing the current state of the art in the use of new technologies in the foreign language classroom, two issues tend to recur. Firstly, even today in the 'post-communicative' era, the effects of traditional instructivist theories of language learning with their transmission-based modes of learning still tend to dominate. Secondly, it is increasingly apparent that the available offline and online software tools offer exciting opportunities for the language classroom which call the paradigm of instruction into question. This paper offers some key principles to seek to move the discussion further in the direction of constructivist learning theories. Some of the theoretical issues discussed in Germany in the context of CALL and TELL (Technology-Enhanced Language Learning) are presented, and new information and communication technologies are touched on, but the main focus is an assessment of constructivism as the appropriate paradigm for language learning in the new millennium. Papert's term constructionism is also considered as a basis for putting theory into practice and in order to keep separate the theoretical platform of such an approach and its practical implementation in the knowledge society. On a methodological level, construction of knowledge and information processing are regarded as key activities in language learning. In conclusion, template-based learning is discussed as a possible metaphor for the design of technology-enhanced learning materials for the next millennium aimed at providing learners with constructionist learning scenarios.

02–135   Schulz, Renate A. (U. of Arizona, USA; *Email*: schulzr@u.arizona.edu). Cultural differences in student and teacher perceptions concerning the role of grammar instruction and corrective feedback: USA-Colombia. *The Modern Language Journal* (Malden, MA, USA), **85**, 2 (2001), 244–58.

In this study, a questionnaire administered to 607 Colombian foreign language (FL) students and 122 of their teachers, as well as to 824 U.S. FL students and 92 teachers, elicited student and teacher perceptions concerning the role of explicit grammar instruction and corrective feedback in FL learning. Data comparisons indicated relatively high agreement between students as a group and teachers as a group across cultures on the majority of questions. A number of discrepancies were, however, evident between student and teacher beliefs within each culture, as well as in comparisons of the two groups across cultures, particularly regarding the role of formal grammar instruction in language learning. Given that discrepancies in student and teacher belief systems can be detrimental to learning, it is important that teachers explore their students' perceptions regarding those factors believed to enhance the learning of a new language and make efforts to deal with potential conflicts between student beliefs and instructional practices.

02–136   Simard, Daphnée (Université du Québec Trois-Rivières, Canada) **and Wong, Wynne** (The

Ohio State U., USA; *Email*: wynnewong@aol.com). Alertness, orientation, and detection. The conceptualisation of attentional functions in SLA. *Studies in Second Language Acquisition* (New York, USA), **23**, 1 (2001), 103–24.

This paper critically examines Tomlin and Villa's (1994) fine-grained analysis of attention and Leow's (1998) attempt to operationalise their model. The present authors' position is that, whereas Tomlin and Villa have moved the attention research forward by describing the nature of attentional processes and by pointing out that detection is a critical function of second language acquisition (SLA), their claim that alertness and orientation are not necessary for detection to occur is currently unsupportable and does not reflect the complex nature of SLA. It is argued here that Leow's efforts to provide emipirical support for this model fall short of that goal. Additionally, doubt is cast on Tomlin and Villa's position that awareness is not required for the detection of second language data by arguing that the issue of awareness as well as the role of attentional functions must be viewed from a more interactive perspective in terms of the nature of the task, the nature of the linguistic item, and individual learner differences. The paper concludes by proposing research orientations which may help advance the discussion on this topic.

02–137 Sorace, Antonella and Shomura, Yoko (U. of Edinburgh, UK; *Email*: antonella@ling.ed.ac.uk). Lexical constraints on the acquisition of split intransitivity: evidence from L2 Japanese. *Studies in Second Language Acquisition* (New York, USA), **23**, 2 (2001), 247–78.

This study investigates the acquisition of the unaccusative-unergative distinction in second language (L2) Japanese by English learners. The aim is to establish whether learners of Japanese are sensitive to the lexical-semantic characteristics of verbs in similar ways as learners of Romance languages who were found to follow the Split Intransitivity Hierarchy (Sorace, 1993, 1995). Two groups of learners participated in the study, one without any previous exposure to Japanese outside the classroom, and the other at the end of a nine-month period of continuous stay in Japan. A control group of native Japanese speakers also took part. Subjects were tested on their knowledge of the different behaviour of unaccusative and unergative verbs with respect to quantifier floating; the native group was also tested on Case drop. The results show that both the native and the nonnative speakers are conditioned by the Split Intransitivity Hierarchy in their judgements on unergative verbs; however, their judgements on unaccusative verbs do not pattern according to the predictions. It is argued that this difference stems from the ambiguity of the Japanese input on unaccusative verbs, which are characterised by syntactic optionality.

02–138 Spielmann, Guy (Georgetown U., Washington, DC; *Email*: spielmag@georgetown.edu) **and Radnofsky, Mary L.** Learning language under tension: new directions from a qualitative study. *The Modern Language Journal* (Malden, MA, USA), **85**, 2 (2001), 259–78.

This article examines the role of tension in the process of instructed second/foreign language (FL) acquisition, based on findings from a comprehensive ethnography of the seven-week intensive beginners' class in the summer French School of Middlebury College. This project both completes and challenges the current research paradigm on 'language anxiety', as it shifts the focus on the negative (anxiety) to a study of tension, defined as an unstable phenomenon generated by any situation or event and perceived differently by each individual experiencing it. The findings confirm that, regardless of its cause and manifestations, tension may engender euphoric or dysphoric effects (perceived as beneficial or detrimental), but also non-euphoric or non-dysphoric effects whose salience had previously not been established. These valuations appear linked not to the allegedly objective quality of instruction, materials, and learning environment, but to personal expectations and a priori beliefs about language learning. Also, it was found necessary to separate operationally the effects of tension in the cognitive and affective domains, and assess these effects qualitatively, rather than quantitatively, because students reacted most productively not to the degree of difficulty and expectation in the course, or to the reduction of affective dysphoria (or 'anxiety') by a nonthreatening teaching style, but to the quality of materials and activities. Their overall perception of the learning experience was ultimately bound to the opportunity to reinvent themselves successfully in the target language. Achievement of linguistic or communicative proficiency mattered less than the satisfactory development of an emerging L2 self, which had to be fostered by a curriculum and instructional method providing the best possible balance of both cognitive and affective euphoric tension. In retrospect, dysphoria under its various guises was not found to play a particularly strong role, because it was dismissed and forgotten in a remarkable 'amnesty effect' triggered by the students' realisation of their eventual achievements in the programme.

02–139 Su, I-Ru (National Dong-Hwa U., Taiwan; *Email*: irusu@ms24.hinet.net). Transfer of sentence processing strategies: a comparison of L2 learners of Chinese and English. *Applied Psycholinguistics* (Cambridge, UK), **22**, 1 (2001), 83–112.

This article describes a sentence interpretation experiment based on Bates and MacWhinney's Competition Model that was administered to second language (L2) learners of English and Chinese at three different stages of learning. The main purposes of the research were (a) to examine how transfer patterns at the sentence processing level change as a function of proficiency, and (b) to investigate whether or how transfer patterns found in Chinese learners of English as a Foreign Language (EFL) (i.e., native speakers of a semantics-based language learning a syntax-centred target language) differ

from those found in English learners of Chinese as a Foreign Language (CFL) (i.e., native speakers of a syntax-based language acquiring a semantics-centred one). The results show that transfer patterns do vary as a function of proficiency, and that Chinese EFL learners and English CFL learners display somewhat different patterns of developmental change in sentence processing transfer.

02–140 Tickoo, Asha (Southern Illinois U., USA). Re-examining the developmental sequence hypothesis for past tense marking in ESL: transfer effects and implications. *Prospect* (Macquarie U., Sydney, Australia), **16**, 1 (2001), 17–34.

Recent research on the acquisition of past tense in the second language (L2) suggests a common developmental process for learners of disparate language backgrounds. This universalist hypothesis claims that verbs which are lexico-semantically more event-like are marked for tense first, followed in distinct stages by the marking of increasingly less event-like verbs. This study examined the past tense marking of Chinese learners of L2 English (ESL) in Hong Kong in 120 narratives by students at age 12, 15, and 20. An initial quantitative assessment of the data revealed that the above-described developmental pattern does not properly describe the past tense acquisition of ESL learners with L1 Cantonese. Re-analysing the data qualitatively gave significance to the individual learner's performance and acknowledged the discourse context in which the past tense marking was used and the speaker intent it served to fulfil. It was then found that across all three proficiency levels some learners use the past tense to mark only foregrounded (i.e., informationally salient) situations, while others used the past tense on all verbs, conforming with the L2 grammar. The only change, as these ESL learners advance in their academic career, was a gradual increase in the number who use target-like marking. The idiosyncrasy of this pattern of acquisition is interpreted as resulting from the transfer from these learners' tense-free L1 of a feature of its temporal system. Two implications for L2 research and pedagogy are suggested: (1) that the potential role of L1 in L2 acquisition must be properly acknowledged; and (2) that accurate assessment of learners' syntax is achieved via a qualitative analysis of the individual's performance, which recognises the communicative function the syntax serves in the discourse context in which it occurs.

02–141 Tyler, Michael D. (U. of Western Sydney, Australia; *Email*: m.tyler@uws.edu.au). Resource consumption as a function of topic knowledge in nonnative and native comprehension. *Language Learning* (Malden, MA, USA), **51**, 2 (2001), 257–80.

Previous research suggests that low-level receptive language processes are less developed for nonnative than for native listeners, yet experienced nonnatives seem to comprehend effortlessly in everyday situations. One possible explanation is that experienced nonnatives use topic knowledge to reduce working memory requirements. Native and experienced nonnatives attended to Bransford and Johnson's (1972) Washing Text while performing a concurrent task, with half of each group given the topic of the passage. Scores on the concurrent task were compared with baseline to index working memory consumption. The results showed a relatively greater working memory consumption for nonnatives than natives when the topic was unavailable, suggesting that nonnatives rely more than natives on topic knowledge in comprehension. Implications for foreign language learning are discussed.

02–142 Wolter, Brent (Hokkaido U., Japan; *Email*: wolter@ilcs.hokudai.ac.jp). Comparing the L1 and L2 mental lexicon. A depth of individual word knowledge model. *Studies in Second Language Acquisition* (New York, USA), **23**, 1 (2001), 41–69.

This paper explores the possibility that, contrary to the findings of past studies, the first (L1) and second language (L2) mental lexicon may in fact be structurally similar, with depth of individual word knowledge determining a given word's degree of integration into the mental lexicon. The paper begins by reviewing the body of evidence relevant to the research question, and then presents the design and results of an investigation comparing non-native and native speaker patterns of responses in light of depth of word knowledge scores. In discussing the results of the study, a tentative model for the process by which words are integrated into the mental lexicon is proposed, and the long-standing belief that a shift from predominantly syntagmatic to predominantly paradigmatic responses is indicative of lexical development is challenged.

02–143 Wood, David (Carleton U., Quebec, Canada). In search of fluency: what is it and how can we teach it? *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **57**, 4 (2001), 573–89.

This paper is an exploration of the phenomenon of second language (L2) speech fluency and how it may be facilitated through instruction. An overview and synthesis of research on fluency in L2 speech is presented in order to help in defining the construct and determining what elements of speech proficiency are most relevant to fluency. The empirical research is discussed in the light of psycholinguistic knowledge about mental processes underlying L2 production, and a model of fluent speech production is posited which centres on automatic processing and the importance of automatic retrieval of a repertoire of formulaic language units in spontaneous speech. This model serves as a starting point for a pedagogy of fluency which combines elements of automatisation and formulaic competence. An example of a workshop is described in which learners were guided through a series of classroom tasks designed to promote automatisation of formulaic language units and fluency.

02–144 Zahar, Rick (St. Patrick's Regional Sec. School, Vancouver, Canada), **Cobb, Tom** (Quebec U., Montréal, Canada) **and Spada, Nina** (OISE, U. of Toronto, Canada). Acquiring vocabulary through reading: effects of frequency and contextual richness. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **57**, 4 (2001), 541–72.

