

## Language teaching

doi:10.1017/S0261444805212636

**04-421 Allen, Susan** (U. Maryland, USA; *Email: srallen@erols.com*). **An analytic comparison of three models of reading strategy instruction.** *International Review of Applied Linguistics for Language Teaching* (Berlin, Germany), **41** (2003), 319–338.

This literature review discusses the most efficient and useful reading comprehension strategies for L2 and FL learners. After an introductory section on definitions and explanations of learning strategies, the review goes on to present three different models for reading comprehension strategy instruction: Reciprocal Teaching Approach, Transactional Strategy Instruction, and the Cognitive Academic Language Learning Approach. The comparison is based on the design of each approach, their primary theoretical orientation, major purpose, main research hypotheses, typical research designs and main variables, and strategy instruction practices. The final part of the review looks at the implications for teaching reading strategies, where it is suggested strategy instruction is useful for diverse groups of learners and that a flexible, strategy-rich teaching method is also valuable.

**04-422 Angelini, Eileen M.** (Philadelphia U., USA). **La simulation globale dans les cours de Français.** [Global simulation activities in French courses] *Journal of Language for International Business* (Glendale, Arizona, USA), **15**, 2 (2004), 66–81.

A step-by-step description is provided of how to conduct a global simulation activity in French, including pre-activity work, group selection, and an explanation of a five-stage approach where students are set different tasks which re-create what they are likely to face when they start their professional careers. These stages include making decisions about the type of product and location of offices, company structure, advertising, personnel structure, and daily operations of the company. The activity relies heavily on teamwork and is designed to improve students' FL skills, further their knowledge of the culture of international business, and show participants the benefits and struggles involved when working together in a diverse environment.

**04-423 Beaudoin, Martin** (U. of Alberta, Canada; *Email: martin.beaudoin@ualberta.ca*). **A principle-based approach to teaching grammar on the web.** *ReCALL* (Cambridge, UK), **16**, 2 (2004), 462–474.

The author suggests that grammar teaching is often over-emphasised in the language classroom, while com-

munication skills are often neglected. This article suggests grammatical competence may be taught separately using computer programmes, thus allowing more time for teachers to focus on communication skills. The article explores principles concerned with building grammar teaching programmes which may then be placed on an internet website; it uses the example of 'Pomme', an interactive French grammar database, to do this. The article looks firstly at general website design principles such as clarity, interactivity, possibility of reviewing past performance and ability to accommodate different learning styles. It then looks at design principles specific to teaching grammar, such as the provision for scaffolding of concepts, offering the option of inductive or deductive learning and working in either exploratory or preset mode. The article describes evaluation sessions of how users navigated through various features of 'Pomme' and concludes further research should focus on increasing levels of interactivity on both this and other French grammar websites.

**04-424 Bianchi, Sebastián** (U. Cambridge, UK; *Email: asb49@cam.ac.uk*). **El gran salto: de GCSE a AS level.** [The big jump: GCSE to AS level] *Vida Hispánica* (Rugby, UK), **30** (2004), 12–17.

A discussion is presented of the perceived difficulties encountered by secondary-school teachers and students beginning a course leading to AS level Spanish having just completed GCSE level. It is suggested that there is a significant difference in what is required of the student and that these differences need to be met with specifically focused activities. A number of such activities are presented here, based on the principle that the students require bottom-up activities which build on, rather than replace, the base work done at GCSE level. Two reading comprehension exercises and one grammar exercise are discussed as examples of this methodology, each of which is used as a springboard to other, more taxing, classroom activities.

**04-425 Burden, Peter** (Okayama Shoka U., Japan; *Email: burden-p@po.osu.ac.jp*). **Do we practice what we teach? Influences of experiential knowledge of learning Japanese on classroom teaching of English.** *The Language Teacher* (Tokyo, Japan), **28**, 10 (2004), 3–9.

Inspiration for this paper came from the author's experiences of a Japanese class, in which the teacher encouraged learning through the use of activities that "communicative" English teachers (like the author) would discourage in their English conversation classrooms. The author enjoyed repeating after the teacher, made great use of a bilingual dictionary, and before each

class felt a sense of anticipation over the mini test of the previous week's vocabulary and the concomitant expectation of teacher praise. The author questions whether this experience was a true expression of his learning beliefs, rather than the so-called communicative method that he had been instilled with when gaining professional qualifications. The author contrasts two types of knowledge: received and experiential, and the different ways of learning that produce these different types of knowledge. The author questions whether he is doing his students a disservice by denying them classroom tasks or activities because they are deemed inappropriate in a so-called communicative approach to learning.

**04-426 Coria-Sánchez, Carlos M.** (U. North Carolina-Charlotte, USA). **Learning cultural awareness in Spanish for business and international business courses: the presence of negative stereotypes in some trade books used as textbooks.** *Journal of Language for International Business* (Glendale, Arizona, USA), **15**, 2 (2004), 49–65.

This paper uses the recent increase in Spanish for Business classes in American higher education to cast a critical eye over a number of “tradebooks” used to cover different cultural aspects of doing business in Spanish-speaking countries. The pedagogical value of these tradebooks is discussed, with specific analysis of the important cultural aspects of Mexican society discussed in a number of books. The conclusion is that the books are not sociological or anthropological texts based on research. They might create broad and biased generalisations, contradictions, and negative stereotypes and should not be used as a model for cultural awareness without the proper input and analysis by those teaching the course.

**04-427 Cortes, Viviana** (Iowa State U., USA). **Lexical bundles in published and student disciplinary writing: Examples from history and biology.** *English for Specific Purposes* (Oxford, UK), **23**, 4 (2004), 397–423.

The paper examines the importance of lexical bundles (a form of word combination in particular registers). The author aims to improve understanding of the function of lexical bundles in academic prose. The study uses a corpus of published writing from history and biology journals to identify lexical bundles and classifies them structurally and functionally. The paper also compares the use of lexical bundles by published authors in history and biology and by students at different levels. The author suggests that the study shows that students rarely use these target bundles in their writing. In addition, the author claims that when students did use lexical bundles, their use did not correspond to the uses of bundles employed by professional authors. The author speculates on reasons why lexical bundles are not used

by EAP students. The paper presents some pedagogical implications, including a suggestion that a systematic coverage of lexical bundles needs to be developed. The paper calls for further studies to find ways to bridge the gap between published writing and student writing in academic disciplines.

**04-428 Cowley, Peter** (U. of Sydney, Australia; *Email: peter.cowley@arts.usyd.edu.au*) and **Hanna, Barbara E.** **Cross-cultural skills – crossing the disciplinary divide.** *Language and Communication* (Oxford, UK), **25**, 1 (2005), 1–17.

Courses in cross-cultural communication and in foreign languages, in Australian universities at least, often fail to communicate across institutional and disciplinary barriers. Starting from an analysis of two courses in intercultural communication (one undergraduate and one MBA), offered by a Faculty of Business this paper examines how the courses foreground cultural difference and where they locate it in relation to the classroom. The analysis raises a number of issues relevant to the teaching of culture within language courses. The authors observe that courses in cross-cultural communication tend to lay emphasis on analytical ability and displays of knowledge rather than on performance, whereas a language class deals with performance but may not provide learners with theoretical knowledge regarding the target culture. The benefits of an interdisciplinary approach are explored with particular reference to the teaching of French.

**04-429 Curado Fuentes, Alejandro** (U. of Extremadura, Spain; *Email: acurado@unex.es*). **The use of corpora and IT in evaluating oral task competence for Tourism English.** *CALICO Journal* (Texas, USA), **22**, 1 (2004), 5–22.

In this study the oral competence of third-year American university students studying Tourism in Spain was assessed by the use of two customised electronic corpora, one based on formal oral reports on Business technology, and the other on spontaneous speech in student group discussion on Economics, thus covering both the formal and informal aspects of Tourism English. The students were given corpus-based activities prior to assessment; a control group was not. Content and language strategies were assessed in terms of lexical competence and cohesive markers by contrasting them with corpus data frequencies. The results (discussed in detail) showed that corpus information exploited in class led to considerably enhanced performance. Though the experimental group made a similar number of language mistakes to the control group, they produced better quality language as well as exhibiting greater self-confidence. The author suggests future research should integrate spontaneous speech in EAP/EPP (English for Academic/Professional Purposes) in the attempt to achieve a good quality learning outcome.

**04-430 Currie, Pat** (Carleton U., Canada; *Email: pcurrie@ccs.carleton.ca*) and **Cray, Ellen.** **ESL literacy: language practice or social practice?** *Journal of Second Language Writing* (New York, USA), **13**, 2 (2004), 111–132.

This paper investigates how English writing is taught in China, under the increasing influence of North American theories and pedagogies. Aspects of writing instruction were monitored in a university of Midwest China that runs English courses for over 7,000 undergraduates majoring in subjects other than English. Evidence collected from teaching materials, classroom observation and student interviews highlighted the role of national syllabus requirements, where the written component stresses correct form rather than well-developed thought. This is reinforced by a textbook based on model essays to be copied for assignment writing. The authors' impression is that test-taking skills prevail over language for communication. Despite long working hours and limited autonomy there are signs, however, that teachers are slowly moving to Western approaches and process-oriented teaching. With time and increased exposure to new writing approaches, this direction of change may continue.

**04-431 Dellinger, Mary Ann** (Virginia Military Institute, USA). **La Alhambra for sale: a project-based assessment tool for the intermediate business language classroom.** *Journal of Language for International Business* (Glendale, Arizona, USA), **15**, 2 (2004), 82–89.

Project-based assessment is said to both reduce language anxiety and permit student-measured progress through process and product. Here, such a tool is described and discussed in the context of the intermediate business language school. Digital technology in the form of graded Powerpoint presentations are used together with five writing projects coinciding with the lexical and structural topics presented through the project to improve the acquisition of structure and context-sensitive lexicon. The paper includes examples from the activities, showing how project skills such as editing, peer collaboration, and self-evaluation can be used to empower the learner by shifting the focus from teacher-centred activities to open-ended language experiences that synthesise linguistic development and cultural awareness.

**04-432 Erler, Lynn** (U. Oxford, UK; *Email: lynn.erler@educational-studies.oxford.ac.uk*). **Near-beginner learners of French are reading at a disability level.** *Francophonie* (Rugby, UK), **30** (2004), 9–15.

After an initial critical review of the literature on L1 English reading and the reading process, this paper presents empirical data on Year 7 learners' experiences of reading in L2 French. 359 pupils from 14 different groups in two secondary schools in England were given

a pen and paper test of phonological awareness through final vowel sounds to see whether they could recognise end rhyme. The marking scheme was based on a correct mark being given for each positive choice of rhyme from the four multiple-choice options. Results showed a mean of just over 20% correct items returned and an independent t-test revealed no significant difference between the schools. Thus, despite different textbooks being used in the two contexts, pupils were seen to have little idea after one year of L2 French about spelling-sound rules for principal vowels in the language and for the general rule of silent final consonants. It is suggested that such results have parallels in reading impairment research and that there must be negative effects on pupils' motivation and interest for the language as a result.

**04-433 Fleming, Stephen** (U. of Hawai'i at Manoa, USA; *Email: sfleming@hawaii.edu*) and **Hiple, David.** **Distance education to distributed learning: multiple formats and technologies in language instruction.** *CALICO Journal* (Texas, USA), **22**, 1 (2004), 63–82.

There are many delivery formats for distance education and this paper discusses the implications for teaching of the rapid evolution of the technology. The author reviews definitions of distance education, making a distinction between distance and virtual education. The suitability of interactive TV (ITV), the World Wide Web and distributed learning is discussed. Although ITV most closely replicates the face-to-face interaction of the classroom, there are problems with delivery and cost in many parts of the world. The Web is universally and cheaply accessible, but presents problems as far as the sound channel is concerned, making it therefore more suitable for advanced courses in non-speaking skills. Distributed learning, which combines different media and possibly a face-to-face element, is probably the best format for teaching beginners and intermediate FL learners. A model is given for introductory Web-based courses. The main drawback of Web-based instruction at the moment is that it cannot allow students to speak, so no distance course can dispense entirely with the classroom; however, the author argues that distributed learning will gradually play a central role in FL instruction.

**04-434 Fonder-Solano, Leah and Burnett, Joanne.** **Teaching literature/reading: a dialogue on professional growth.** *Foreign Language Annals* (New York, USA), **37**, 3 (2004), 459–469.

Between 1999 and 2002, two university teachers working in the foreign language department of a public university, one trained in second language acquisition/teacher education and French, and the other in Hispanic literature, undertook a comparative qualitative study of their particular third-year reading course. Using a variety of data sources, most importantly extensive interviews, but also videotaped classes, syllabi, course

handouts, class activities, and a reflective journal, they documented their teaching beliefs, practices, and perceptions of themselves and each other. The results report conceptual and curricular changes, and the implementation of new ideas in classroom practice. In engaging in critical inquiry and dialogue about their professional lives, these two seasoned teachers add to the growing body of teachers' stories. This study also meaningfully addresses the issue of professional regard between colleagues in a foreign language department with dissimilar academic backgrounds, namely literature and pedagogy.

**04-435 Ghaith, Ghazi** (American U. of Beirut, Lebanon; *Email*: gghaith@aub.ed.lb). **Correlates of the implementation of the STAD co-operative learning method in the English as a Foreign Language classroom.** *Bilingual Education and Bilingualism* (Clevedon, UK), **7**, 4 (2004), 279–294.

This study investigates the connection between teachers' experience, their beliefs concerning the acquisition of knowledge, their behavioural intentions to implement instructional innovations, and their use of the Student Teams Achievement Divisions (STAD) co-operative learning method in teaching English as Foreign Language (EFL). Fifty-five EFL teachers, from diverse school backgrounds in Lebanon, and teaching across the age range, participated in the study. They completed a demographic questionnaire and another Likert-type questionnaire that measured the variables under consideration (reproduced in Appendix). Results indicated that teachers' interpretive beliefs, attitudes towards STAD, subjective norms, and perceived degree of behavioural control play a significant role in the use of STAD in EFL teaching. Conversely, results revealed that teachers' transmissive beliefs and experience did not influence their use of STAD in their teaching. Implications for teacher preparation and suggestions for further research are discussed.

**04-436 Gilmore, Alex** (Kansai Gaidai U., Japan). **A comparison of textbook and authentic interactions.** *ELT Journal* (Oxford, UK), **58**, 4 (2004), 363–374.

This paper contrasts coursebook dialogues with comparable authentic interactions. The author highlights nine discourse features in seven featured dialogues published in coursebooks between 1981 and 1997. These are matched with the same number of 'real world' equivalents. The study suggests that textbook dialogues differ considerably from their authentic equivalents across a range of discourse features: length and turn-taking patterns, lexical density, number of false starts and repetitions, pausing, frequency of terminal overlap or latching, and the use of hesitation devices and back-channelling. The author considers the implications of the inclusion or absence of the highlighted discourse features in textbooks. He argues that features such

as hesitation and back-channelling could be usefully included at early stages but that other features, such as terminal overlap or false starts may be justifiably omitted until higher levels. The paper suggests that more recent coursebooks are beginning to incorporate more natural discourse features and if students are to operate independently outside the classroom they should be exposed to the 'truer nature' of conversation.

**04-437 Hayden-Roy, Priscilla** (U. of Nebraska-Lincoln, USA). **Well-structured texts help second-year German students learn to narrate.** *Die Unterrichtspraxis* (Cherry Hill NJ USA), **37**, 1 (2004), 17–25.

This paper begins with a short discussion of the perceived implications of the ACTFL Proficiency Guidelines (1986) for second-year German curricula design, with specific focus on the standards for Advanced level. How the development of this skill can become a central emphasis of the second-year curriculum is then the subject of consideration, with a description of the use of text summary in class. Particular emphasis is placed on the contribution of recent research by cognitive psychologists, which points to the importance of text structure in facilitating recall. The remainder of the paper is devoted to the presentation and discussion of materials developed for this level of German learning at a USA university, together with examples of the scaffolded activities used in preparing students to summarise texts. The paper concludes that narrative structures affect comprehensibility and recall and that culturally familiar and simple, but authentic, materials such as those presented provide important affective and cognitive support to students learning the skill of narration.

**04-438 He, Agnes Weiyun** (SUNY Stony Brook, USA; *Email*: agnes.he@stonybrook.edu). **CA for SLA: arguments from the Chinese language classroom.** *The Modern Language Journal* (Malden, MA, USA), **88**, 4 (2004), 568–582.

The aim of this paper is to explore the uses and non-uses of conversation analysis (CA) for language learning, specifically L2 Chinese. In the first section, there is a discussion of the uses of CA for SLA, with the proposal made that the basic knowledge obtained can be usefully applied to learning, instruction, and oral assessment. A further suggestion is that CA studies of classroom interaction can provide useful descriptions of novice-expert interactions and participants' identity construction. The author further claims that CA, unlike language socialisation research, cannot address introspective, unobservable matters that may be important in language learning and is of limited use in following learning over time. The final part of the paper argues that CA provides a valuable, albeit distinct, kind of insight into SLA and has advantages for this field as an empirical approach, a qualitative research method, and

as an exact method of identifying and characterising human interaction.

**04-439 Hegelheimer, Volker** (Iowa State U., USA; *Email*: volker@iastate.edu), **Reppert, Ketty, Broberg, Megan, Daisy, Brenda, Grggurovic, Maja, Middlebrooks, Katy and Liu, Sammi.** **Preparing the new generation of CALL researchers and practitioners: what nine months in an MA program can (or cannot) do.** *ReCALL* (Cambridge, UK), **16**, 2 (2004), 432–437.

The increasing prevalence of technology in the language classroom now means teacher-training programmes have to consider the inclusion of aspects of information technology (IT). This paper outlines work done in the area of computer assisted language learning (CALL) on an MA in Teaching English as a Second Language/ Applied Linguistics at a university in the USA. The paper describes how participants had previously used IT in the classroom and how their perceptions of its use changed throughout the course. It outlines issues related to teacher-training and CALL along four development continua and points out how the belief that aspiring language teachers and researchers are eager to utilize IT may be questionable. The study involved nine novice teacher participants who were encouraged to introduce aspects of the web to their teaching. Each completed a reflective questionnaire and a computer capabilities self-assessment, and engaged in a project that combined computer skills and pedagogy. The paper outlines the subsequent usage of such projects in classroom settings and concludes that this particular course increased the computer literacy levels of all participants.

**04-440 Hémar, Dominique** (London Metropolitan U., UK; *Email*: d.hemard@londonmet.ac.uk). **Enhancing online CALL design: the case for evaluation.** *ReCALL* (Cambridge, UK), **16**, 2 (2004), 502–519.

Although the potential computer-assisted language learning (CALL) has for language teaching is often remarked upon, little is known about its impact on and meaningful use by the user population of both teachers and learners. This article outlines a systematic evaluation of the effectiveness of CALL material. The article describes the evaluation parameters of Human Computer Interaction (HCI) such as usability, types and goals and limitations and suggests benefits of systematic evaluation of both CALL material design objectives and impact on target learners. It outlines a web-based language learning project that started in 1998 in which software was developed for teaching French in a higher education setting in the UK. The aim of the study was to investigate the extent to which the students' mental model of the material concerned matched the intended design model. Three methods of data collection were chosen: questionnaire, 'walkthrough' observations of students interacting with the material and focus group meetings. The article explains how although data

obtained from the questionnaire was flawed, data from the other two sources were satisfactory and concludes that, due to its scarcity, such reliable evaluative data should be better shared among the CALL community.

**04-441 I-Ru, Su** (National Tsing Hua U., Taiwan; *Email*: irusu@mx.nthu.edu.tw). **The effects of discourse processing with regard to syntactic and semantic cues: a competition model study.** *Applied Psycholinguistics* (Cambridge, UK), **25** (2004), 587–601.

This study uses a competition model by Bates and MacWhinney (1982) to probe the influence of prior discourse information on sentence processing vis à vis the intrasentential information in a crosslinguistic perspective. Specifically, it examines the effects of discourse context on sentence interpretation. 24 Chinese NS and 24 English NS listened to recorded versions of target sentences and circled on the printed version the noun he or she thought did the action in the sentence. Results showed the English NS relying on discourse context to interpret to a greater extent than the previous research has suggested and the Chinese NS making use of context information to a greater degree than their English counterparts. It is concluded, with some caveats, that evidence is provided here for a strong effect of discourse context in assigning semantic roles vis à vis intrasentential cues in both English and Chinese processing.