While second language (L2) vocabulary acquisition research is no longer 'a neglected area' (Meara, 1980), a lack of progress remains on some basic questions. One concerns the number of times a word must be encountered in order to be learned. Even using similar learning criteria, estimates range from six to 20. Another question concerns the types of contexts that are conducive to learning. Some studies have reported that rich, informative contexts are the most conducive to acquisition, others that rich contexts divert attention from the lexical level and produce little acquisition. These phenomena were investigated in a vocabulary acquisition study reported here, which involved Quebec school-aged L2 English learners at five levels of proficiency. First, learners read a text and were tested on its new vocabulary. Then, learned and unlearned words were compared for frequency of occurrence and level of contextual support. Frequency needs were found to be related to learner level, and contextual richness was unrelated to learning.

Reading and writing

02–145 Acuña, Teresa (Université Nationale du Comahue Argentine, Argentina; *Email*: tacuna@uncoma.edu.ar). Le passage des processus de bas niveau aux processus de haut niveau dans l'élaboration d'une représentation du texte. [The interaction between low- and high-level processes in building a text representation.] *Aile* (Paris, France), **13** (2000), 41–66.

This article presents the results of a series of experiments dealing with the interaction between low and high level psycholinguistic processes involved in reading in a foreign language (French). The study compares two groups: students of French as a foreign language (whose only contact with the language is through reading) and readers of Spanish as their first language. The two groups went through two retrieval tests (immediate and delayed). Results show that the foreign language readers tend to build a propositional representation close to the surface of the text, rather than a representation of the situation referred to.

02–146 Braine, George (The Chinese U. of Hong Kong; *Email*: georgebraine@cuhk.edu.hk). When an exit test fails. *System* (Oxford, UK), **29**, 2 (2001), 221–34.

Within the context of recent concerns that mainstream composition studies in the United States have largely neglected English as a Second Language (ESL) writing, this report describes the performance of ESL students in the exit test of a first year writing programme at a US institution. The pass rate, which was high when the exit test was based solely on a prompt, declined sharply when the format was changed to a reading–writing test. The report is based on the analyses of exit test prompts, exit exam transcripts, scoring guides used in writing classes and during the calibration sessions to evaluate exit exams, reading passages, and interviews with students and teachers of first year writing courses. Results of the analysis show that a lack of consistency in the scoring of the exit test, the use of inappropriate reading passages, and careless prompt design contributed to the decline in the passing rate. The report suggests that the employment of new PhDs who have had little exposure to ESL theory and practice as directors of Freshman Writing may be detrimental to programmes which enrol large numbers of ESL students. The report concludes with a suggestion for the inclusion of some coursework in ESL writing in rhetoric and composition programmes.

02–147 Chenoweth, N. Ann and Hayes, John R. (Carnegie Mellon U., USA). Fluency in writing: generating text in L1 and L2. *Written Communication* (Thousand Oaks, CA, USA), **18**, 1 (2001), 80–98.

This study explores the relation between fluency in writing and linguistic experience and provides information about the processes involved in written text composition. The authors conducted a think-aloud protocol study with native speakers of English who were learning French or German. Analysis reveals that, as the writer's experience with the language increases, fluency (as measured by words written per minute) increases, the average length of strings of words proposed between pauses or revision episodes increases, the number of revision episodes decreases, and more of the words that are proposed as candidate text get accepted. To account for these results, the authors propose a model of written language production and hypothesise that the effect of linguistic experience on written fluency is mediated primarily by two internal processes called the translator and the reviser.

02–148 Cohen, Andrew D. and Brooks-Carson, Amanda (U. of Minnesota, USA; *Email*: adcohen@lc.umn.edu). Research on direct versus translated writing: students' strategies and their results. *The Modern Language Journal* (Malden, MA, USA), **85**, 2 (2001), 169–88.

This article explores the issue of nonnative writers attempting to think directly through the second or foreign language while composing text, and reports a study that involved an alternative approach to short essay writing on language assessment tasks. Thirty-nine intermediate learners of French performed two essay writing tasks: writing directly in French as well as writing in the first language and then translating into French. Two-thirds of the students did better on the

direct writing task across all rating scales; one-third, better on the translated task. While raters found no significant differences in the grammatical scales across the two types of writing, differences did emerge in the scales for expression, transitions, and clauses. Retrospective verbal report data from the students indicated that they were often thinking through English when writing in French, suggesting that the writing tasks were not necessarily distinct in nature. Since the study was intended to simulate writing situations that students encounter in typical classroom assessments, the findings suggest that direct writing in French as a target language may be the most effective choice for some learners when under time pressure.

02–149 Freire, Maximina M. (Pontifícia Universidade Católica de São Paulo, Brazil). From reflections upon professional practice to the design of online workshops on writing. [De reflexões sobre a prática profissional à elaboração de oficinas virtuais de redação.] *The ESPecialist* (São Paulo, Brazil), **21**, 2 (2000), 147–80.

This article illustrates how reflections upon professional practice have led the author to the development of a three-dimensional approach to the teaching and learning of English through online workshops on writing. It presents the findings of previous research to support her claim that experience, reflection, and practice may provide the bases on which the skill of composing texts in English for work-related purposes can be exercised, interpreted, and improved through a series of online reflective interactions focused on the discussion of e-mail messages conveyed at work. By explaining how online workshops on writing may be designed, this article also asserts that discussing samples of e-mail messages enables professionals to interact not only with the foreign language in a unique way, but also with their own experiential continuum, thus providing them with more opportunities to perceive job activities as potential learning situations.

02–150 Gaonac'h, **Daniel** (U. of Poitiers, France). La lecture en langue étrangère: un tour d'horizon d'une problématique de psychologie cognitive. [Reading in a foreign language: a survey of the problem of cognitive psychology.] *Aile* (Paris, France), **13** (2000), 5–14.

Interest in reading in a second language (L2) is somewhat paradoxical as it assumes the use of a graphic 'code' based on the same principles as that in the mother tongue (L1) and is therefore often considered to be a supplementary competence. This paper discusses the increasing interest in reading in a L2 as a result of cognitive psychology, which states that if the necessary recognition mechanism is deficient, cognitive resources may not be utilised. The recognition of words is via three 'codes', logographic, phonological and orthographic, which are transparent to the expert reader and can easily be transferred from L1 to L2. Problems related to the L2 are not acquisition but the correct use of

these codes. The author concludes that two types of activity may increase the automation of the processes involved, namely, the double systematic reading of texts in the short term and the long-term real automation using intense contact with the elements of the language that are the object of learning. It is important to note that the difference between good and poor readers is not totally covered by differences in verbal skill, rather by high and low level processes.

02–151 Ghrib, Esma Maamouri (U. of Tunis I; *Email*: asma.ghrib@planet.tn). Thinking and writing in EFL: cutting off Medusa's head. *ITL Review of Applied Linguistics* (Leuven, Belgium), **133–134** (2001), 243–69.

This research examines university students' writing problems and strategies, and tries to investigate the way these are perceived by students and teachers. It also set out to discover whether Tunisian learners' writing strategies match those of English as a Second/Foreign Language (ESL/EFL) in the available literature. The research was based on two hypotheses: (a) that students have difficulties in expressing their thoughts and ideas in the foreign language because they generate them in the first language and then try to translate them; and (b) that students' problems are mainly conceptual, i.e, they result from a lack of understanding of the new concepts introduced in the course and course materials. Two questionnaires were administered to students and teachers, and a corpus of 25 exam copies was examined, errors were classified, their sources analysed and strategies defined. The results showed that the learners' difficulties were mainly grammatical and organisational, and that, just like other learners, the students made use of metacognitive, cognitive, social and affective strategies when handling their linguistic tasks.

02–152 Hayes, John (Carnegie Mellon U., USA). A new model of the writing process. *Odense Working Papers in Language and Communication* (Odense, Denmark), **22** (2001), 95–105.

This article offers a brief overview of a new writing model, intended to provide a more accurate and comprehensive description of available observation than was provided by an earlier (1980) model. The major changes outlined in the new framework are a greater attention to the role of working memory in writing, the inclusion of the visual/spatial dimension, the integration of motivation and affect with the cognitive processes, and a reorganisation of the cognitive processes with greater emphasis on the function of text interpretation processes in writing. The model describes how the task environment (social and physical) impinges upon the individual (motivation and affect, working memory, cognitive processes, and long term memory), and comparisons are made with the original (1980) design.

02–153 Hirvela, Alan and Belcher, Diane (The Ohio State U., Columbus, OH, USA; *Emails*:

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hirvela.1@osu.edu, belcher.1@osu.edu). Coming back to voice. The multiple voices and identities of mature multilingual writers. *Journal of Second Language Writing* (Norwood, NJ, USA), **10**, 1/2 (2001), 83–106.

Compositionists often speak of the need to help students acquire a voice or identity in their writing. This interest in teaching voice is understandable but also problematic. Satisfactorily defining 'voice', especially from a second language (L2) point of view, is one of those problems. Another is a reliance on various conceptualisations that privilege a 'Western' or a romantic or individualistic notion of voice in classroom situations where many students do not share such a background. This paper uses three case studies to address a third problem: a tendency in L2 writing instruction and research to overlook the voices, or identities, already possessed by L2 writers, many of whom at the graduate level bring a history of success as professional/academic writers in their native language and culture to the L2 writing classroom. The paper examines the role voice can play not as a teaching device but rather as a means by which to investigate and understand the voice-related issues these mature writers encounter in L2 contexts.

02–154 Ivanić, Roz (Lancaster U., UK; *Email*: r.ivanic@lancs.ac.uk) **and Camps, David**. I am how I sound. Voice as self-representation in L2 writing. *Journal of Second Language Writing* (Norwood, NJ, USA), **10**, 1/2 (2001), 3–33.

One of the characteristics of writing is that it does not carry the phonetic and prosodic qualities of speech. It is argued here, however, that the lexical, syntactic, organisational, and even the material aspects of writing construct identity just as much as do the phonetic and prosodic aspects of speech, and thus writing always conveys a representation of the self of the writer. In this sense, 'voice' is not an optional extra: all writing contains 'voice' in the Bakhtinian sense of reaccentuating 'voice types', which locate their users culturally and historically. Writers may, through the linguistic and other resources they choose to draw upon in their writing, ventriloquate an environmentally aware voice, a progressive–educator voice, a sexist voice, a positivist voice, a self-assured voice, a deferential voice, a committed-to-plain-English voice, or a combination of an infinite number of such voices. This argument is illustrated here with examples from the writing of six graduate students studying in British universities. The authors recommend that a second language (L2) writing pedagogy that raises critical awareness about voice can help learners maintain control over the personal and cultural identity they are projecting in their writing.

02–155 Jordan, Shirley Ann (Oxford Brookes U., Oxford, UK; *Email*: shirley@sol.brookes.ac.uk). Writing the other, writing the self: transforming consciousness through ethnographic writing. *Language and Intercultural Communication* (Clevedon, UK), **1**, 1 (2001), 40–56.

This article examines the theoretical and methodological concerns of the new ethnographic writing, analysing writing practices of both professional anthropologists and student ethnographers who undertake ethnographic research as part of a modern languages degree course in universities in the UK. The emphasis is on qualitative writing as a heuristic process, on self-reflexivity in the text, and on self-transformation through writing. A selective discussion of some of the most salient contemporary debates is followed by a detailed exposition of student writing practices. Seven issues in particular are seen as challenges to the writers of ethnographic texts: writing the self, ethnographic description, the question of evidence, drawing on concepts, using verbatim data, concluding and – of particular interest to teachers of language-and-culture – writing in the foreign language.

02–156 Khodadady, Ebrahim (Kurdistan U., Sanandaj, Iran). Contextual vocabulary knowledge: the best predictor of native and non-native speakers' reading comprehension ability. [Conhecimento contextual de vocabulário: a melhor maneira de prever a habilidade de compreensão de leitura de nativos e não-nativos.] *The ESPecialist* (São Paulo, Brazil), **21**, 2 (2000), 181–205.