**04-442 Ingram, David** (Melbourne U. Private, Australia; *Email*: d.ingram@muprivate.edu.au.), **Kono, Minoru, Sasaki, Masako, Tateyama, Erina and O'Neill, Shirley.** **Cross-cultural attitudes.** *Babel – Journal of the AFMLTA* (Queensland, Australia), **39**, 1 (2004), 11–19.

A central aim of language teaching is to help develop cultural knowledge, understanding and the fostering of positive cross cultural attitudes. This paper summarises findings of two earlier Australian studies focusing on student attitudes to the teaching of culture. It then discusses findings from a later project which examined Japanese teacher perceptions of the English language teaching programme implemented in secondary schools. This focused on aspects of course design and teaching method shown by earlier research to help develop positive cross-cultural attitudes. 47 teachers from ten schools in a rural area of Japan completed questionnaires translated into Japanese by team members. Results showed that course design, goals and teaching and learning activities related to cross cultural attitudes were given only moderate priority by teachers. Teacher responses suggested a largely formal, teacher centred approach to language teaching with few opportunities for learners to use the language creatively, informally and in uncontrolled social situations extending beyond the classroom. The authors conclude that further research is still required to examine more closely the relationship between language learning and cross

cultural attitudes and to develop effective course design and teaching methods in the light of new findings.

**04-443 Jackson, Alison** (Bridgewater High School, UK; *Email: alison@thebirches777.fsnet.co.uk*). **Pupil responsibility for learning in the KS3 French classroom.** *Francophonie* (Rugby, UK), **30** (2004), 16–21.

This paper describes the procedures that the Modern Language faculty in a British comprehensive school followed in their focus on teaching and learning KS3 French over one academic year. In an effort to increase pupil responsibility for learning and, thereby, their achievement, a number of success criteria were established, including data from interviews with pupils, evidence from classwork, and observations of teaching methods. Results are presented with examples of good practice and notes to comment on how the example promotes pupil responsibility. From these results, a first draft of faculty policy on pupil responsibility has been formulated, an example of which is provided in the conclusions.

**04-444 Jamieson, Joan, Chapelle, Carole A. and Preiss, Sherry** (Northern Arizona U., USA; *Email: joan.jamieson@nau.edu*). **Putting principles into practice.** *ReCALL* (Cambridge, UK), **16**, 2 (2004), 396–415.

This article describes how a subset of criteria were used to evaluate the design of computer-assisted language learning (CALL) materials. This evaluation focused on the materials rather than on the tasks offered to programme users. The article analyses the extent to which the CALL materials provided evidence of language learning potential in terms of enhanced input, interaction and linguistic production. The courseware analysed was the intermediate level of a multi-media integrated-skills programme called Longman English Online (LEO 3) from Pearson education, which was later renamed Longman English Interactive. Enhanced input was measured in terms of salience, modification and elaboration. Interaction was measured in terms of between people and the computer, or intrapersonal i.e. within the user's mind. Linguistic production was evaluated in terms of computer features related to planning and correction. The CALL tasks in LEO 3 were examined in terms of authenticity and construct validity. The article presents in table form the results of the evaluation which outline how, although enhanced input resulted in good implementation of salience and modification, other features such as intrapersonal interaction were relatively weak. It is suggested that if CALL developers could familiarise themselves with the criteria used in this study it will result in CALL materials more able to promote second language learning.

**04-445 Jiang, Nan** (Georgia State U., USA; *Email: njiang@gsu.edu*). **Morphological**

**insensitivity in second language processing.** *Applied Psycholinguistics* (Cambridge, UK), **25** (2004), 603–634.

Although ESL learners' morphological difficulties are widely realised, there is no consensus regarding the nature or locus of these difficulties. Two different approaches can be identified: one which assumes such difficulties reflect a certain deficit in the learners' L2 competence, and another which attributes them to a performance deficiency and processing or control type difficulties. This study tested these explanations by examining whether morphological difficulty is competence- or performance-related. 30 Chinese ESL speakers and 30 L1 English NS read English sentences for comprehension in three self-paced word-by-word reading tasks. Reading times were measured to determine sensitivity to idiosyncrasies and disagreement in sentences that do and do not involve the number morpheme. L2 learners were found to show no difference in reading time between number agreement/disagreement sentences, but were sensitive to other idiosyncrasies tested. Unlike the NS, their processing time was not affected by number disagreement. This insensitivity to the number morpheme may suggest that their morphological knowledge is not an integrated part of their automatic L2 competence.

**04-446 Kim, Hae-Dong** (Catholic U. of Korea; *Email: kimhd@catholic.ac.kr*). **Learners' opinions on criteria for ELT materials evaluation.** *English Teaching* (Anseonggun, Korea), **59**, 3 (2004), 3–28.

If learners are the main users of English language teaching (ELT) materials, teachers can usefully consider learners' criteria for selection when choosing or adapting textbooks. Previous studies of learners' beliefs about material evaluation criteria have produced discrepancies, justifying the need for a context-specific study in Korean universities. The development of the research instrument (a 15-item checklist, using a seven-point Likert scale for responses) from a 60-item preliminary questionnaire is described. The questionnaire survey, administered to a total of 1,133 Korean university students with a range of demographic backgrounds was conducted on four different ELT courses (at different universities) on three separate occasions. A high level of agreement on criteria, implying consensus among learner beliefs, emphasises quality of cassette tapes, interest, price, learning aims, cultural tone and coverage of four skills and communicative strategies. Learners' essays emphasised additional criteria for textbook evaluation. The study's findings hold implications for both textbook choice and materials development within similar contexts, allowing teachers to actualize principles of a learner-centred curriculum. The checklist developed is applicable to other contexts, and it is suggested that it could be used to make comparisons with other times and contexts.

**04-447 Kim, Hae-Ri** (Kyungil U., Korea; *Email: hrkimasu@hanmail.net*). **Exploring the role of a**

**teacher in a literature-based EFL classroom through communicative language teaching.**

*English Teaching* (Anseonggun, Korea), **59**, 3 (2004) 29–51.

The introduction of communicative language teaching (CLT) into Korean secondary schools requires teachers to take on different roles from those of traditional classrooms. The article presents a study utilizing practitioner research to investigate the roles of the English as a Foreign Language (EFL) teacher in a CLT context. The author developed a literature-based EFL curriculum for the fourteen participants (6th, 7th and 8th graders) of mixed ability in English, who were offered twenty 100-minute conversation classes, studying books, poems and picture books. Learner dialogue journals were used to reflect and share personal thoughts with the teacher. Data were collected from audio-recordings of the classes, group interviews with the researcher in Korean, and student writings, including journals and an end-of-course written survey. Teacher notes, and classroom documents were also used, and all data analysed qualitatively. Four teacher roles were identified and are analysed: Provider (from students' perspective, expressed in interviews, survey, and dialogue journals), Communicator, Collaborator (both revealed in transcripts of class recordings and dialogue journals), and Facilitator (revealed in transcripts of class recordings and teaching journal). Each role is seen as contributing to the learning process and reflecting the diverse and unique nature of EFL education.

**04-448 Kim, Jung-Hee** (International Graduate School of English, Korea; *Email*: alice@igse.ac.kr). **Intensive or extensive listening for L2 beginners?** *English Teaching* (Anseonggun, Korea), **59**, 3 (2004), 93–113.

The use made of intensive listening by many Korean teachers of English demands empirical evaluation. This article reports research investigating whether (1) listening comprehension scores are affected by exposure to either a variety of listening text or to a limited set of texts and (2) effects vary according to proficiency levels. The subjects were 179 first-year middle-school students, with classes randomly assigned either to the extensive (E) and intensive (I) listening groups, divided into High and Low levels. Forty short stories, length two to three minutes (one is included in an appendix), were read aloud over fifteen weeks, using the same methodology. Group E listened to forty different stories and Group I to five, repeated eight times. Time spent on listening outside class (assessed by questionnaire) was the variable used as covariate for the ANCOVA conducted. When tested, the Group E outperformed I at both levels, with extensive listening found more effective for both levels. The article concludes with suggestions for further extensive listening practice; a balance between intensive and extensive practice, as well as development of vocabulary and listening strategies, is

recommended. The need for a longer longitudinal study is also suggested.

**04-449 Lan, Rae and Oxford, Rebecca L.** (U. Maryland, USA; *Email*: raelan0116@yahoo.com). **Language learning strategy profiles of elementary school students in Taiwan.** *International Review of Applied Linguistics for Language Teaching* (Berlin, Germany), **41** (2003), 339–379.

Most studies of learning strategies (LS) have focused on adolescent and adult learners. Young learners of English in Asia have yet to be studied in any detail. In addition to providing such data, this study also seeks to draw attention to the importance of implementing L2 strategy instruction at an early age. After an extensive review of the literature on young children's L2 LS use, the paper goes on to present LS profiles for a group of 379 sixth-grade Taiwanese students using, in a first phase, an adaptation of Oxford's (1990) strategy questionnaire/inventory, followed by interviews on a smaller sample for further qualitative data. Findings showed significant relationships between LS use and gender, proficiency level, and the degree of liking English. These young learners also needed to rely on frequent use of compensation strategies to cope with the many challenges found in their EFL context. It is suggested that more cooperative learning needs to take place in classrooms, given that many Taiwanese EFL learners experience a degree of linguistic and social deprivation regarding English.

**04-450 Levis, John** (Iowa State U., USA; *Email*: jlevis@iastate.edu) and **Pickering, Lucy.** **Teaching intonation in discourse using speech visualization technology.** *System* (Oxford, UK), **32**, 4 (2004), 505–524.

Intonation, long thought to be a key to effectiveness in spoken language, is more and more commonly addressed in English language teaching through the use of speech visualization technology. The teaching of intonation can be further enhanced by connecting this technology to an understanding of how intonation functions in discourse. This paper examines the intonation of four native speakers of English reading lists of isolated sentences and then the same sentences as part of coherent discourse-level texts and presents data to show two ways in which a discourse context affects intonational choices: (1) the use of intonational paragraph markers (paratones) and (2) the distribution of tonal patterns. These two targeted intonational features were isolated and measured from native speaker recordings using a Kay Elemetrics *Computerized Speech Laboratory*. Analysis revealed that a sentence level context interferes with patterns of discourse-level intonation structure. The paper concludes with the pedagogical implications of the study for the teaching of intonation and argues the importance of incorporating computer-based instruction into the pronunciation classroom

along with encouraging contextualized, discourse-level practice with intonation.