Two hypotheses have been generated to capture the relationship between vocabulary knowledge and reading comprehension ability: instrumental and knowledge. While the former considers contextual vocabulary knowledge, i.e., knowing the meaning of the words used in a text, as the necessary and sufficient condition for comprehending that text, the latter holds it necessary but not sufficient. This study was conducted to test the instrumental hypothesis. The disclosed vocabulary section of the Test of English as a Foreign Language (TOEFL) was adopted as a measure of global vocabulary knowledge, i.e., knowing the meaning of the words unrelated to the text of TOEFL's reading comprehension section, which was used as a measure of reading comprehension ability. For measuring contextual vocabulary knowledge, another vocabulary test was constructed on the words used in the text of the reading comprehension test. The administration of the contextual vocabulary, global vocabulary, and reading comprehension tests to 64 non-native speakers (NNSs) and 123 native speakers (NSs) showed that, although NSs scored significantly higher than NNSs on all tests, the performance of both NNSs and NSs on the contextual vocabulary tests was the best predictor of their performance on the reading comprehension test.

02–157 Khuwaileh, Abdullah A. (Jordan U. of Science & Technology, Irbid, Jordan; *Email*: abaikh@just.edu.jo). The effect of interactional classroom peer work on the treatment of mistakes in students' academic essays. *ASp (Anglais de Spécialité)* (Bordeaux, France), **27/30** (2000), 503–13.

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There is a wide body of theoretical and practical research on the importance of writing skills in teaching and learning Academic English. The focus of most of this research has been on error analysis, testing, needs and writing evaluation. However, the purpose of the study reported here was to measure the effect of classroom peer work on the development of students' ability in academic essay writing. By focusing on the treatment of writing mistakes, the study considers the students' role in developing their ability to identify and deal with errors through a three-stage process, carried out under the supervision of their teacher, aimed at reducing mistakes through classroom interaction. It was found that maximising the students' role in learning essay writing initiated very positive results in their ability to write essays free of mistakes and even to speak to an audience.

02–158 Kiany, G. Reza and Khezri Nejad, M. (Tarbiat Modares U., Tehran, Iran; *Email*: kiany_gh. HUM.TMU@net1cs.modares.ac.ir). On the relationship between English proficiency, writing ability, and the use of conjunctions in Iranian EFL learners' compositions. *ITL Review of Applied Linguistics* (Leuven, Belgium), **133–134** (2001), 227–41.

This study explored the relationship between English proficiency, writing ability, and the use of conjunctions in Iranian English as a Foreign Language (EFL) learners' compositions. The research explored: whether there is any relationship between the English proficiency of Iranian EFL learners and (1) the extent to which they use particular groups of conjunctions (additive, adversative, causal, temporal), (2) their writing ability; (3) whether there is any relationship between their writing ability and their use of conjunctions; and (4) what is the relative importance of the four groups of conjunctions and English proficiency in predicting writing ability. The study involved 120 mixed-gender English learners (elementary, intermediate, and advanced), and data were gathered through a NELSON test compatible with English knowledge of the subjects (version 300-A), and two compositions, one written in the same session as the NELSON test, the other two weeks later. Data analysis (including Correlation, ANOVA, Chi-square, and Multiple Regression) indicated that the High-proficiency group had a significant superiority over the Mid and the Mid group over the Low one on the writing scores. The use of Chi-square analysis displayed which level of proficiency or writing make use of which type(s) of conjunction more. Multiple regression then identified which variable(s) are more important or contribute more to writing scores.

02–159 Matsuda, Paul Kei (U. of New Hampshire, Durham, NH, USA). Voice in Japanese written discourse. Implications for second language writing. *Journal of Second Language Writing* (Norwood, NJ, USA), **10**, 1/2 (2001), 35–53.

While the study of written discourse that informs the field of second language (L2) writing has generated many insights into its generalisable features, individual variations have largely been neglected. This article explores the possibilities for the study of divergent aspects of discursive practices by focusing on the notion of voice, and considers the implications for L2 writing research and instruction. It begins by examining recent critiques of the notion of voice that emphasise its strong association with the ideology of individualism and argues that the notion of voice is not exclusively tied to individualism. To demonstrate that the practice of constructing voice is not entirely foreign to so-called 'collectivist cultures', evidence is presented of voice in Japanese electronic discourse, focusing on how voice is constructed through the use of language-specific discursive features. Based on this analysis, it is argued that the difficulties which Japanese students face in constructing voice in English written discourse are due not to its incompatibility with their cultural orientation but to the different ways in which voice is constructed in Japanese and English as well as the lack of familiarity with the strategies available in English.

02–160 Muter, Valerie (U. of York, UK; *Email*: valerie@vmuter.fsnet.co.uk) **and Diethelm, Kay**. The contribution of phonological skills and letter knowledge to early reading development in a multilingual population. *Language Learning* (Malden, MA, USA), **51**, 2 (2001), 187–219.

This study involved 55 children from multilingual backgrounds who were being educated in English: they were studied longitudinally over a two-year period, with measures taken of their phonological skill, vocabulary and letter knowledge. Phonological segmentation ability and letter knowledge proved significant predictors of both concurrent and later reading achievement a year later, irrespective of the children's native language. In contrast, rhyming measures were not significant predictors of reading skill. The findings are discussed in terms of theoretical notions about the structure of phonological awareness and its impact on early reading development.

02–161 Oh, Sun-Young (U. of California, LA, USA). Two types of input modification and EFL reading comprehension: simplification versus elaboration. *TESOL Quarterly* (Alexandria, VA, USA), **35**, 1 (2001), 69–96.

This study investigates the relative effects of two types of input modification – simplification and elaboration – on Korean high school students' English as a Foreign Language (EFL) reading comprehension. Six English reading passages in one of three forms – (a) baseline, (b) simplified, or (c) elaborated – were presented to 180 students, who were divided into two proficiency levels (i.e., high and low). Comprehension was assessed by an 18-item multiple-choice test, which included items for assessing (a) general, (b) specific, and (c) inferential comprehension. In addition, students' perceptions of their comprehension were measured by their responses on a 6-point unipolar scale. The test data were analysed

by a 2-by-3 analysis of variance, with least significant difference tests used in post hoc analyses. The results support the suggestion that input should be modified in the direction of elaboration rather than by artificial simplification, because elaboration retains more native-like qualities than, and is at least equally successful as – if not more successful than – simplification in improving comprehension. Instruction with elaborated input should accelerate the progression to fluent reading of unmodified materials, which is the ultimate goal of foreign language reading instruction.

02–162   Pastor de la Silva, Raquel (Universidad Nacional de Tucumán, Argentina). Le repérage des traces de subjectivité dans la construction de la relation lecteur-scripteur au cours de la lecture de textes de médiacritique d'art en langue étrangère. [Identifying markers of subjectivity in the construction of the reader-writer relationship during the reading of pictorial critique texts in a foreign language.] *Aile* (Paris, France), **13** (2000), 67–88.

Reading in the native language is often presented as the encounter of two forms of subjectivity. Can the same be said in the context of a foreign language? This paper looks at how, in the context of a foreign language, a relationship between the reader and the writer is created through identifying markers of subjectivity in a text. First of all, the author defines the theoretical tools needed to analyse diverse expressions of subjectivity (subjectivemes) in art critiques – texts in which they theoretically play an important role. Secondly, the author analyses how these markers are identified and how they are evaluated, in terms of intensity, by non-native readers. Finally, she attempts to show what they reveal about the reader-writer relationship as created by and during the reading of two pictorial critique texts written in French. These texts were read by Argentinian students with varying levels of mastery in French who were enrolled in an undergraduate degree in visual arts.

02–163   Pommerin, Gabriele (U. of Erlangen, Germany) **and Mummert, Ingrid**. Ansätze einer kreativitätsorientierten Textanalyse und Textüberarbeitung (I). [Approaches to creativity-orientated textual analysis and revision (I).] *Deutsch als Fremdsprache*, **38**, 2 (2001), 67–76.

This article identifies reasons why second language (L2) learners, unlike professional writers, dislike revising their written work, and argues for a new creative approach to textual analysis and revision distinct from mere grammatical and stylistic correction. While previous approaches have incorporated communicative methods to varying degrees, the present authors suggest that they ignore the role of students' creative abilities, and cognitive and affective factors, and that text revision for L2 learners should be aimed at iterative creative reworking, and developing a writer's sense of the quality of a text. Practical guidelines for implementing a better approach are outlined, and a set of leading questions

is developed which test various desirable properties of a text, including its communicative value and grammatical correctness. The approach is illustrated by the analysis of a fairy tale written by a young German L2 student in a multicultural literary workshop, involving fellow students and teachers. A detailed evaluation of this process explains how creativity drives improvements in both form and content. The author concludes with a summary of the positive experiences gained with the technique in the workshop context.

02–164   Porto, Melina (Nat. U. of La Plata, Argentina; *Email*: aporto@netverk.com.ar). Cooperative writing response groups and self-evaluation. *ELT Journal* (Oxford, UK), **55**, 1 (2001), 38–46.

The idea for this paper arose in response to the author realising that, in many ways, what she had to teach at her university in Argentina contradicted research findings in the area of writing. Her situation was, and continues to be, difficult, because she can only take limited instructional decisions, and university testing procedures have already been established. This paper is the result of much reflection on how to bring her teaching closer to her beliefs about good writing pedagogy within the present institutional framework. Different aspects of writing, such as audience, purpose, time pressure, and feedback, are inspected, and their implications for the classroom explored. It is argued that timed writing per se contradicts recent research on writing pedagogy, and is therefore inappropriate. A pedagogic proposal is offered, based on cooperative writing response groups and self-evaluation.

02–165   Prior, Paul (U. of Illinois, Urbana, IL, USA; *Email*: p-prior@uiuc.edu). Voices in text, mind, and society. Sociohistoric accounts of discourse acquisition and use. *Journal of Second Language Writing* (Norwood, NJ, USA), **10**, 1/2 (2001), 55–81.

Voice is often represented either expressively as personal and individualistic or socially as a discourse system. Drawing on sociohistoric theory (particularly Voloshinov and Bakhtin), this article argues for a third view in which voice is simultaneously personal and social because discourse is understood as fundamentally historical, situated, and indexical. Specifically, three key ways that voice may be understood from this perspective are explored: voice as a typification linked to social identities; voice as the re-envoicing of others' words in texts (oral and written) through processes of repetition and presupposition; and finally, voice as it is linked to the situated production of persons and social formations. All three are central to discourse acquisition and use in general and to literate activity in particular. The article concludes by considering the implications of this theoretical perspective for second language writing pedagogies.

02–166   Reichelt, Melinda (U. of Toledo, Ohio, USA) **and Bryant Waltner, Keri** (Fort Hays State

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U., USA). Writing in a second-year German class. *Foreign Language Annals* (New York, USA), **34**, 3 (2001), 235–45.

This study investigates the context of writing instruction in a second-year, second-semester German course. Focusing on a children's story project, the researchers describe how writing is taught in the course; the relationship of writing assignments to the rest of the course curriculum; and the perceptions of foreign language (FL) writing, including its purpose, held by the instructor and students in the course. The researchers relate this information to a discussion of the purposes of writing in the FL classroom.

02–167   Rinnert, Carol (Hiroshima City U., Japan; *Email*: rinnert @intl.hiroshima-cu.ac.jp) **and Kobayashi, Hiroe**. Differing perceptions of EFL writing among readers in Japan. *The Modern Language Journal* (Malden, MA, USA), **85**, 2 (2001), 189–209.

This quantitative and qualitative study investigated perceptions of English compositions among four groups of readers (N = 465) in Japan. Analyses of evaluative criteria and readers' comments yielded the following clear parallel results. Whereas inexperienced English as a Foreign Language (EFL) students attended predominantly to content in both judging and commenting on compositions, more experienced EFL students and nonnative English teachers showed greater concern than the inexperienced students did for clarity, logical connections, and organisation. The experienced groups' perceptions tended to be more similar to the perceptions of native English-speaking teachers than those of the inexperienced EFL students. This tendency suggests that there is a gradual change in Japanese readers' perceptions of English composition from preferring the writing features of their first language to preferring many of the writing features of the second language (L2). The results imply that the particular kind of evaluation and feedback students are asked to provide on their peers' writing should vary according to the amount of L2 writing awareness and experience they have acquired.

02–168   Roebuck, Regina F. (U. of Louisville, Kentucky, USA). Teaching composition in the college level foreign language class: insights and activities from sociocultural theory. *Foreign Language Annals* (New York, USA), **34**, 3 (2001), 206–15.

The second language (L2) composition course at the college level presents a number of challenges to the instructor. A requirement for most major and minor language degrees, there are many factors that make the course difficult or burdensome to teach. It is precisely this course, however, that offers learners the opportunity to develop their linguistic and written competencies and the instructor the opportunity to create multiple situations of pedagogical value. This article draws on several relevant and useful components of sociocultural theory in the organisation of an L2 composition course and the creation of activities designed to improve students' written skills in the second language.

02–169   Rosowsky, Andrey (Kimberworth Comprehensive School, Rotherham, UK; Email: rosowsky@yahoo.com). Decoding as a cultural practice and its effects on the reading process of bilingual pupils. *Language and Education* (Clevedon, UK), **15**, 1 (2001), 56–70.

This paper explores the nature of reading for meaning as it affects the reading abilities of secondary-age pupils who are bilingual and Muslim. It discusses the competing theories which seek to account for the reading process, and links these to a study which examines the reading strategies employed by bilingual pupils who have experienced intensive Qur'anic literacy, and seeks to account for the pre-eminence of decoding in their reading behaviour. This leads to a discussion regarding the nature of reading itself, and, by including reference to the varied social and cultural practices of reading, proposes a broadening of the definition of meaning in the reading act.

02–170   Rui, Blandine (Centre de Linguistique Appliquée de Besançon, Université de Franche-Comté, France). Exploration de la notion de 'stratégie de lecture' en français langues étrangères et maternelle. [An exploration of the notion of 'reading strategy' in French as a foreign language and French as mother tongue.] *Aile* (Paris, France), **13** (2000), 89–110.

This paper reports on the evolution of the notion of reading strategies in French as a foreign language over the past twenty years. This work is based on empirical observations and didactic considerations within the framework of the enunciative tradition of the French school of discourse analysis. It is shown that any observed shifts in perspective within this paradigm should be analysed mainly from the standpoint of the importance attributed to the variables: the goal (the reading project), the reader (the psychological and socio-cultural factors related to the reader) and the text (the semiotic and textual specificity of the text). The author then considers the current use of the notion of reading strategy from a comparative perspective in empirical studies in the field of French as a native language. The article concludes with a discussion on the cognitive psycholinguistic paradigm.

02–171   Ruiz-Funes, Marcela (East Carolina U., USA). Task representation in foreign language [FL] reading-to-write. *Foreign Language Annals* (New York, USA), **34**, 3 (2001), 226–34.

A factor that affects both the process of reading-to-write and the quality of the papers the students produce is task representation − the manner in which students interpret an assigned task, and therefore, the

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type of paper they write. In this study, the author explored how third-year-level university students of Spanish represented an assigned reading-to-write task, as indicated by the type of papers they produced, and the relationship between the linguistic quality of those papers and the type of task representation. The findings suggest that the ability to interpret a reading-to-write task appropriately is dependent upon complex cognitive factors that need to be further explored. In particular, the results indicate that (1) given the same reading-to-write assignment, FL students interpret the task in different ways, and therefore, produce different types of papers; (2) the ability to write syntactically complex sentences does not lead to cognitively sophisticated composing; (3) the ability to write with grammatical accuracy is not an indicator of the students' ability to express elaborated ideas, and (4) may lead to the students' ability to write more syntactically complex sentences. These findings are seen as having valuable implications for teaching writing in the FL classroom.

02–172 Souchon, Marc (Université de Franche-Comté, France; *Email*: marc.souchon@univ-fcomte. fr). Lecture de textes en LE et compétence textuelle. [Reading foreign language texts and textual competence.] *Aile* (Paris, France), **13** (2000), 15–40.

The notion of textual skills was first considered from the perspective of production (Charolles 1978). In this paper, textual skills are examined exclusively from the standpoint of comprehension and in the light of empirical research in reading written texts in a foreign language (FL). The author proposes a three-fold hypothesis: (1) textual skills are acquired through the reader's various experiences with text; (2) the reader uses acquired textual competence as a basis for developing FL reading skills; and (3) the various elements which compose reading skills can be better understood by observing how texts are read in an FL.

02–173 Thompson, Paul (Reading U., UK; *Email*: p.a.thompson@reading.ac.uk) **and Tribble, Chris** (King's Coll., London U. & Reading U., UK; *Email*: ctribble@sri.lanka.net). Looking at citations: using corpora in English for academic purposes. *Language Learning and Technology* (http://llt.msu.edu/), **5**, 3 (2001), 991–105.

Appropriate reference to other texts is an essential feature of most academic writing, and courses in academic writing might be expected to sensitise students to the choices available to them when referring to other texts. A brief review of popular English for Academic Purposes (EAP) writing textbooks finds, however, that attention is given mainly to surface features of citation, focusing on quotation, summary, and paraphrase. Analysis of a purpose-built corpus of academic text can reveal much about what writers actually do, and can also generate rich speculation on why writers do what

they do. Extending Swales' (1990) division of citation forms into integral or non-integral, this article presents a classification scheme and the results of applying this scheme to the coding of academic texts in a corpus (doctoral theses in Agricultural Botany and Agricultural Economics). This leads into a comparison of the citation practices of writers in different disciplines and the different rhetorical practices of these disciplines. Comparison with Hyland (1999), which looks at citation types in research articles, also indicates differences between genres. Applying the same analysis to samples of EAP student writing shows that the novice writers use a limited range of citation types; and it is suggested that teaching should focus on extending the range of choices available to students. A number of class activities, in which students conduct their own analyses of citation practices in small corpora, to develop genre awareness, are also outlined and evaluated.

02–174 Tickoo, Asha (Southern Illinois U., Edwardsville, U.S.A.; *Email*: atickoo@siue.edu). The challenge of unstated meaning: a study of ESL written recall of narrative prose. *ITL Review of Applied Linguistics* (Leuven, Belgium), **133–134** (2001), 207–25.

This paper uses a schemata-theoretic conception of reading in an assessment of English as a Second Language (ESL) reader recall of unstated levels of meaning in narrative prose. Schemata theory suggests that the skilled reader selects one of a finite number of text schemata to use in the decoding, retention and recall of a particular text, and it has been demonstrated that better knowledge of the schematic structure makes possible better recall. Here, reader recall of two types of unstated meaning in narrative prose is assessed for a group of advanced learners of ESL, who use Chinese as the first language. Evidence is presented of poor recall of unstated meaning, concomitant with a lack of knowledge of the requisite schematic structure. It is therefore suggested that formal instruction on the requisite structure will enhance learner recall of unstated meaning.

02–175 Tselikas-Portmann, Paul R. (Institut für Germanistik, Karl-Franzens-Universität, Graz, Austria). Schreibschwierigkeiten, Textkompetenz, Spracherwerb. Beobachtungen zum Lernen in der zweiten Sprache. [Writing difficulties, textual competence, language acquisition. Observations on learning in a second language.] *Deutsch als Fremdsprache* (Berlin, Germany), **38**, 1 (2001), 3–13.

The observations in this study are set against the background of a co-operative partnership between the Institut für Germanistik at the University of Graz and its sister institute and the University Shkoder in Albania. The basis of the study are seminar essays written by non-native speakers. These include not only the specific knowledge around the topic, but also the

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cumulative linguistic and textual competencies of the learner which are often the result of extended periods of language learning. The author looks at several such essays produced by the Albanian students from the point of view of writing difficulties, textual competence and language acquisition. He endeavours to discover why, as far as written work is concerned, in some cases after extended periods of time, so little has been learnt of what seems to be the central object of the study. As a result of their experiences the plan of study has been changed in Shkoder and courses are being offered in which text-work is the central aim.

02–176 Walz, Joel (U. of Georgia, USA). Reading hypertext: higher-level processes. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **57**, 4 (2001), 590–606.

In a previous issue of this journal [see abstract 01–616], the present author, in an application of reading theory to WWW documents ('hypertext'), revealed two problems for beginning learners: reading an electronic format and deciphering the language used in Web pages. A third major difficulty for readers is content; it requires higher-level reading processes, which call on the reader's store of knowledge. This article proposes pedagogical solutions to these problems, including a study of Uniform Resource Locators (URLs) to enhance predictions, the analysis of visuals that support the meaning of the text, and the conversion of search engine summaries into pre-reading activities to activate schemata. Three additional skills related to content are the understanding of cultural allusions, critical reading, and the ability to read extensively. Cultural allusions are frequent in hypertext, especially in personal home pages. Readers can ask pertinent questions based on surrounding text, and they can research an allusion online to determine meaning. Critical reading is a necessary skill to develop when reading hypertext, since much information is incorrect or biased. The identification of sources and text type to gain perspective on the author's intended message is recommended. The necessity for extensive reading with the WWW requires ways of helping students choose appropriate sites and of evaluating their work in order to promote reading for meaning.

02–177 Ward, Jeremy (Suranaree U. of Technology, Thailand; *Email*: jeremy@ccs.sut.ac.th). EST [English for science and technology]: evading scientific text. *English for Specific Purposes* (Amsterdam, The Netherlands), **20**, 2 (2001), 141–52.

Engineering students in Thailand are charged with the duty of facilitating technology transfer from the west. But they seem to have great difficulty in performing one of the central tasks in that duty, that of reading textbooks written in English. This study examines some chemical engineering students' attitudes to text and other parts of English language textbooks. A questionnaire was administered to a group of undergraduates, the results of which seem to reveal one way in which students get around the problem of textbook reading.

02–178 Weber, Jean-Jacques (University Centre, Luxembourg; *Email*: jjweber@cu.lu). A concordance-and genre-informed approach to ESP essay writing. *ELT Journal* (Oxford, UK), **55**, 1 (2001), 14–20.

This paper advocates a concordance- and genre-based approach to academic essay writing for non–native students. It describes a project which aimed at teaching law undergraduates to write formal legal essays. As a first step, the students identified some structural characteristics of legal essays. Next, they used concordances to explore possible correlations between the generic structures and particular lexical items. Finally, as part of their work on the concordances, they were asked to write mini-essays incorporating the generic features identified in Step 1, and some of the lexical items studied in Step 2.

02–179 White, Ron. Adapting Grice's maxims in the teaching of writing. *ELT Journal* (Oxford, UK), **55**, 1 (2001), 62–69.

Grice's maxims, which define the conditions for efficient spoken communication, can be adapted to the teaching of writing by providing both teachers and writers with a way of understanding successful and unsuccessful written correspondence in mono- and cross-cultural settings. Cultural differences in writer-reader expectations are revealed here in a survey of lay readers' responses to a sample letter which show that, while there are individual differences in the way these maxims are interpreted, readers expect clarity, brevity, and sincerity, and writing which fails to meet these expectations will be unfavourably received. Also discussed are the issues of contrastive rhetoric, and ways of helping writers to position themselves in relation to their real or imagined reader.

Language testing

02–180 Babaii, Esmat and Ansary, Hasan (Shiraz U., Tehran, Iram; *Email*: babai@saba.tmu.ac.ir). The C-test: a valid operationalization of reduced redundancy principle? *System* (Oxford, UK), **29**, 2 (2001), 209–19.