**04-451 Liddicoat, Anthony L.** (Griffith U., Australia; *Email*: T.Liddicoat@griffith.edu.au). **The conceptualisation of the cultural component of language teaching in Australian language-in-education policy.** *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **25**, 4 (2004), 297–317.

Language teaching policy in Australia recognises culture as important and efforts have been made to integrate it into policy and curriculum documents. Although the problematic nature of the place of culture in Australian language-in-education (LEP) policy has been noted, there has been little real analysis of this problem. This paper discusses the subject through an analysis of LEP documents to determine how cultural knowledge is constructed and conceptualised. The first section describes a framework for understanding the cultural component of language education. The main section then focuses on a number of LEP documents, including the National Policy on Languages, Australian Language and Literature Policy, National Asian Languages and Studies in Australian Schools Strategy, and The Profile for Languages other than English in Australian Schools. It is concluded that the documents reviewed establish the importance of considering culture in language teaching in Australia but collectively and individually present a problematic framework for influencing the nature of that teaching. The main problem lies in the lack of a clear conceptualisation of culture as an aspect of language education as a basis for policies.

**04-452 McArthur, Tom.** Singapore, grammar, and the teaching of 'internationally acceptable English'. *English Today* (Cambridge, UK), **20**, 4 (2004), 13–19.

The author examines the question of whether or not Singapore would benefit from a revival of explicit and formal grammar teaching, and looks at the issue from both current and historical perspectives. He makes the point that even if grammar were to be overtly taught, the problem of deciding which and whose and what grammar to teach would be particularly challenging. He then moves on to a discussion about the nature of internationally acceptable English, and the practical difficulties involved in both deciding just what this means and how the teaching of it might be implemented in a Singaporean context. His conclusion is that the way forward might be to simply enjoy the existing diversity.

**04-453 Macbeth, Douglas** (Ohio State U., USA; *Email*: macbeth.1@osu.edu). **The relevance of repair for classroom correction.** *Language in Society* (Cambridge, UK), **33** (2004), 703–736.

An attempt is made to align the elicitation of students' correct answers with a main organisational domain in

studies of natural conversation, namely conversational repair. The basis for the discussion is McHoul's (1990) treatment of repair in classroom talk, which measures the findings on repair in studies of natural conversation to the regularities of correction sequences in classroom lessons. After an analysis of classroom discourse obtained in a fourth-grade language arts class with large numbers of immigrant students, it is argued, however, that repair is a different, and prior, order of discursive work and one that assumes the possibility of classroom correction. The difference is said to help us understand repair and correction as co-operating organisations of talk-in-interaction.

**04-454 Mahoney, Sean** (Fukushima U., Japan). **Role Controversy among team teachers in the JET Programme.** *JALT Journal* (Tokyo, Japan), **26**, 2 (2004), 223–244.

This article attempts to identify and clarify incongruous and problematic perceptions of team teachers' roles held by JET Programme Assistant English Teachers (AETs) and their Japanese English-teaching colleagues (JTEs). Confusion over who should do what, and especially the frustration resulting from belief conflicts between team teachers, produces negative pressure on partners that could be detrimental to English lessons and general classroom atmospheres. Using data collected from long-answer sections of a nationwide questionnaire involving over 1,400 junior and senior high school educators, the author investigates discord found between and within AET and JTE groups at both levels. While respondents generally concurred on the main (i.e., top three) roles expected of themselves and their partners, discrepancies did arise regarding other, less commonly perceived roles.

**04-455 Mansoor, Sabiha** (Aga Khan U., Pakistan; *Email*: sabiha.mansoor@aku.edu). **The status and role of regional languages in higher education in Pakistan.** *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **25**, 4 (2004), 333–353.

Pakistan, as a multicultural country, faces many problems in higher education language teaching policy. In particular there are worries concerning the limited role of regional languages, lack of basic materials in Urdu, and student difficulties in English. This paper reports on a nationwide survey to describe general attitudes to language education among students and teachers in private sector colleges and universities. Data was received on students' backgrounds, perceived competence, use of mother tongue or regional languages, attitudes to languages, use and accessibility of materials, and the role of regional languages in education. Regional speakers with low competency showed a language shift and use of their mother tongue/regional language in formal and informal settings. These subjects preferred studying in English and Urdu medium to their own languages at all school levels. As a result, it is suggested that Urdu has become the regional official

language, with less attention being paid to the development of regional languages in the public, official, and education sectors in these areas. It is recommended that more successful outcomes will be achieved from a language policy in higher education which helps promote cultural pluralism and is not assimilative in outlook.

**04-456 Markee, Numa** (U. Illinois, Urbana, USA; Email: nppm@uiuc.edu). **Zones of interactional transition in ESL classes.** *The Modern Language Journal* (Malden, MA, USA), **88**, 4 (2004), 583–596.

Conversation analysis (CA) is used here to describe and analyse the structural characteristics of zones of interactional transition (ZITs). Audio and video data from two university ESL classes using a task-based, small-group approach were analysed and two types of ZIT focused on: challenges associated with counter question sequences and those associated with tactical fronting talk. By describing and analysing such loci of potential interactional problems, it is suggested CA can contribute to our understanding of the institutional character of L2 classrooms, but also indicates interesting avenues of further research that intersect with current issues concerning the role of social context in SLA. Pedagogically, CA is potentially seen as one of several useful approaches that can offer teachers and teacher trainers tools to analyse such interactional data in a principled way.

**04-457 Méndez García, María del Carmen** (U. of Jaén, Spain; Email: cmendez@ujaen.es), **Castro Prieto, Paloma and Sercu, Lies.** **Contextualising the foreign language: an investigation of the extent of teachers' sociocultural background knowledge.** *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **24**, 6 (2003), 496–512.

In foreign language education, a shift has been noticeable, first, from teaching the foreign language as a linguistic code to teaching that code against the sociocultural background of, primarily, one country in which the foreign language is spoken as a national language, and more recently, to teaching the foreign language with a view to preparing learners to use it in intercultural contact situations. The aim of this study was to inquire into the extent of foreign language teachers' familiarity with the sociocultural background of the language they teach. The investigation focused on 34 Spanish and 74 Belgian teachers of English at secondary school level. Findings suggest firstly, a clear widening of the range of countries associated with English; secondly, sufficient familiarity among teachers with some cultural topics but not others; thirdly, that teachers have frequent media contacts with foreign cultures but more limited direct contacts; and finally, in Belgium, a positive relationship between frequency of teachers' direct and indirect travels and level of

familiarity with foreign cultures – the picture in this respect being less clear in Spain.

**04-458 Mondada, Lorenza and Pekarek Doehler, Simona** (U. de Lyon II, France; Email: Lorenza.Mondada@univ-lyon2.fr). **Second language acquisition as situated practice: task accomplishment in the French second language classroom.** *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **25**, 4 (2004), 297–317.

This paper explores the interactive (re)configuration of different tasks in French L2 classrooms, ranging from grammar to communication, showing how possible interpretations and decisions are implemented by the highly-tuned, moment-by-moment ways in which learners respond to and accomplish them. As an introduction, basic principles of a strong socio-interactionist approach to L2 learning are described. Analysis of the corpora from two related projects in Switzerland at basic and advanced levels revealed the way in which the teacher's instructions are redefined within courses of action and, therefore, the learner's emerging language competence is related to other competences of an interactional, institutional, and sociocultural nature. The analysis supports a position which suggests going far beyond postulating activity as a contextual phenomenon. Cognitive processes in general and language acquisition in particular are publicly deployed, socio-interactionally configured, and contextually contingent.

**04-459 Mori, Junko** (U. of Wisconsin-Madison, USA; Email: j.mori@wisc.edu). **Negotiating sequential boundaries and learning opportunities: a case from a Japanese language classroom.** *The Modern Language Journal* (Malden, MA, USA), **88**, 4 (2004), 536–550.

This study contributes to a line of research which describes subjects' converging or diverging orientations towards particular types of talk and on-going activities in the classroom. A short excerpt from the pair-work phase of an intermediate-level Japanese language classroom is examined using conversation analysis as a central tool. It was seen how students moved back and forth between assigned task development and management of problems associated with lack of lexical knowledge. The intricate nature of collaboration taking place in peer interactive tasks is revealed, particularly how different types of talk such as the institutionally-assigned task of exchanging counter arguments and the voluntarily-generated side dealing with language problems are socially constructed. By such movements in and out of side sequences, subjects made visible their orientations towards differing types of learning opportunities that they show to be relevant at different times in the interaction. The paper finishes with a discussion of the relevance of these findings to the debate about the use of the L1 in language classrooms.

**04-460 Nesi, Hilary, Sharpling, Gerard and Ganobcsik-Williams, Lisa** (U. of Warwick, UK; Email: h.j.nesi@warwick.ac.uk). **Student papers across the curriculum: designing and developing a corpus of British student writing.** *Computers and Composition* (Amsterdam, The Netherlands), **21**, 2 (2004), 439–450.

This paper reports on an ongoing project at Warwick University to compile a multimillion-word corpus of student writing. Whereas earlier corpora of academic writing have tended to be concerned mainly with published articles or other expertly written material, these authors have concentrated on collecting samples of proficient undergraduate and postgraduate coursework across a range of disciplines and at different stages of the degree programme. The paper gives an account of the collecting of samples, the incentives to students to contribute, and the indexing procedure, before going on to discuss the potential teaching and research applications of the corpus. For example, it should prove useful in the teaching of English for Academic Purposes to non-native speakers, to acquaint students with the conventions and discourse features of academic writing. Research possibilities include the comparison of writing styles between different disciplines, studies of the maturation process in student writing, and the use of the corpus as quantitative support for smaller-scale qualitative studies of the writing process.

**04-461 Nunes, Alexandra** (U. of Aviero, Portugal). **Portfolios in the EFL classroom: disclosing an informed practice.** *ELT Journal* (Oxford, UK), **58**, 4 (2004), 327–335.