The purpose of this study was to explore whether or not the C-test, as it is claimed, serves as a valid operationalization of the reduced redundancy principle. In so doing, an attempt was made to investigate the frequency and type of micro- and macro-level cues that English as a Foreign Language (EFL) learners employ to restore the mutilations in the C-test. A C-test comprising five texts was administered concurrently with

the Test of EFL (TOEFL) to 32 engineering students taking an English for Science and Technology course. Retrospective verbal protocols of the test takers were then collected. Analysis of the protocols indicated that there exist four major types of cues with varying frequencies: (1) automatic processing; (2) lexical adjacency; (3) sentential cues; and (4) top-down cues. This finding shows that, with a certain degree of latitude, C-testing is a reliable and valid procedure which mirrors the reduced redundancy principle.

02–181 Beeckmans, Renaud, Eyckmans, June, Janssens, Vera, Dufranne, Michel and Van de Velde, Hans (Université Libre de Bruxelles, Belgium; *Email*: jeyckman@ulb.ac.be). Examining the Yes/No vocabulary test: some methodological issues in theory and practice. *Language Testing* (London, UK), **18**, 3 (2001), 235–74.

This article evaluates the characteristics of the Yes/No test as a measure for receptive vocabulary size in second language. This evaluation was conducted both on theoretical grounds as well as on the basis of a large corpus of data collected with French learners of Dutch. The study focuses on the internal qualities of the format in comparison with other more classical test formats. The central issue of determining a meaningful test score is addressed by providing a theoretical framework distinguishing discrete from continuous models. Correction formulae based on the discrete approach are shown to differ when applied to the Yes/No test in comparison with Multiple Choice or True/False formats. Correction formulae based on the continuous approach take the response bias into account but certain underlying assumptions need to be validated. It is shown that both correction schemes display several shortcomings and that most of the data relative to the reliability of the Yes/No test presented in the literature are overestimated. Finally, several future research options are proposed in order to attain a straightforward but reliable and valid instrument for measuring receptive vocabulary size.

02–182 Cumming, Alister (U. of Toronto, Canada; *Email*: acumming@oise.utoronto.ca). ESL/EFL instructors' practices for writing assessment: specific purposes or general purposes? *Language Testing* (London, UK), **18**, 2 (2001), 207–24.

A fundamental difference emerged between specific and general purposes for language assessment in the process of interviewing 48 highly experienced instructors of English as a Second/Foreign Language (ESL/EFL) composition about their usual practices for writing assessment in courses in universities or immigrant settlement programmes. The instructors worked in situations where English is either the majority language (Australia, Canada, New Zealand) or an international language (Hong Kong, Japan, Thailand). Although the instructors tended to conceptualise ESL/EFL writing instruction in common ways overall, the author was surprised to find how their conceptualisations of student

assessment varied depending on whether the courses they taught were defined in reference to general or specific purposes for learning English. Conceptualising ESL/EFL writing for specific purposes (e.g., in reference to particular academic disciplines or employment domains) provided clear rationales for selecting tasks for assessment and specifying standards for achievement; but these situations tended to use limited forms of assessment, based on limited criteria for student achievement. Conceptualising ESL/EFL writing for general purposes, either for academic studies or settlement in an English-dominant country, was associated with varied methods and broad-based criteria for assessing achievement, focused on individual learners' development, but realised in differing ways by different instructors.

02–183 Davies, Alan (U. of Edinburgh and Polytechnic U. of Hong Kong; *Email*: A.Davies@ed. ac.uk). The logic of testing Languages for Specific Purposes. *Language Testing* (London, UK), **18**, 2 (2001), 133–47.

The Languages for Specific Purposes (LSP) project is not new. It may have dramatically extended its scope in the last 30 years through the expansion in numbers of students and trainees seeking admission to English medium courses, encouraging the diversification of English for Specific/Academic/Occupational Purposes (ESP/EAP/EOP) provision (Douglas, 2000), but the project has a longer history. This includes earlier programmes – such as, e.g., German for chemists, phrase books for travellers and Latin for the religious – but also, of course, the pidginization of contact languages, representing an informal LSP. What formal LSP represents is a contract issued by group A for a designated share of group B's language resource. This article discusses how far this practical activity, in particular the testing of LSP, is theoretically sound. Two types of theoretical justification have been appealed to, the linguistic principle of '-lect' (thus dialect, sociolect, variety, register, genre), itself appealing to sociological views of role and status, and the educational (here primarily psychometric) principle of distinct language abilities. The article argues that the principle of –lect operates at an ideal, abstract level – variety has theoretical status but varieties do not – and that the principle of distinct language abilities has more to do with content than with language. Furthermore, content areas are neither discrete nor homogeneous. From this point of view, LSP reduces to institutional definition of content instruction (Fulcher, 1999). While LSP testing can be justified in terms of practical need, and given a pragmatic justification on the grounds of what William James termed critical common sense, the evidence available of operational tests such as the English Testing System (ELTS) and the International ELTS (IELTS) raises serious questions, both theoretical and practical.

02–184 Douglas, Dan (Iowa State U., USA; *Email*: dandoug@iastate.edu). Language for

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Specific Purposes assessment criteria: where do they come from? *Language Testing* (London, UK), **18**, 2 (2001), 171–85.

Typically in assessment of Language for Specific Purposes (LSP), test content and methods are derived from an analysis of the target language use (TLU) situation. However, the criteria by which performances are judged are seldom derived from the same source. This article argues that LSP assessment criteria should be derived from an analysis of the TLU situation, using the concept of indigenous assessment criteria (Jacoby, 1998). These criteria are defined as those used by subject specialists in assessing communicative performances of both novices and colleagues in academic, professional and vocational fields. Performance assessment practices are part of any professional culture, from formal, gatekeeping examination procedures, to informal, ongoing evaluation built into everyday interaction. The author suggests a procedure for deriving assessment criteria from an analysis of the TLU situation and explores problems associated with doing so, recommending a 'weak' indigenous assessment hypothesis to assist in the development of LSP test assessment criteria and guide interpretations of test performance.

02–185   Elder, Catherine (U. of Auckland, New Zealand; *Email*: c.elder@auckland.ac.nz). Assessing the language proficiency of teachers: are there any border controls? *Language Testing* (London, UK), **18**, 2 (2001), 149–70.

This article takes up some of the issues identified by Douglas (2000) as problematic for Language for Specific Purposes (LSP) testing, referring to several performance-based instruments designed to assess teachers' language proficiency. These include proficiency tests for teachers of Italian as a foreign language in Australia (Elder, 1994) and for trainee teachers using a foreign language (in this case English) as medium for teaching school subjects, e.g., mathematics and science, in Australian secondary schools (Elder, 1993; Viete, 1998). The first problem has to do with specificity: how to define the domain of teacher proficiency and whether it is distinguishable from other areas of professional competence or, indeed, from 'general' language proficiency. The second problem has to do with the vexed issue of authenticity: what constitutes appropriate task design on a teacher-specific instrument and to what extent can 'teacher-like' language be elicited from candidates in the very artificial environment of a test? The third issue pertains to the role of nonlanguage factors (e.g., strategic competence or teaching skills) which may affect a candidate's response to any appropriately contextualised test-task and whether these factors can or should be assessed independently of the purely linguistic qualities of the test performance. All of these problems are about blurred boundaries, between and within real world domains of language use, between the test and the nontest situation, and between the components of ability or knowledge measured by the test. It is argued that these blurred boundaries are an indication of the indeterminacy of LSP, as currently conceptualised, as an approach to test development.

02–186   Epp, Lucy and Stawychny, Mary (Red River Coll., Winnipeg, Manitoba, USA). Using the Canadian Language Benchmarks (CLB) to benchmark college programs/courses and language proficiency tests. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, B.C.), **18**, 2 (2001), 32–47.

This article describes a process developed by the Language Training Centre at Red River College to use the Canadian Language Benchmarks (CLB) in analysing: (a) the language levels used in programmes and courses at the College in order to identify appropriate entry-level language proficiency, and (b) the levels that second language students need in order to meet college or university entrance requirements based on tests of language proficiency. So far 19 programmes and four courses have been benchmarked at the College. The benchmarking of the programmes and courses involved gathering data from various sources at the College and analysing them by means of CLB descriptors. In addition, a process was developed for using the CLB descriptors to benchmark tests: the Canadian Test of English for Scholars and Trainees (CanTEST, 1991) and the Test of English as a Foreign Language (TOEFL). In conclusion, the authors summarise some benefits realised by the benchmarking process. They also address the need to continue to evaluate the results and advise prudent use of the results of these projects.

02–187   Isani, Shaeda (Université Stendhal, Grenoble 3, France; *Email*: shaeda.isani@u-grenoble3.fr). L'évaluation de la compréhension et la problématique de la restitution. [The evaluation of comprehension, and the issue of reconstruction.] *ASp (Anglais de Spécialité)* (Bordeaux, France), **27/30** (2000), 261–72.

This article sets out to explore the problem of contamination inherent in the evaluation of foreign language comprehension skills and information reconstruction. It examines current practices concerning the use of active and passive reconstruction and different formats used, i.e., assessing them in the context of the evaluation of communicative skills and the three key test criteria of validity, reliability and practicality.

02–188   Meara, Paul and Babí, Antònia. Just a few words: how assessors evaluate minimal texts. *IRAL* (Berlin, Germany), **39**, 1 (2001), 75–83.

This paper describes a new methodology for examining the way assessors make subjective evaluations of written texts. The method presents texts to assessors one word at a time in a cumulative fashion, and asks them to indicate when they have enough material to make a judgement that they feel confident about. Preliminary results from this approach suggest that assessors require only very small amounts of text in

order to make a judgement – typically thirty words or so. Non-native speaker assessors require slightly more text than native speaker assessors. The locus of the decision points varies enormously, however. The implications of these data for the understanding of holistic judgements typically made with examination material are discussed.

02–189 Shaaban, Kassim (American U. of Beirut, New York, USA; *Email*: shaaban@aub.edu.lb). Assessment of young learners' achievement in ESL classes in the Lebanon. *Language, Culture and Curriculum* (Clevedon, UK), **13**, 3 (2000), 306–17.

This paper discusses student evaluation policies and practices which should go hand in hand with the new Lebanese English language curriculum introduced in 1997. The focus is on new methods and techniques of assessment in pre-school and elementary school classes. It is argued that the evaluation of the achievement of young learners in English as a Second Language (ESL) classes has to reflect the objectives of the curriculum and its suggested methods of teaching. As the curriculum has adopted a thematic content-based approach whose major features are integration of language and content as well as language skill integration, the traditional paper and pencil tests cannot cover the great variety of activities and performance tasks that take place in the elementary ESL classroom. Alternative forms of assessment are considered, mainly performance-based assessment and portfolios, which, in congruence with the principles and dynamics of the new curriculum, treat assessment as an integral part of teaching culminating in formative rather than summative evaluation.

02–190 Shi, Ling (U. of British Columbia, Canada; *Email*: Ling.Shi@ubc.ca). Native- and nonnative-speaking EFL teachers' evaluation of Chinese students' English writing. *Language Testing* (London, UK), **18**, 3 (2001), 303–25.

This study examined differences between native and nonnative EFL (English as a Foreign Language) teachers' ratings of the English writing of Chinese university students. It explored whether two groups of teachers – expatriates who typically speak English as their first language and ethnic Chinese with proficiency in English – gave similar scores to the same writing task and used the same criteria in their judgements. Forty-six teachers – 23 Chinese and 23 English-background – rated 10 expository essays using a 10-point scale, then wrote and ranked three reasons for their ratings. These reasons were coded as positive or negative criteria under five major categories: general, content, organisation, language and length. MANOVA showed no significant differences between the two groups in their scores for the 10 essays. Chi-square tests, however, showed that the English-background teachers attended more positively in their criteria to the content and language, whereas the Chinese teachers attended more negatively to the organisation and length of the essays; they were also more concerned with content and organisation in their first criteria, whereas English-

background teachers focused more on language in their third criteria. The results raise questions about the validity of holistic ratings as well as the underlying differences between native and nonnative EFL teachers in their instructional goals for second language writing.

02–191 Stewart, Timothy (Miyazaki International Coll., Japan), **Rehorick, Sally and Perry, Bill**. Adapting the Canadian Language Benchmarks for writing assessment. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, B.C.), **18**, 2 (2001), 48–64.

This article describes the development of an instrument for assessing the writing development of students in an English-medium university in Japan. The article first describes the setting of the college and the unique nature of its programme, and then moves on to discuss the process of selecting a language proficiency framework suitable for the four years of the degree. The Canadian Language Benchmarks (Citizenship and Immigration Canada, 1996) were chosen and subsequently formed the basis for the development of the rating scale. The process of developing the scale held a number of challenges, given the target population and the requirement to have an instrument usable by both language development specialists and non-specialists. Issues such as the institutional context, the framework for evaluating language development, and development and refinement of the assessment scale over the first two years of the project are discussed.

02–192 Swain, Merrill (U. of Toronto, Canada; *Email*: MSwain@oise.utoronto.ca). Examining dialogue: another approach to content specification and to validating inferences drawn from test scores. *Language Testing* (London, UK), **18**, 3 (2001), 275–302.

This article examines one aspect of the many interfaces between second language (L2) learning and L2 testing, i.e., the oral interaction – or dialogue – that occurs within small groups. Discussed from within a sociocultural theory of mind, the point is made that, in a group, performance is jointly constructed and distributed across the participants. Dialogues construct cognitive and strategic processes which in turn construct student performance, information which may be invaluable in validating inferences drawn from test scores. They also provide opportunities for language learning, i.e., opportunities for the joint construction of knowledge. It is suggested that an examination of the content of these dialogues can provide test developers with targets for measurement. Other implications for L2 testing are also discussed.

02–193 Weinberg, Alysse (Ottawa U., Canada). Comparaison de deux versions d'un test de classement: version papier-crayon et version informatisée. [A comparison of two versions of a placement test: pen-and-paper version or computer-based version.] *The Canadian Modern Language*

Review / La Revue canadienne des langues vivantes (Toronto, Ont.), **57**, 4 (2001), 607–27.

In December 1998 a computer-based placement test was developed at the Second Language Institute of the University of Ottawa using Ficelle, a multimedia authoring software tool which supports the creation of fill-in-the-blank and multiple-choice questions and provides individual and group scores. This article details how the 248 students who were registered on the French as a second language programme were tested using either the pen-and-paper version or the computer-based placement test. Statistical analysis of the results indicated no significant differences between the two test versions. A survey of students' and teachers' comments showed a very positive reaction to the test.

02–194   Wu, Weiping M. (The Chinese U. of Hong Kong) **and Stansfield, Charles W.** (Second Language Testing, Inc., USA; *Email*: Cstansfield@2LTI.com). Towards authenticity of task in test development. *Language Testing* (London, UK), **18**, 2 (2001), 187–206.

This article describes a working model used to determine the Target Language Use (TLU) (Bachman and Palmer, 1996) in a Language for Specific Purposes (LSP) test project: The Listening Summary Translation Exam in Taiwanese (LSTE/T). The purpose of the LSTE/T was to evaluate the summary translation ability of applicants who want to work as linguists in Law Enforcement Agencies (LEAs) in the USA. The discussion focuses on the authenticity of task (Douglas, 2000) and how it can be achieved by the development of a taxonomy and a structured verification procedure in the process. Authenticity is treated in this article as the cornerstone for the content validity and reliability in this typical LSP test, which claims to serve as an assessment tool in the real world. Explained in detail are the steps followed in the project to create authentic language materials that mirror the linguistic reality facing LEAs. Major steps in the process include: collecting data from task performers in the TLU domain; analysing data; identifying salient features in both form and content; creating a taxonomy and sample scenarios; producing simulated conversations based on scenarios; and creating test tasks based on simulated conversations. A structured verification procedure that was used in the project is charted and discussed to reveal the pros and cons of such an approach. It is argued that, as one type of LSP testing, job-relevant tests are becoming increasingly important and deserve more attention from practitioners in the testing field. This discussion of a working model to determine the TLU in one project will contribute to the understanding of the role of authenticity in test development in general.

Teacher education

02–195   Biechele, Barbara, Böttcher, Dagmar and Kittner, Ralf (Friedrich-Schiller Universität, Jena, Germany). Ausgewählte Ergebnisse einer empirischen Untersuchung zu subjektiven Theorien. Erfahrungen von DaF-Studierenden in Bezug auf (neue) Medien und Lernen. [Selected results of an empirical study of subjective theories. Experiences of GFL students in relation to new media and learning.] *Info DaF* (Munich, Germany), **28**, 4 (2001), 343–68.

The rapid rise in the use of the Internet and multimedia in language teaching has critical consequences for teacher training. This study investigates subjective theories of foreign university students of German regarding attitudes to (new) media and to (language) learning with various media, to determine the empirical relevance and effectiveness of theoretical concepts. A two-part questionnaire recorded the subjective attitudes of three different categories of students, who indicated (e.g.) how frequently they used all available media in their leisure time, their level of competence in using them and experiences in learning with new media. In justifying their assumptions and evaluating the results, the authors define three types of 'media competence', i.e., technical, semantic and pragmatic, in accordance with Maier's typology of media and other theoretical work. Conceptions of learning in general were also solicited, as well as assessments of learning style and the potential for new types of learning with new media. It is concluded that linking competence in the use of media in teaching should be central to teacher education, and the authors list three sets of considerations and principles for its successful implementation in the curriculum, emphasising an autonomous learning culture.

02–196   Epstein, Ruth (U. of Saskatchewan, Canada). Client analysis in teacher education: what some Canadian and South African teachers identify as their professional development needs. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, B.C.), **18**, 2 (2001), 78–96.

The client analysis conducted in this study explores the professional development needs of 11 language teachers, five in South Africa and six in Canada. The study employs a questionnaire and interviews to discover how each teacher's background and context affects his or her perceived professional development needs. Interviews show that teacher educators cannot necessarily predict teachers' professional development needs based on their backgrounds and contexts alone. A variety of inputs from recipients over an extended time is desirable and would yield more accurate preductability of an individual's professional development needs. It is suggested that this would result in teacher education programmes that more accurately meet a teacher's real needs.

02–197   Farrell, Thomas S. C. (Nanyang Technological U., Singapore). English language teacher socialisation during the practicum. *Prospect* (Macquarie U., Sydney, Australia), **16**, 1 (2001), 49–62.

Language teacher preparation in many countries consists of course work on a university campus followed by some student teaching (the practicum) in a variety of settings. Teaching practice has come to be recognised as one of the most important parts of the teacher education programme, in the course of which the beginning teacher is socialised into all aspects of the teaching profession both inside and outside the classroom. However, in English language teaching there is a paucity of data on what exactly takes place during field experiences. The purpose of this exploratory study is, in part, to address this gap. The paper outlines a case study of one trainee teacher during his teaching practicum. Results indicate that the teacher encountered some problems, including unclear lines of communication and a weak support structure for trainee teachers at the school during this socialisation process. Recommendations include more quality collaboration between the triad of the supervisor (the teacher–training institution), the cooperating teacher (the school) and the trainee teacher, whereby each participant has a more clearly defined role to play.

02–198   Hunter, Tom. Appraisal and development for long-term consultants on ELT projects. *The Teacher Trainer* (Canterbury, UK), **15**,1 (2001), 14–20.

This article describes an appraisal system, for long-term consultants working on ELT improvement projects in Bangladesh, which was set up in order to provide feedback to the employer, aid professional and organisational development, make information available for the purposes of references and future job applications and provide feedback on the attainment of project outcomes. The procedure for this developmental appraisal system is laid out with process tenets, steps, necessary documentation and a complete service list of thirty competences from 'adaptability' through 'motivation' to 'vision'. The main conclusion is that a counselling approach to appraisal puts the person appraised in control of the process.

02–199   Kiely, Richard (University Coll. Chichester, UK; *Email*: r.kiely@ucc.ac.uk). Classroom evaluation – values, interests and teacher development. *Language Teaching Research* (London, UK), **5**, 2 (2001), 241–61.

This paper describes the processes of curriculum and teacher development that follow an evaluation of a British University English for Academic Purposes programme. The evaluation is carried out by the teacher using a group discussion technique, as recommended by departmental policy for quality assurance purposes. It generates data that contribute to a constructive discussion in the classroom and, in the subsequent weeks, a process of rethinking core principles and teaching strategies by the teacher. The research data − ethnographic fieldnotes from the classroom and interviews with the teacher and students − document these change processes in relation to the teaching of vocabulary in the classroom. The analysis shows that evaluation is both a complex political process in the classroom and a context for teacher change and development. Thus, this micro-study of a teaching strategy within a programme underpins empirically a claim often made for evaluation and teacher development. It also suggests that such development is deeply embedded in teaching processes, and may not be evident in the reporting of evaluations for quality management purposes.

02–200   Liou, H.-C. (Nat. Tsing Hua U., Taiwan; *Email*: hcliu@mx.nthu.edu.tw). Reflective practice in a pre-service teacher education program for high school English teachers in Taiwan, ROC. *System* (Oxford, UK), **29**, 2 (2001), 197–208.

Although reflective practice has become a dominant paradigm in language teacher education research and programmes worldwide, little of the inquiry into English as a Foreign Language teacher education has been documented in Taiwan, ROC. Critical reflection raises teachers' awareness about teaching, enables deeper understanding of variables related to teaching, and triggers positive changes in their practice. This study aims to provide a description of pre-service teachers' reflective practice by examining 20 student teachers' observation reports and 20 practice teaching reports over six weeks of a practice teaching course. Topics, types − descriptive or critical, and development of their reflective practice as shown in the 40 reports were analysed. Results show that student teachers talked about topics mainly related to practical teaching issues and evaluation of other teachers' or their own teaching among seven major topic categories, could do more critical reflection than descriptive reflection, but did not show substantial development of critical reflection. Providing a lower affective state may be helpful for teacher change, and interventions such as reflective training and teacher development group meetings may need to be incorporated into the teacher education curriculum in order to trigger the development of reflectivity tor teaching. Future directions regarding considerations of the factors in social contexts for teacher education programmes and research on reflection-in-action are suggested.

02–201   Meier, Ardith (U. of N. Iowa, USA). Voices in cross-cultural contact. *The Teacher Trainer* (Canterbury, UK), **15**, 2 (2001), 11–15.

Language teacher education courses represent a crossroads of cultures as participants increasingly move about the world. In order to better understand the aspects of such education that are potentially problematic, this article describes a series of oral interviews with international students on a US MA TESOL programme. They were conducted and audio-taped two days after the interviewees were given a list of possible topics to consider and add to. Aspects frequently identified by respondents as being different in the USA and home cultures are presented in a representative sample of students' voices. The five broad aspects identified are:

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student–instructor interaction, approach, content, information access and professional identity. These are then analysed according to the dimension of collectivism versus individualism. The author describes how orientation programmes and introductory classes involving simulations, reflective assignments and other methods were then employed to draw students' attention to areas of potential conflict and to enhance general cross-cultural awareness.

02–202   Peacock, Matthew (City U. of Hong Kong; *Email*: enmatt@cityu.edu.hk). Pre-service ESL teachers' beliefs about second language learning: a longitudinal study. *System* (Oxford, UK), **29**, 2 (2001), 177–95.

This article reports on a longitudinal study which investigated changes in the beliefs about second language learning of 146 trainee English as a Second Language (ESL) teachers over their three-year programme at the City University of Hong Kong. It was hoped that, while trainees might have some mistaken ideas about language learning at the beginning of the programme, these beliefs would change as they studied TESL methodology. The author stresses the importance of working on any mistaken trainee beliefs which could otherwise influence their teaching and their future students' language learning for decades. First-year trainee beliefs about language learning were collected using Horwitz's Beliefs About Language Learning Inventory (BALLI) and compared with teacher beliefs. Differences were found in three key areas. Developmental changes were subsequently tracked in groups of trainees as they went through their second and third years of study. Disturbingly, no significant changes were found (an association was also found between two of the mismatched beliefs and ESL proficiency). An instruction package for working on trainee beliefs was then prepared, and implemented with some success. It is concluded that considerable efforts should be made to eliminate any detrimental trainee beliefs before they start teaching.