This paper reports on an exploratory one year portfolio project in a Portuguese high school. The study features a content analysis of portfolios and details learner reflections. The author categorizes learner reflections into four domains (syllabus, instruction, learning and assessment). The article argues that portfolios enable the teacher to diagnose learners' skills and competences and become aware of their preferences, styles, dispositions, and learning strategies thus being able to adopt a more learner-centred practice. The paper draws some preliminary conclusions and suggests that students' reflections can help the teacher make informed decisions and choices in the classroom. The paper ends by calling for further studies which make portfolio assessment a central part of EFL learning.

**04-462 Pani, Susmita** (Teaching Institute Orissa at Bhubaneswar, India). **Reading strategy instruction through mental modeling.** *ELT Journal* (Oxford, UK), **58**, 4 (2004), 355–362.

This paper presents an account of the introduction of mental modeling on a three-month ELT training programme. Mental modeling is a teaching reading technique where the teacher demonstrates the mental processes of a 'superior' reader while s/he makes sense

of the text. In the article, the author uses recordings to present examples of the modeling process. Data was collected through recordings of group discussions and through the retrospective notes and recordings of the tutor. The paper claims that the trainees' attitudes to mental modelling were positive and that they were able to perform better on reading tasks subsequently. The author calls for other teachers to use mental modelling in order to motivate the learners to develop improved reading strategies.

**04-463 Pritchard, Rosalind and Nasr, Atef** (U. of Ulster, Northern Ireland). **Improving reading performance among Egyptian engineering students: principles and practice.** *English for Specific Purposes* (Oxford, UK), **23**, 4 (2004), 425–456.

This paper presents a project designed to improve reading skills for engineering students at an Egyptian College of Technology. The aim of the study was to devise materials that would lead to an improvement in student's reading performance. The authors collected data from students, including felt-needs and insights about reading. A needs analysis established the major skills in which students were deficient. Concentrating on ten key skills, a reading improvement programme was designed. The study reports on a trial, comparing an experimental group with a control group. Students in the experimental group were not permitted to use a dictionary and instead trained to employ textual and contextual clues. The authors used a reading comprehension test to gather quantitative data. The authors claim that mean-scores rose significantly from pre-test to post-test. The paper ends by considering the implications for the relationship between teacher and learner in an ESP context.

**04-464 Polansky, Susan G.** (Carnegie Mellon U., USA). **Tutoring for community outreach: a course model for language. Learning and bridge-building between universities and public schools.** *Foreign Language Annals* (Alexandria, VA, USA), **37**, 3 (2004), 367–373.

The integration of foreign language learning with service-learning in the USA, has continued as a growing trend through the 1990s into the 21st century. Tutoring programmes can offer unique opportunities for addressing the National Standards for Foreign Language Learning (1999). This article details one flexible curriculum-based model that promotes especially the fifth goal area of communities. A course involving collaboration between an institution of higher learning and local schools allows undergraduate students with diverse languages and competencies and a wide variety of academic and career interests to work with pupils from grades 1 to 12. The course serves as a bridge for the community of local school age language learners and those at university level.

**04-465 Reinhardt, Jonathan and Nelson, K. Barbara** (Pennsylvania State U., USA; *Email*: jsr@psu.edu). **Instructor use of online language learning resources: a survey of socio-institutional and motivational factors.** *ReCALL* (Cambridge, UK), **16**, 2 (2004), 292–307.

This article outlines a survey investigating how instructors in the USA used an online course in teaching Spanish as a second language and how their use of the material was influenced by institutional and personal background and teaching philosophy. The article describes how 500 instructors who made regular use of the Spanish Grammar Exercises (SGE) completed an online survey that gathered qualitative and quantitative data concerning their experience with computer-assisted language learning (CALL). The article describes three case-studies and concludes that the actual use of a CALL resource may be far from the use intended by the designer. It adds that such resources supplement rather than dictate or replace an instructor's teaching approach.

**04-466 Rose, Carol and Wood, Allen** (U. of Kansas, USA). **Perceived value of business language skills by doctoral students in foreign language departments.** *Journal of Language for International Business* (Glendale, Arizona, USA), **15**, 1 (2004), 19–29.

US government-backed Centres for International Business Education and Research are committed to the long-term goal of increasing the language skills of the US work force, particularly for managers in business and other professions. This, in turn, will require more language faculties prepared to teach business-oriented courses. This study was undertaken to see whether Ph.D. students perceive that being able to teach FL in a business or professional context would be valuable to their future careers. Three Centres were used in the survey covering Kansas, Purdue, and Illinois Universities and 44 responses were obtained. Results showed respondents do perceive that business language adds to their marketability. While responses showed moderate confidence in their abilities to teach on business language courses, many felt they would first need more knowledge of business topics. It is suggested that such common perceptions across the three institutions surveyed might indicate students are responding to a perceived phenomenon at the national level.

**04-467 Snyder Ohta, Amy and Nakaone, Tomoko** (U. of Washington, USA; *Email*: aohta@u.washington.edu). **When students ask questions: teacher and peer answers in the foreign language classroom.** *International Review of Applied Linguistics for Language Teaching* (Berlin, Germany), **42** (2004), 217–237.

This paper investigates students' language-related questions in a corpus of Japanese first- to third-year L2 English classes. Among the objectives of the

study, particular attention was focussed on how successful are subjects at resolving the language-related questions they ask each other during groupwork, what happened when subjects were unable to answer a peer's questions, and what teaching strategies were used to respond to subjects' questions. Analysis of the discourse showed that students' questions to one another overwhelmingly received correct answers from peers, with the teacher subsequently resolving any unanswered questions. Cross-cultural differences may also influence how teacher's address student questions, and counter questions were seen as useful as an intermediate step prior to a direct answer. Pedagogically, a direct approach to learner questions may help increase student opportunities to participate as more equal partners in classroom interaction.

**04-468 Tajino, Akira** (Kyoto U, Japan; *Email*: akira@tajino.mbox.media.kyoto-u.ac.jp), **James, Robert and Kijima Kyoichi.** **Beyond needs analysis: soft systems methodology for meaningful collaboration in EAP course design.** *Journal of English for Academic Purposes* (Oxford, UK), **4**, 1 (2005), 27–42.

Designing an English for Academic Purposes (EAP) course requires collaboration among various concerned stakeholders, including students, subject teachers, institutional administrators and EAP teachers themselves. Although needs analysis is often considered fundamental to EAP, alternative research methodologies may be needed to facilitate meaningful collaboration between these parties. This article discusses the use of soft systems methodology (SSM), a research methodology developed in Management studies, as a way to meet this requirement. SSM is a learning system by means of which collaborative pathways are developed in a systemic way in order to better understand complex human problem situations. The article begins by discussing various issues in needs analysis and then proceeds to describe the nature of the SSM approach. Finally, it examines how a classic seven-stage SSM model was applied to the design of a one-semester EAP course at a Japanese university in order to take the diverse views and perspectives of the students, subject teachers and EAP teachers into consideration. The authors conclude that SSM can provide a useful framework for forming mutual understanding between stakeholders and accommodating their different views so that all concerned parties can make contributions towards a better EAP course design.

**04-469 Wang, Xinchun** (California State U., USA; *Email*: xinw@csufresno.edu) and **Munro, Murray.** **Computer-based training for learning English vowel contrasts.** *System* (Oxford, UK), **32**, 4 (2004), 539–552.

This article examines whether computer-based training using procedures developed in laboratory contexts can be effective in improving L2 learners' vowel perception.

The investigation differs from previous training studies by using a pedagogically oriented approach in which participants had some control over lesson content and worked at a self-determined pace. Sixteen native Mandarin and Cantonese speakers were administered a pretest and received training on three English vowel contrasts over two months. The training stimuli consisted of synthetic and natural utterances, presented in a graded fashion. Results of post, generalization and retention tests revealed that in comparison with an untrained control group, trainees were able to improve perceptual performance, transfer their knowledge to new contexts, and maintain their improvement three months after training. The authors conclude that findings support the feasibility of the design of computer-based, learner-centered programmes to help facilitate second language pronunciation instruction.

**04-470 Ware, Paige D.** (Southern Methodist U., Dallas, USA; *Email*: pware@smu.edu). **Confidence and competition online: ESL student perspectives on web-based discussions in the classroom.** *Computers and Composition* (Amsterdam, The Netherlands), **21**, 2 (2004), 451–468.

This article aims to highlight the diverse array of perspectives that English as a Second Language (ESL) students bring to the university writing classroom, in terms of their approach to language learning and their positioning with regard to pedagogical demands and practices. The study focuses in particular on three Chinese ESL students and their participation in web-based discussion boards and chat rooms in their first-year university writing course. Addressing previous research into computer-mediated communication (CMC) in the ESL classroom, the author is critical of the tendency to group ESL students under a collective identity that relates to technologies in uniform ways. By contrast, the present study found that the students made individual choices in their web-based writing, in ways that reflected their previous experiences with technology, their views of themselves as students and writers, and their relationship to their peers. Issues for further research and course design include the tension between collaborative online exchanges and individual assessment, the effect of the tutor's presence, and how the 'reflective discussion' that is said to characterize asynchronous CMC can be made to feed through into the formal requirements of 'offline' academic writing.

**04-471 Yang, Nae-Dong** (National Taiwan U., Taiwan; *Email*: naedong@ccms.ntu.edu.tw). **Integrating portfolios into learning strategy-based instruction for EFL college students.** *International Review of Applied Linguistics for Language Teaching* (Berlin, Germany), **41** (2003), 293–317.

With little research existing on the use of portfolios with college students in an EFL environment, this study

sets out to investigate the effectiveness of integrating portfolios into a learning strategy (LS) based EFL course. A further objective here was to explore the effects of portfolios on helping such students become more effective autonomous learners. Data are reported from an initial pilot study of 42 college students followed by a subsequent formal study with 45 students. Portfolios were integrated into the framework and procedures of a strategy training programme on a freshman English course in Taiwan and subjects' L2 English proficiency tested pre- and post-treatment. Questionnaire data reported students mostly reacting positively to the experience of compiling portfolios and using compensation strategies most frequently and memory strategies least. A learning style survey showed no single learning style as prominent within the group. Proficiency results showed that, after two semesters of LS based instruction, subjects made progress in their listening to a passing rate of over 80%, compared to 50% before training. Amongst other recommendations for integrating portfolios into English courses, the author recommends introducing the concept of autonomous learning to subjects, developing mini-lessons and guidelines to help students improve their output, and implementing frequent portfolio sharing and checking.

**04-472 Zapata, Gabriela C. and Oliveras Heras, Montserrat** (Tulane U., USA). **CALL and task-based instruction in Spanish for business classes.** *Journal of Language for International Business* (Glendale, Arizona, USA), **15**, 1 (2004), 62–74.

This paper describes and discusses a pedagogical model for Spanish for Business students, analysing the theories that constitute its foundation and providing practical examples of classroom activities. The model proposed takes learners' native culture as a point of departure, relying on tasks that promote students' collaborative construction of knowledge, and is based on authentic material appropriate to students. The model's reliance on task-based instruction, CALL, authentic material, and meaning over form, leads to a discussion in the second part of the paper of the most important pedagogical, technical, and cultural issues to ensure its successful implementation. It is suggested that the model and the accompanying activities satisfy the need to provide students with the most realistic and effective language education, one that mirrors the multicultural world they live in and the expectations of the job market.

## Language learning

doi:10.1017/S0261444805222632

**04-473 Adler, Renatte K. and Loughrin-Sacco, Steven J.** (San Diego State U., USA). **Internships for American undergraduates: acquiring language and cross-cultural skills for a global market.** *Journal of Language for International*

*Business* (Glendale, Arizona, USA), **15**, 1 (2004), 30–40.

Business-sector internships directly help classroom education by developing several skills necessary for students to succeed in the global job market. This paper aims to show how two specific objectives – language and cross-cultural skills – can be met through many types of internship experiences that may be found abroad, but not exclusively so. Most of the paper describes experiences on the San Diego State University's internship program in detail, specifically the program objectives. This is followed by personal accounts from four domestic and foreign internships abroad said to be representative of international business majors at the University. In a random sample of interns over the past five years, 74% report using an L2 throughout the course of their internship, and 71% report significant cross-cultural learning during this time. It is suggested this evidence supports the conclusion that classroom knowledge of cross-cultural aspects of business, and study of an L2 or L3, are significantly enhanced through the many types of internship opportunities found in international businesses. Moreover, this appears to be true whether or not the internship is completed abroad.

**04-474 Allum, Paul** (Rikkyo U., Tokyo, Japan; *Email*: allum@rikkyo.ac.jp). **Evaluation of CALL: initial vocabulary learning.** *ReCALL* (Cambridge, UK), **16**, 2 (2004), 488–501.

This article reports three studies of vocabulary learning within a framework of computer assisted language learning (CALL). The first two studies investigate whether or not opportunities for repeated productive retrieval of new vocabulary items provided by CALL enable more effective learning than the use of receptive retrieval tasks. The third study investigates the effectiveness of CALL in pre-teaching vocabulary in the long-term and only outside the classroom. Results from the first two support the theory that productive recall leads to greater learning gains, although in the long term, due to the use of strategies independent of the exercises, similar substantial gains were also made by students involved in passive recall tasks. The article reports the use of exercises that take into consideration these points then describes the results when the exercises were delivered over the web for one semester. It is concluded that CALL is an effective means of introducing new vocabulary, especially when exercises are designed based upon theory and that, when closely integrated with classroom work, it tends to sustain motivation.

**04-475 Barcroft, Joe** (Washington U., USA; *Email*: barcroft@artsci.wustl.edu). **Effects of sentence writing in second language lexical acquisition.** *Second Language Research* (London, UK), **20**, 4 (2004), 303–334.

This study compared the effects of writing new words in sentences with word picture repetition learning alone. Second language (L2) Spanish learners attempted to learn 24 new Spanish words in one of two conditions while viewing word picture pairs. In Experiment 1, in the no sentence writing condition, the participants viewed 4 repetitions of each word for 6 seconds each. In the sentence writing condition, they viewed 1 repetition of each word for 48 seconds and were asked to write the word in a Spanish sentence. In Experiment 2, the participants were shown one repetition of each word for 24 seconds in both the sentence writing and no sentence writing conditions. Immediate and delayed posttests on productive vocabulary knowledge were administered in both experiments. Scores were submitted to analyses of variance. Condition and time were independent variables. Target word production was scored based on syllables and whole words produced. Results of both experiments indicated strong negative effects for the sentence writing conditions, suggesting that sentence writing can inhibit word form learning during the initial stages of L2 lexical acquisition. The author concludes with suggestions for future research.

**04-476 Belz, Julie** (Pennsylvania State U., USA; *Email*: jab63@psu.edu). **Learner corpus analysis and the development of foreign language proficiency.** *System* (Oxford, UK), **32**, 4 (2004), 577–591.

This article explores ways in which a contrastive corpus of learner German and of expert speaker German correspondence, in conjunction with ethnographic data, may facilitate microgeneses of particular elements of the foreign language under study. On the basis of a two year 100,000-word corpus of telecollaborative discourse collected from e-mail correspondence and synchronous chat interaction between a fourth-semester German language class in the US and a Teacher Education seminar in Germany, chronological pathways of *da*-compound use by learners were examined. In addition, ethnographic data were collected on learners to enable more nuanced explanations for individual learner *da*-compound usage. Analysis of the corpus, ethnographic data and chronological profiling of individuals showed that the learners in this study tend to use *da*-compounds that occur in fixed verb-and-preposition constructions before they use them anaphorically or cataphorically to reference larger syntactic units. The finding suggests that these learners may initially experience *da*-compounds as unanalyzed elements of formulaic phrases before developing anaphoric and then cataphoric uses of *da*-compounds at subsequent stages of learning. The final part of the paper discusses the methodological contribution made by the study to the emerging field of learner corpus research.

**04-477 Benati, Alessandro** (U. Greenwich, UK; *Email*: A.Benati@gre.ac.uk). **The effects of processing instruction and its components on**

**the acquisition of gender agreement in Italian.**

*Language Awareness* (Clevedon, UK), **13**, 2 (2004), 67–80.

This study addresses the question of whether explicit information (EI) plays a significant role in instructed SLA within the framework of processing instruction (PI). An experimental investigation was made of the relative effects of PI, structured input (SI) activities, and EI on the acquisition of gender agreement in Italian adjectives. 31 undergraduate learners of L2 Italian were divided into three groups: the first received PI; the second SI only; the third EI only. Using a pre/post-test design and ANOVA statistical procedures, results generally confirmed previous findings: both SI and PI groups made significant gains on a sentence-level interpretation and a production test, while the EI group did not. Findings reinforced previous findings with regard to the positive effects of SI practice, on this occasion both with a different processing problem and structure and with the novel communicative task involved.

**04–478 Bitchener, John** (Auckland U. of Technology, New Zealand; *Email*: john.bitchener@aut.ac.nz). **The relationship between the negotiation of meaning and language learning: a longitudinal study.** *Language Awareness* (Clevedon, UK), **13**, 2 (2004), 81–95.

Although considerable attention has been given to investigating the role of negotiation in L2 acquisition, little work has been done on longitudinal studies of the relationship between negotiation and language learning. This study investigates the extent to which successfully-negotiated linguistic features were retained over a period of 12 weeks. 30 pre-intermediate ESL learners at a New Zealand university were asked to repeat two different communication tasks (information gap and decision-making) one week and twelve weeks after initial performance. Vocabulary items, particularly concrete nouns in the information gap task, were negotiated more often than pronunciation and grammar items. Once the gap had been noticed between output and feedback received from conversational partners, subjects immediately modified nearly two-thirds of these utterances, indicating learning may have occurred. Such negotiated items were also subject to a high retention rate over the two time samples. These findings suggest L2 learning which occurs during the period of negotiation is able to be retained over several months. Moreover, this seems particularly the case for concrete nouns and, to some extent, for abstract nouns and adjectives. No evidence was found for retention of other vocabulary categories.

**04–479 Blin, Françoise** (Dublin City U., Ireland; *Email*: francoise.blin@dcu.ie). **CALL and the development of learner autonomy: towards an activity-theoretical perspective.** *ReCALL* (Cambridge, UK), **16**, 2 (2004), 377–395.

Both in educational research in general and in applied linguistics in particular the concept of learner autonomy has in the last decade been the focus of renewed research. This article outlines how cultural-historical activity theory can provide a framework for understanding the development of learner autonomy in technology-rich language learning environments. The article points out how the relationship between computer-assisted language learning (CALL) and learner autonomy is either discussed at a theoretical level or remains only a starting point on which principles and decisions are made. It assesses the potential of CALL for learner autonomy and outlines how Engeström's (1987) model was used to describe how a variety of activities, such as language learning activities using CALL, may unfold in practice. The article concludes there are some tools which while seeking to develop learner autonomy and language use at the level of collective activity may in fact prevent its development.

**04–480 Boehringer, Michael, Bongartz, Christiane and Gramberg, Anne-Katrin** (U. Waterloo, Canada). **Language learning and intercultural training: the impact of cultural primers on learners and non-learners of German.** *Journal of Language for International Business* (Glendale, Arizona, USA), **15**, 2, (2004), 1–18.

Cultural primers, handbooks explaining foreign cultures for business and general use, appear to be an efficient means of conveying facts about the target culture and for preparing an intercultural encounter. This study has two objectives: to replicate the results of previous studies and gather more evidence for the impact of primers on reader disposition, and second, to gain preliminary insights into the effect of language learning on the impact of cultural primers. Data were obtained on the impact of primers on learners of German (n = 52) and non-learners of German (n = 71) and, specifically, on differentiation of primer effects, with regard to particular areas of cultural orientation and previous exposure to German language and culture. Written responses to a questionnaire were obtained from participants in the United States who had read a set of primer readings, and from others who had not. In the light of previous findings, it was surprising that no significant primer effects were found. The most important observation was the variability of effects for both primers and a German-learning context of experience.

**04–481 Cartes-Henriquez, Ninette, Solar Rodriguez, M. I. and Quintana Letelier, R.** (U. de Concepcion, Correo, Chile; *Email*: ncartes@udec.cl). **Electronic texts or learning through textbooks: an experimental study.** *ReCALL* (Cambridge, UK), **16**, 2 (2004), 539–557.