02–203   Ramanathan, Vai (U. of California, USA), **Davies, Catherine Evans and Schleppegrell, Mary J.** A naturalistic inquiry into the cultures of two divergent MA-TESOL programs: implications for TESOL. *TESOL Quarterly* (Alexandria, VA, USA), **35**, 2 (2001), 279–305.

This article reports on a naturalistic inquiry into the cultures of two MA–TESOL (teacher education) programmes in different parts of the United States, highlighting how their identities have been shaped by factors in their respective local environments which in turn affect what is taught in each programme. The study explored how and why the two programmes stress certain language teaching skills. The findings detail the divergent realities of the two programmes with a view to raising consciousness and debate about the implications of such differences for the field of the teaching of English to speakers of other languages.

02–204   Sehlaoui, Abdelilah Salim (Emporia State U., USA). Developing cross-cultural communicative competence in pre-service ESL/EFL teachers: a critical perspective. *Language, Culture and Curriculum* (Clevedon, UK), **14**, 1 (2001), 42–57.

Pre-service teachers need a critical cross–cultural communicative competence in English as a Second/Foreign Language (ESL/EFL). The view is supported here by the findings of a research project that examined the efforts made to develop cross-cultural communicative competence in students enrolled in an MA course in Teachers of English to Speakers of Other Languages (TESOL). The research focused on the conceptualisations of culture utilised within the programme, the professional and cultural identity formation processes that appear to be occurring, and the characterisation of students' analyses of power relations and their own position within these relations (Sehlaoui, 1999). Based on students' perspectives, beliefs, and attitudes as described in Sehlaoui (1999), data-based critical pedagogical implications and classroom activities are suggested.

02–205   Vieira, Flavia (Université du Minho, Braga, Portugal). The role of instructional supervision in the development of language pedagogy. *Mélanges CRAPEL* (Nancy, France), **25** (2000), 31–40.

This article suggests that, within the context of initial teacher education, instructional supervision of trainee teachers can play a decisive role in the construction and renewal of school-based language teaching. In 1995, the author's institution set up a pre-service project where student teachers are involved in action research as a teacher/learner development strategy, thus forging strong links between reflective teacher education and a learner–centred approach to language teaching. The theoretical framework underpinning the project is seen as having important implications for the goals, content, roles and strategies of supervision. The article presents some of the principles and implications of the framework, and seeks to demonstrate the importance of establishing a coherent relationship between teacher education and language pedagogy, where teaching and learning are conceived as personal and social activities with emancipatory power for both teachers and learners.

02–206   Woodward, Tessa (Hilderstone Coll., Kent, UK). Getting real: one way of working with participant issues on trainer training courses. *The Teacher Trainer* (Canterbury, UK), **15**,1 (2001), 11–12.

Teacher trainers and educators often work in relative isolation in their institutions and yet deal with sensitive issues to do with passing and failing candidates, providing leadership in innovative practices and strains amongst the groups they work in and with. On leaving their home settings to take trainer training courses, they expect help with a wide range of individual and sensitive issues. This article outlines various ways of

meeting this need on courses by including one to one conversation, letter writing and generalisation of issues followed by self-rating and group discussion. The main innovation described involves first raising group criteria for good listening then following this by critical incident analysis of mini case studies using the application of a number of frameworks taken from general education, NLP and the social sciences. The author claims that even though case studies analysed are from individuals in the group, the learning about the frameworks as well as the resonances that the individual issues have in the wider group mean that the time of other participants is never wasted.

Bilingual education/ bilingualism

02–207 Brohy, Claudine (Institut de Recherche et Documentation Pédagogique (IRDP), Neuchâtel, Switzerland; *Email*: claudine.brohy@unifr.ch). Generic and/or specific advantages of bilingualism in a dynamic plurilingual situation: the case of French as official L3 in the School of Samedan (Switzerland). *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **4**, 1 (2001), 38–49.

All speakers of Rumansch, the fourth Swiss national language, spoken only in the trilingual Grisons Canton (German, Rumansch, Italian), are at least bilingual. The schools which maintain Rumansch present the pattern of a transitional bilingual programme, as kindergarten starts in Rumansch, and German is gradually introduced from fourth grade on. In some villages Rumansch has become a minority language and parents no longer agree to send their children to an all-Rumansch school, especially because they want their children to have good competencies in German, which is the language of higher education and the economy. In Samedan, a pilot project launched in 1996 measures the impact of partly introducing German in kindergarten and reinforcing Rumansch at secondary level. French as third language (L3) is introduced as a compulsory subject in 7th grade (first year of secondary school). This study focuses on the attitudes and competencies in French in 8th grade. It is argued that the Samedan pupils, with their bi- or even plurilingual family, school and social background, with a Romance language as main school language and the geographical proximity of Italian, have more positive attitudes toward French and better competencies than monolingual German-speaking peers from a German-speaking village located in the same canton.

02–208 Cenoz, Jasone (U. of the Basque Country, Spain), **Hufeisen, Britta** (Technical U. of Darmstadt, Germany) **and Jessner, Ulrike** (U. of Innsbruck, Austria). Towards trilingual education. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **4**, 1 (2001), 1–10.

This article highlights the fact that learning a third language in school contexts is a common phenomenon all over the world and poses several questions specifically related to the characteristics of third language acquisition. It also considers the relationship between third language acquisition and the research traditions of bilingualism and second language acquisition. Third language acquisition in school contexts and trilingual education are regarded as multidisciplinary phenomena associated with the sociolinguistic context in which they take place, the psycholinguistic processes involved in acquiring more than two languages, the linguistic characteristics of the languages involved and the pedagogical aspects of teaching and learning several languages.

02–209 Cummins, Jim (U. of Toronto, Ontario Institute of Studies in Education, Canada; *Email*: jcummins@oise.utoronto.ca). Instructional conditions for trilingual development. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **4**, 1 (2001), 61–75.

This paper outlines a framework for academic language learning that highlights the importance of focusing instructionally on meaning, language, and use. Academic language learning refers to the learning of the language registers in L1, L2 or L3 required to function successfully in school contexts where these languages are being used for instruction of academic content. As such, knowledge of academic language is intertwined with both the concepts taught in school and the cognitive processes required to carry out academic tasks. The research reviewed in the paper suggests that, in order to develop students' academic language proficiency in bilingual or trilingual contexts, instruction must focus extensively on the processing of comprehensible input (meaning). This will entail encouraging students to read extensively in the target language in an increasing range of genres. Additionally, however, there is an important place for focusing on language itself in order to demystify how language works, explore cross-linguistic relationships, and develop students' awareness of the intersections of language and power in human discourse. Finally, actual use of the target language in oral and written modes consolidates the internalisation of the code and enables students to express their identities and intelligence in powerful ways through the language.

02–210 Griessler, Marion (Fadingerstrasse 9, A-4360 Grein, Austria; *Email*: marion_griessler@ hotmail.com). The effects of third language learning on second language proficiency: an Austrian example. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **4**, 1 (2001), 50–60.

To meet the growing demand for multilingualism, innovative approaches to schooling have been implemented in Austria within the last decade. Two such programmes

with a linguistic bias are (1) the Linz International School Auhof (LISA), an immersion school employing English as the language of instruction, and (2) the Lycée Danube, which teaches English according to the traditional high school curriculum, yet introduces French as a third language (L3) at an early stage. The present comparative and developmental study was designed to investigate the effectiveness of English instruction at LISA, the Lycée, and a regular Austrian high school. The English proficiency of 75 students drawn from two age groups was analysed on the basis of oral picture book narrations. As hypothesised, LISA students showed the highest levels of English proficiency, which underscores the advantages of immersion education. The analyses of the French-branch shed an interesting light on the new research area of trilingualism. Although below LISA-levels, Lycée students outperformed their peers from the regular high school in all linguistic domains investigated, which indicates a supportive effect of L3 learning on L2 proficiency. The overall composition of the test-population suggests that, in addition to language learning experience, further factors, such as aptitude, motivation, attitudes, and teacher commitment, influence the language learning process.

02–211 Juan-Garau, Maria (U. of the Balearic Islands, Spain; *Email*: maria.juan@uib.es) **and Pérez-Vidal, Carmen**. Mixing and pragmatic parental strategies in early bilingual acquisition. *Journal of Child Language* (Cambridge, UK), **28**, 1 (2001), 59–86.

This paper investigates the relationship between a child's degree of bilingualism and features of parental input. It seeks to demonstrate that parental discourse strategies have a direct bearing on the levels of mixing present in the child's utterances in his weaker language, English. It is based on the longitudinal study of a Catalan/English bilingual child from 1;3 to 4;2 years old. The strategies adopted by both parents in response to their child's mixing are examined following Lanza's (1992, 1997) categorisation of parental discourse strategies. Whereas the Catalan-speaking mother negotiates a bilingual context of interaction with her son, as of the child's third year, the English-speaking father endeavours to impose a monolingual context. Such a change of strategy clearly favours the child's increasing use of the minority language, which entails a sharp decline in rates of mixing. It appears that parents' pragmatic choices may have an impact on the development of productive family bilingualism.

02–212 Petitto, Laura Ann, Katerelos, Marina, Levy, Bronna G., Gauna, Kristine, Tétreault, Karine and Ferraro, Vittoria (McGill U., Canada; *Email*: petitto@hebb.psych.mcgill.ca). Bilingual signed and spoken language acquisition from birth: implications for the mechanisms underlying early bilingual language acquisition. *Journal of Child Language* (Cambridge, UK), **28**, 2 (2001), 453–96.

Divergent hypotheses exist concerning the types of knowledge underlying early bilingualism – some portray a troubled course marred by language delays and confusion; others, one that is largely unremarkable. This study examines these hypotheses. Three children acquiring Langues des Signes Québécoise and French, and three children acquiring French and English (ages at onset approximately 1;0, 2;6 and 3;6 per group) were videotaped regularly over one year while novel and familiar speakers of each child's two languages were empirically manipulated. The results revealed that both groups achieved their early linguistic milestones in each of their languages at the same time (and similarly to monolinguals), produced a substantial number of semantically corresponding words in each of their two languages from their very first words or signs (translation equivalents), and demonstrated sensitivity to the interlocutor's language by altering their language choices. Children did mix their languages to varying degrees, and some persisted in using a language that was not the primary language of the addressee; but the propensity to do both was directly related to their parents' mixing rates, in combination with their own developing language preference. The signing-speaking bilinguals did exploit the modality possibilities, and they did simultaneously mix their signs and speech, but in semantically principled and highly constrained ways. It is concluded that the capacity to differentiate between two languages is well in place prior to first words, and it is hypothesised that this capacity may result from biological mechanisms that permit the discovery of early phonological representations. Reasons why paradoxical views of bilingual acquisition have persisted are also offered.

02–213 Sciriha, Lydia (U. of Malta; *Email*: lscir@arts.um.edu.mt). Trilingualism in Malta: social and educational perspectives. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **4**, 1 (2001), 23–37.

Malta's two official languages, Maltese and English, are both vestiges of the island's former colonisers. Maltese children are taught the country's two official languages as soon as they start school. Furthermore, at secondary school level all children are required to learn at least a third and preferably a fourth language. This paper seeks to discover the reasons behind Maltese children's selection of languages. In the choice of language, persons do not simply select an instrument for mutual understanding and communication. Language is used to define worldviews and construct meanings about the speakers and the geo-political reality around them. The paper reports the results of a large-scale linguistic survey conducted by the present author in 1999, which reveals the popularity of the languages on offer. The author discusses why, although the country's indigenous language, Maltese, is a variety of Arabic, few if any respondents choose to learn Arabic.

02–214 Siebert-Ott, Gesa (Universität zü Köln, Germany; *Email*: Siebert-Ott@uni-koeln.de).

Individuelle Zweisprachigkeit, gesellschaftliche Mehrsprachigkeit und Schulerfolg. [Individual bilingualism, community multilingualism and success at school.] *Zeitschrift für Fremdsprachenforschung* (Berlin, Germany), **12**, 1 (2001), 39–61.