This paper compares the use of electronic texts with the use of text books in second language acquisition

(SLA). It describes a project developed partially in the 'Intelligent Classroom' and partially in the 'Traditional Classroom' in which two groups of twenty-five students were pre- and post-tested to diagnose oral abilities. The Control group (CG) were taught from a selected textbook containing lexical, grammatical and phonological items while the Experimental group (EG) worked in a computer laboratory to research topics on internet websites which were later presented to the class. The paper describes how hypotheses tested related to the degree to which both groups improved their oral skills. It outlines how from the information analysis individuals in the EG produced sentences of a better quality and ideas containing more variety. The paper concludes one reason for improvement among the EG is their ability to read electronic texts from several perspectives.

**04-482 Church, Ruth Breckinridge, Ayman-Nolley, Saba and Mahootian, Shahrzad** (Northeastern Illinois U., USA; *Email*: rbchurch@neiu.edu). **The role of gesture in bilingual education: does gesture enhance learning?** *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **7**, 4 (2004), 303–319.

This paper examines the role of gesture when speech is inaccessible to the listener. The authors investigated a population of children who, by their circumstances, are exposed to a language that is not accessible to them: Spanish-speaking students in an English-speaking school in Chicago, USA. 51 first grade English-speaking students and Spanish-speaking students (mean age 7 years) were tested. Half of the English-speaking and half of Spanish-speaking students viewed a 'speech only' maths instructional tape (i.e. instruction was not accompanied by gesture), while the other half of the English-speaking and Spanish-speaking students viewed a 'speech and gesture' instructional tape. It was found that learning increased two-fold for all students when gesture accompanied speech instruction, increasing Spanish-speaking learning from 0% to 50%. The authors speculate that gesture improved learning for Spanish-speaking children because gestural representation is not tied to a particular language. Rather, gesture reflects concepts in the form of universal representations. Implications for the communicative function of gesture are discussed.

**04-483 Clyne, Michael, Isaakidis, Tina, Liem, Irene and Rossi Hunt, Claudia** (U. of Melbourne, Australia; *Email*: mgclyne@unimelb.edu.au). **Developing and sharing community language resources through secondary school programmes.** *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **7**, 4 (2004), 255–278.

This paper reports on research in progress in secondary schools in Melbourne, Australia where a community language (Arabic, Chinese, Greek, Spanish) is taught to

students from a range of backgrounds. The programmes are described and contextualised. Three key issues are identified. The first is the development of models and strategies of grouping and classroom management that address the needs of the diverse student population. The second is how community resources within and beyond the school community can be utilised in the interests of students' language competence and cultural knowledge, especially those of students without a family background in the language. And the third key issue is the identification and implementation of ways to resolve impediments to the long-term viability of community language programmes in secondary schools. The paper presents a typology of student background and explores how community resources can be utilised, for the benefit of students with and without a home background in the target language.

**04-484 Cohen, Andrew D.** (U. Minnesota, USA; *Email*: adcohen@umn.edu). **The learner's side of foreign language learning: where do styles, strategies, and tasks meet?** *International Review of Applied Linguistics for Language Teaching* (Berlin, Germany), **41** (2003), 279–291.

What is the interactive connection between styles, strategies, and tasks? This paper starts with a discussion of the definitions of these terms and then moves on to discuss the intersection of the three from a theoretical perspective. The main section is devoted to a description of four hypothetical task situations (reading comprehension through open-ended questions, new oral vocabulary learning, oral retelling, and giving a talk) and of ways in which learners with different style and strategy preferences might respond to them. It is concluded that, across the four examples, the specific configuration of style preferences which underlie each task may, in some cases, either mandate or favour the application of a certain set of strategies for accomplishing each one. Identification of actual style-strategy links, however, remains in need of empirical validation since this is still largely an area of unconfirmed predictions.

**04-485 Cziko, Gary A.** (U. of Illinois at Urbana-Champaign, USA; *Email*: garycziko.net). **Electronic tandem language learning (eTandem): a third approach to Second Language Learning for the 21st century.** *CALICO Journal* (Texas, USA), **22**, 1 (2004), 25–39.

This paper aims to introduce the concept of Tandem learning to a wider audience and to show how advances in electronic technology have enabled the development of eTandem for learners using the internet. Tandem language learning describes the situation in which two learners of different L1s work together to help each other learn the other's language. Originally employed in face-to-face interactions, it is increasingly used by language learners communicating electronically, which has become known as eTandem.

The article presents the history of Tandem and the development of eTandem through several types of electronic communication, including different types of computer-mediated communication. It also describes the ENLACE (The Electronic Network for Language and Culture Exchange) project, which aims to put learners in touch with each other and to make synchronous eTandem accessible to language learners and other users worldwide. The paper argues that while research has shown that both formal and informal language learning situations have their drawbacks (e.g. lack of L2 exposure in the first and lack of structural input in the second), Tandem/eTandem may well prove to be a third way in language training.

**04-486 DiFino, Sharon M. and Lombardino, Linda J.** (U. of Florida, USA). **Language learning disabilities: the ultimate foreign language challenge.** *Foreign Language Annals* (Alexandria, VA, USA), **37**, 3 (2004), 390–400.

In today's world where great value is placed on global understanding, the acquisition of languages is essential. Academics would agree that the study of other languages provides students access to the cultural and intellectual heritage of cultures other than their own. For the majority of students, the fulfillment of the college foreign language requirement is not problematic, but a minority do experience difficulties. This article describes the special obstacles university students with dyslexia and other language learning difficulties face in satisfying the foreign language requirement. The article also provides a checklist of warning signs that identify students who are at risk of failure in foreign language classes, academic options to help students with language learning difficulties, and recommendations for alternative teaching methodologies for students who do not have the ability to learn a foreign language through traditional teaching methods.

**04-487 Dubreil, Sebastien** (U. of Notre Dame, Indiana, USA; *Email*: sdubreil@nd.edu), **Herron, Carol and Cole, Steven B.** **An empirical investigation of whether authentic web sites facilitate intermediate-level French language students' ability to learn culture.** *CALICO Journal* (Texas, USA), **22**, 1 (2004), 41–61.

A study was conducted over one semester at an American university to investigate the effectiveness of the Internet in enhancing the cultural knowledge of intermediate-level students of French as well as their understanding of Francophone culture. The students used the coursebook *Bravo!* and did activities suggested by the website related to this course. They were tested pre- and post-project as well as post-task, and perceptions of learning were assessed by a questionnaire. Students were assessed on whether they learned more about cultural products or cultural practices, and whether their learning was dependent on a brief pre-activity summary of the website. The results showed that

use of the Internet enhanced students' learning about the target culture, but that they learned significantly more about products than practices in the long term. The pre-activity summary of websites did not seem to make any difference. After a review of the literature, a description of the study method and results is given in detail.

**04-488 Duppenhaller, Peter M.** (Tezukayama Gakuin U., Japan). **Journal writing and the question of transfer of skills to other types of writing.** *JALT Journal* (Tokyo, Japan), **26**, 2 (2004), 172–188.

One of the most frequently cited reasons for using journals in educational settings is that they provide opportunities for authentic, meaningful communication that is focused on the message rather than the form. This report looks at the effect of journal feedback and the possible transfer of skills from journal writing to in-class compositions. This paper reports on a one-year study of the use of journals by 99 second-year students at a Japanese girls' high school, investigating the effect of three types of feedback: (a) meaning-focused, (b) positive comments, and (c) error-focused. Although no statistically significant justification for belief in a positive transfer-of-skills effect was found, only the meaning-focused feedback group was found to have made a steady increase in the number of error-free clauses over time, in both their journal entries and in their in-class writing samples.

**04-489 Egbert, Joy and Yang, Yu-Feng** (Washington State U., USA; *Email*: jegbert@wsu.edu). **Mediating the digital divide in CALL classrooms: promoting effective language tasks in limited technology contexts.** *ReCall* (Cambridge, UK), **16**, 2 (2004), 280–291.

This paper discusses the effects of a "digital divide" in CALL at classroom level, centred not on those who have or do not have technology, but on how those who have it then use it in the pursuit of effective language teaching and learning. The paper argues that optimal language learning activities can be supported by the use of limited technologies and goes on to present a framework of eight conditions for creating these activities. Two sample activities based on these conditions are then described and discussed. Finally, a short discussion addresses, and attempts to provide answers to, a number of perceived limitations which potentially constrain the effective use of these tasks, including the previous imposition of a set curriculum, time factors, large classes, and teacher technology training.

**04-490 Elder, Catherine** (Monash U., Australia) and **Manwaring, Diane.** **The relationship between metalinguistic knowledge and learning outcomes among undergraduate Students of Chinese.** *Language Awareness* (Clevedon, UK), **13**, 3 (2004), 145–162.

The role of metalinguistic knowledge in learning a foreign/second language is the subject of continuing debate. In this paper the authors report on a study which explores this issue further with reference to undergraduate students of Chinese as a second/foreign language. The first part of the paper describes the process of developing and validating an instrument designed to elicit information about students' knowledge of the Chinese grammatical system via a pilot study involving undergraduate students of Chinese enrolled in intermediate-level courses at an Australian university. The second part of the paper reports on the relationship between various aspects of Chinese grammatical knowledge (as measured by this instrument) and learners' subsequent performance on both continuous assessment tasks and on end-of-semester Chinese language examinations. Findings reveal that while knowledge of the Chinese grammatical system is a good predictor of course performance overall, some aspects of this knowledge are more critical than others, and the knowledge-proficiency relationship varies in strength according to the nature of the assessment task and learners' prior experience of language study. Possible explanations for these findings are offered and suggestions put forward as to how the test described here might be used in future research.

**04-491 Ewald, Jennifer D.** (Saint Joseph's U., USA; *Email*: jewald@sju.edu). **A classroom forum on small group work: L2 learners see, and change, themselves.** *Language Awareness* (Clevedon, UK), **13**, 3 (2004), 163–179.