An important point in the current debate about language competence and school achievement of immigrant children is the future role of the children's mother tongue in the curriculum. Though empirical studies show the efficiency of programmes where the migrant children's first language is used as a medium of instruction and/or taught as a subject, there is not much public support for bilingual education. In contrast, bilingual education for majority children – another very efficient form of promoting bilingualism – is supported by the public, especially by parents, teachers, and school administrators. It is argued here that early two-way immersion programmes (e.g., the programme of the Staatliche Europaschule Berlin) for minority and majority children are an excellent answer to this dilemma, and that bilingual education for minority children deserves as much public support as bilingual education for majority children.

02–215 Ytsma, Jehannes (Fryske Akademy, The Netherlands; *Email*: jytsma@fa.knaw.nl). Towards a typology of trilingual primary education. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **4**, 1 (2001), 11–22.

Trilingual primary education is a growing phenomenon in Europe. However, 'trilingual primary education' is just an umbrella term. There are various different manifestations of the phenomenon. In this contribution an attempt is made to develop a first typology of trilingual primary education. The typology proposed is based on three dimensions: (1) the linguistic context in which trilingual education takes place, coupled with (2) the linguistic distance between the three language varieties at issue, and (3) the organisational design of the teaching of the three school languages. The result is a classification consisting of 46 distinct types of trilingual primary education.

Sociolinguistics

02–216 Cooke, David (York U., Toronto, Ontario, Canada). Lives on hold: ESL in a restructured society. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, B.C.), **18**, 2 (2001), 65–77.

This article presents a survey of English as a Second Language (ESL) in Auckland, New Zealand, in the light of the pervasive restructuring of society and education in the last 15 years. The findings reveal that the lives of adult immigrants are difficult and precarious. Many realise that their previous training and experience are unsuitable for their chosen occupations, and so they have to make drastic career changes. Their main contact

with fluent English is largely limited to ESL classes rather than the English environment around them. New Zealand government immigration policies seem opportunistic and discriminatory. Institutions face difficulties in funding some ESL programmes and so encounter problems in planning and continuity.

02–217 Jo, Hye-young (Academy of Korean Studies, 50 Unjung-Dong, Pundang-Gu, Sungnam-Si, Kyonggi-Do, Korea; *Email*: hyeyoungjo@yahoo.com). 'Heritage' language learning and ethnic identity: Korean Americans' struggle with language authorities. *Language, Culture and Curriculum* (Clevedon, UK), **14**, 1 (2001), 26–41.

This one-year ethnographic study investigates how second-generation Korean-American students form and transform their senses of ethnicity through their participation in Korean language classes. The study took place at the University of Illinois, Urbana-Champaign, in (basic and intermediate level) Korean language classes that were largely populated by second- and 1.5-generation Korean Americans. These Korean-American college students, who have 'successfully' negotiated through the American educational system, showed that becoming an English speaker does not necessarily mean the loss of ethnic identity, and that learning Korean (a 'heritage' language) does not necessarily lead to homogeneous ethnic identity formation. Although the classroom is certainly a place in which language knowledge is imparted, much classroom activity utilises words and grammatical points as semantic mediators of culture, history, and even politics; in short, the stakes are high. This ethnography focuses on the micro-practices of language teaching and learning in order to explore these interactions, and thereby take up identity formation and transformation. Participants' personal language repertoire and use reflect diverse social worlds and locations (including time of immigration, place of residence, and relationship to the homeland) through which their transnational lived histories have been constituted.

02–218 Kelly, Clare, Gregory, Eve and Williams, Ann (Goldsmiths U. of London, UK). Home to school and school to home: syncretised literacies in linguistic minority communities. *Language, Culture and Curriculum* (Clevedon, UK), **14**, 1 (2001), 9–25.

This paper argues for the need to move beyond the paradigm of parental involvement in children's early literacy through story-reading practice, which presently informs home/school reading programmes, to consider a wider framework for family and community involvement. The literature informing the current model is first examined, showing the marked absence of studies on the different literacy practices in which children from new immigrant/minority ethnic families engage and which may be different from those of their teachers. This prevailing mainstream paradigm is illustrated through the experiences of two young children reading

with their mother and sister. The paper also draws upon findings from research projects investigating the home, school and community reading practices of new immigrant families in east London, and compares them with families that do conform to the prevailing paradigm for successful involvement. In conclusion, principles are suggested for inclusive education for minority families.

02–219   Lai, Mee-ling (Hong Kong Inst. of Ed., Hong Kong; *Email*: mllai@ied.edu.hk). Hong Kong students' attitudes towards Cantonese, Putonghua and English after the change of sovereignty. *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **22**, 2 (2001), 112–33.

When Hong Kong was returned to the sovereignty of China by the British in July 1997, the new Hong Kong SAR (Special Administrative Region) Government announced the 'Biliterate and Trilingual' policy for all schools. Hong Kong students of this generation are expected to be proficient in both written English and Chinese, and speak fluent English (the international language), Cantonese (the vernacular language) as well as Putonghua (the national language of the People's Republic of China). This article reports a questionnaire study conducted with 134 senior secondary students to find out the attitudes of secondary school students towards these three languages. Given also the important relationship between social class, achievement and language attitudes, the paper compares the language attitudes of two main groups of Hong Kong students, i.e., the middle-class elite and the working-class low-achievers. The findings showed that the former group was more inclined to use English, and the latter group the vernacular Cantonese. Despite this difference, both groups of students held generally positive attitudes towards the three languages.

02–220   Papademetre, Leo and Routoulas, Stephen (Flinders U. of South Australia; *Email*: leo.papademetre@flinders.edu.au). Social, political, educational, linguistic and cultural (*dis-*)incentives for languages education in Australia. *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **22**, 2 (2001), 134–51.

The issues related to language and culture teaching and learning in Australia across all levels of state-funded education have continuously centred around the socio-cultural and linguistic aspirations for maintenance of primarily immigrant parents and their children. However, the equally important aspirations of the Australian-born parents for their own children, the grandchildren of immigrant grandparents, are seldom examined by researchers and education specialists. In this study, parents of Hellenic background, born and educated in Australia, share their current self-defined, bilingual and bicultural aspirations for the cultural and linguistic future of their children. Their views and opinions reflect their personal interactions and negotiations with the ever-changing sociocultural, sociopolitical, and socioeconomic contexts of the funding state

that constantly regulates all opportunities for languages/cultures education in schools within the continuously evolving federal agenda on 'multicultural' policy. Excerpts from interviews with these parents are presented and the discussion is focused on the ambivalence characterising their perspectives on educational opportunities for their children. This study argues that this ambivalence is influenced by the dis-incentives advocated through the ideological discourse on languages education in official government documents that, in turn, reflect the shifting ideology on what it means to be bicultural and bilingual in present-day Australia.

02–221   Piquemal, Nathalie (U. of Manitoba, Canada). Langue maternelle, langue ancestrale: un paradoxe linguistique. [Mother tongue, ancestral language: a linguistic paradox.] *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, B.C.), **18**, 2 (2001), 97–107.

This article deals with the implications of Aboriginal communicative norms and interaction patterns in the development of linguistic competence in Aboriginal students, with special attention to the behavioural norm of non-interference in their interactions with others. More specifically, the article argues that many Aboriginal students for whom English is their mother tongue find themselves in a similar situation as learners of English as a second language insofar as they communicate and interact in ways that are consistent with their ancestral language. Drawing on ethnographic research with Aboriginal communities, the article outlines the sociolinguistic difficulties which many Aboriginal people encounter in their relationships with dominant culture researchers as well as teachers. The article stresses the need to recognise the development of dual linguistic competence in Aboriginal students, thereby contributing to their educational success.

02–222   Rida, Anne and Milton, Marion (Edith Cowan U., Western Australia). The non-joiners: why migrant Muslim women aren't accessing English language classes. *Prospect* (Macquarie U., Sydney, Australia), **16**, 1 (2001), 35–48.

Much literature and research has been devoted to the disadvantages faced by migrant women from diverse cultural and linguistic backgrounds who continue to experience a lower standard of English proficiency. For non-English speaking background migrant Muslim women, the factors of ethnicity and gender may be further compounded by a third dimension associated with religious and cultural barriers to participation. The study reported in this paper was based on the recognition that migrant Muslim women do in fact form a group whose needs and status differ from those of other migrant women. The study was designed to explore both the internal and external factors which influence the decisions of migrant Muslim women to access or not access their 510-hour English language entitlement in Australia. Twenty-three such women from a variety of different ethnic backgrounds, and three 'key informants',

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were interviewed. The paper concludes with some practical recommendations to help such women find out about and attend classes more easily.

02–223   Smolicz, J. J., Nical, I. and Secombe, M. J. (The U. of Adelaide, Australia; *Email*: jerzy. smolicz@adelaide.edu.au). Educational policies and language maintenance in multilingual settings: Australia and The Philippines. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **4**, 1 (2001), 242–64.

This paper compares the educational policies and levels of language maintenance found in the linguistically diverse societies of Australia and The Philippines. The respondents in the study were senior secondary school students and their parents selected from three non-Tagalog-speaking communities in the Philippines (Cebuano, Ilocano and Waray) and from the Filipino immigrant community in Australia. Analysis of the data, collected through questionnaires and personal statements, indicated that usage and positive attitudes to regional languages for oral communication were comparatively high for all groups, suggesting their core value significance at the local level, but were minimal in relation to literary activities. While the Ilocano respondents favoured Filipino for reading and writing purposes, the Cebuano and Waray respondents preferred to read and write in English. In the Australian context exogamous marriages had a negative influence on the maintenance of both Filipino and other regional languages, but there was evidence of Filipino/Tagalog becoming more frequently spoken as a core identifying value of the Filipino-Australian community.

02-224   Sneddon, Raymonde (U. of East London, UK; *Email*: sneddon@uel.ac.uk). Language and literacy: children's experiences in multilingual environments. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **4**, 1 (2001), 265–82.

The study reported here investigates the language use and literacy practices of 36 children (aged three-and-a-half, seven and 11) from a Gujerati and Urdu-speaking Muslim community in North-East London. These experiences are explored in the children's three-generation families, in the community and in school through interviews, recordings and observations. They are related to the children's educational achievement and whether or not they make use of a local community cultural and religious centre. The findings suggest that children who have access to the culture and leisure facilities of a community centre maintain a higher level of linguistic vitality in Gujerati and are more creative story tellers in both Gujerati and English than children who do not have these opportunities. Support for Gujerati in the home is oral rather than literacy-based and does not have a significant direct impact on children's achievement in literacy. Support for literacy in English is related to books, and does have a positive impact. Overall, by age 11, children are performing above the norms for monolingual English-speaking children of a similar background, are fluent speakers of a dialect of Gujerati and are becoming literate in Urdu for religious purposes.

02-225   Wong, Ping (Seneca Coll. English Language Institute, Toronto, Ontario, Canada), **Duff, Patricia and Early, Margaret.** The impact of language and skills training on immigrants' lives. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, B.C.), **18**, 2 (2001), 1–31.

This study is a qualitative exploration of the experiences of immigrants who completed a health care aide training programme that combined occupational skills and English as a Second Language training. The focus was the employment barriers and personal benefits associated with programme completion. Data were collected through structured interviews with nine participants (eight women, one man), supplemented with document data from application forms and intake assessment tests. The findings revealed that participation in the training programme had a major impact on the employment, identities, and settlement of programme participants. The skills and language training improved employment prospects, although many individuals had to overcome such employment barriers as the need to work on call, conflicts between domestic responsibilities and work outside the home, and transportation limitations. Many participants also spoke of the importance of learning job-search skills and the personal significance of having an occupational identity. Finally, successful completion of the programme increased the self-confidence and autonomy of the individuals, which in turn aided their settlement and integration into Canadian society. The article concludes with recommendations for future research, as well as pedagogical interventions to assist participants with their ongoing language learning, job aspirations, and settlement.