Current research on language learning makes many claims about the potential benefits of small group work in L2 classrooms. With the relatively recent emphasis on students' perspectives, there is now a growing number of investigations that focus on learners' beliefs about the language classroom. In this study, 21 students and their teachers participated in a collaborative forum in which they explored the use of small group work in their L2 classroom. Through journals, questionnaires, skit presentations, as well as small and whole group discussions, these students expressed their beliefs, developed an awareness of their own small group interaction, deepened their perspectives, created an improved sense of community and modified their behaviour in a number of ways. This research confirms the importance of involving students in research on pedagogy; moreover, it highlights the need for teachers to develop methods aimed at enabling their students to explore issues related to their own learning.

**04-492 García, Paula** (Northern Arizona U., USA; *Email*: pg4@dana.ucc.nau.edu). **Developmental differences in speech act recognition: a pragmatic awareness study.** *Language Awareness* (Clevedon, UK), **13**, 2 (2004), 96–115.

With the growing acknowledgment of the importance of pragmatic competence in L2 learning, compre-

hension of speech acts as they occur in natural conversation has been seen as essential to communicative competence. Non-conventional indirect speech acts are formed in a variety of ways by native English speakers and are not easily recognised the non-native. This aspect of pragmatic comprehension is the object of study here, comparing the pragmatic awareness of high- and low-ability L2 learners and NSS by examining each group's ability to recognise indirect speech acts as they occurred in a corpus of conversations in academic settings. 56 subjects (age range 18–42) identified requests, suggestions, corrections, and offers with varying success. Contextual knowledge and linguistic features such as specified agent, lexical markers, false starts, and the use of modals, may have interacted with speech act type to account for performance variability. It is concluded that differential ability in pragmatic awareness exists between high- and low-ability L2 learners and that certain linguistic features independent of context and speech act type might account for some differences.

**04-493 Gearon, Margaret** (Monash U., Australia; *Email*: margaret.gearon@education.monash.edu.au). **Learner strategies for filling the knowledge gap during collaborative tasks.** *Babel – Journal of the AFMLTA* (Queensland, Australia), **39**, 1 (2004), 26–34.

This paper reports on the findings of an Australian study to explore how two features of Swain's (1995) output hypothesis; noticing gaps in lexical and grammatical knowledge and hypothesis formation and testing are manifested by second language learners of French whilst engaged in a collaborative jigsaw task. Data were collected using a think aloud protocol and tape recorders to record student interaction. Year eight students were divided into pairs and given an envelope containing eight pictures. Each pair was encouraged to use the target language to discuss how to order the pictures logically and then write the story described in their chosen sequence whilst verbalising aloud their ideas as they worked through the task. The results demonstrated that the activity provided students with opportunities to produce language, notice and attend to gaps in their knowledge, form hypotheses and try out different ways of expressing particular language forms. The author concludes that output should be the driving force of classroom learning enabling students not just to produce a text but to discuss and develop the cognitive and strategic processes that this requires. A next step in the research is to develop ways in which corrective feedback for students' language errors could be consistently provided during collaborative pair work.

**04-494 Grantham O'Brien, Mary** (U. of Calgary, Canada). **Pronunciation matters.** *Die Unterrichtspraxis* (New Jersey, USA), **37**, 1 (2004), 1–9.

The results are presented of a longitudinal study of the perceived pronunciation of 34 American L2

German students temporarily resident in Germany and a control group of 26 subjects at a USA university, with special focus on the importance of stress, rhythm, and intonation for a native-like accent. Research questions focused on whether NS ( $n = 10$ ) raters focussed more on individual sounds or overall reactions as indicated by stress, rhythm, and intonation, the effect of language environment on global pronunciation ratings given, and the factors promoting native-like global pronunciation. NS raters were seen to focus more on stress, rhythm, and intonation than they did on individual sound production in their evaluations. Those subjects located in Germany saw their global pronunciation improve significantly over the academic year, whereas the USA subjects did not. The German-based group's self-perceived overall ability in German also correlated with global pronunciation ratings at both the beginning and end of the study, but such a correlation did not exist in the USA group. A number of practical recommendations are made from these findings, including the importance of a strong focus in teaching on the prosodic aspects of speech and a few shibboleth sounds.

**04-495 Gruba, Paul** (U. of Melbourne, Australia). **Designing tasks for online collaborative language learning.** *Prospect* (Sydney, Australia), **19**, 2 (2004), 72-81.

Expansion of second language (L2) learning beyond the classroom walls uses globally networked computers to develop online projects. Drawing on trends of computer supported collaborative learning (CSCL) and computer assisted language learning (CALL), the author argues there is a need to develop technologically mediated task construction. Pedagogical theory underlining key approaches to online instruction affects task construction: social constructivist principles promote task authenticity, collaborative learning, variety of materials, student ownership of outcomes and critical reflection. The article defines collaborative L2 pedagogical tasks, fitting the networked computer environment, and presents six steps for online collaborative task design, illustrating this with an example. It concludes with proposals for research into student use of technologically mediated tasks, the use of collaborative tasks both within and across groups, and the use of collaborative tasks in assessment. The need for training, and for staff to experience 'learning how to learn', using social constructive approaches in teaching, is emphasised.

**04-496 Harris, Vee and Grenfell, Michael** (U. London, UK; *Email*: m.grenfell@soton.ac.uk). **Language-learning strategies: a case for cross-curricular collaboration.** *Language Awareness* (Clevedon, UK), **13**, 2 (2004), 116-130.

This paper draws together common themes linked to learning strategies, identified in research on the

teaching and learning of languages. The basic line adopted is that there should be more collaboration between English and modern language (ML) teachers and researchers in teaching and learning languages. The paper begins with a review of the British context, set out against a background of government initiatives to raise secondary pupils' literacy skills. Then, cross-language collaboration is discussed in order to identify pedagogic concerns. It is suggested that teachers' divergent views on the issue is one factor currently impeding greater collaboration. Learning strategy research is suggested as one route to better collaboration: memorisation and reading strategies are compared across L1 and ML fields to illustrate the potential. Finally, a strategy research agenda is drawn up with a view to establishing how recent policy changes offer the potential to explore more effective ways to impact on language teaching and learning. It is concluded that the sharing of insights about effective strategies is one way in which English and ML teachers could move beyond the constraints of a nationally-defined programme towards a richer understanding of the process of learning how to learn language.

**04-497 Heift, Trude** (Simon Fraser U., Canada; *Email*: heift@sfu.ca). **Corrective feedback and learner uptake in CALL.** *ReCALL* (Cambridge, UK), **16**, 2 (2004), 416-431.

The contribution in recent years of corrective feedback for language learning has been central to second language acquisition theory and pedagogy, especially in the oral classroom. This article describes an investigation into corrective feedback in a Computer-Assisted Language learning Environment (CALL) and deals with uptake, i.e. learner response to error. The study involved 177 students from three universities across Canada who were enrolled on German language course. The online CALL programme used in the study contained a variety of exercises and provided error-specific feedback. This study considered three types of feedback: Meta-linguistic, in which the error was explained; Meta-linguistic + highlighting, involving explanation and indication of error in the student's response, and Repetition + Highlighting. The data show that students using Meta-linguistic feedback were slightly more likely to correct their mistakes than those using Meta-linguistic + highlighting. It is suggested that highlighting the error has an effect on error uptake and correction. The study also considered learner variables of gender and proficiency but concluded neither had a significant impact on student response to corrective feedback and that for all language skill levels and both genders students showed the least uptake for Repetition + Highlighting.

**04-498 Hruska, Barbara** (U. of Tampa, Florida). **Constructing gender in an English dominant kindergarten: implications for second language learners.** *TESOL Quarterly* (Alexandria, VA, USA), **38**, 3 (2004), 459-485.

The paper is concerned with the relationship between gender and English language learners' classroom participation in the United States. This author presents evidence from a one year ethnographic study. The study combines an ethnographic and discourse analytic methodology to investigate a kindergarten in the United States. Using 'prolonged engagement', 'persistent observations', triangulation, and microanalysis of classroom incidents, the study investigates a language classroom which is 'English dominant' (17 speakers). In addition, there are 6 Spanish-bilingual English language learners. The author claims that the study demonstrates how relationships and interaction are mediated through local gender constructions and that these both support and constrain English language learners' classroom participation. The author argues that local gender ideologies affect students' access to the interactions that they need to develop a second language. The author argues that TESOL professionals need to be aware of gender meaning shift and consequences for local participants.

**04-499 Hubbard, Philip and Bradin Siskin, Claire** (Stanford U., California, USA; *Email*: phubbard@stanford.edu). **Another look at tutorial CALL.** *ReCALL* (Cambridge, UK), **16**, 2 (2004), 448-461.

In recent years computer-assisted language learning (CALL) theory has distinguished between the use of the computer as tutor or tool. This article explains how its use as tutor, involving tasks such as drilling, need not be marginalised within the general field of language learning in favour of its use as a tool involving internet and word-processing applications. The article comments on myths about tutorial CALL that pervade teacher attitudes and points out how not all internet-based tutorial software is as interactive as that on CD-ROM. It then outlines reasons why tutorial CALL has been marginalised, including the belief that the teacher's role may be limited. The article analyses presentations made at four conferences in 2002 which suggest tutorial CALL still holds interest for practitioners worldwide. It outlines how several used a combination of tool and tutorial orientations and suggests the notion of the tutor-tool dichotomy is in need of revision. The article discusses the presence of the teacher in CALL software and suggests uses for tutorial CALL such as helping learners pick up conscious knowledge of the language and improving receptive skills.

**04-500 Hyland, Fiona** (U. of Hong Kong, China; *Email*: hylandf@hkucc.hku.hk). **Learning autonomously: contextualising out-of-class English language learning.** *Language Awareness* (Clevedon, UK), **13**, 3 (2004), 180-202.

This paper examines the out-of-class English language learning activities of student teachers in Hong Kong, using questionnaires, interviews and learner diaries. The study found that while many of the students devoted

considerable time to studying and practising English outside the classroom, much of this time was spent on more receptive activities such as listening and reading, rather than speaking. Students had a tendency to focus on private rather than public activities that did not involve face-to-face contact. Two students' out-of-class learning activities and their feelings towards using in English are examined in more detail. It is suggested that the reasons for their avoidance involved both individual and social/political factors, principally the implications attached to using English and the fear of negative judgement. However, it is pointed out that despite their negative feelings about using English in public, these were successful English learners who actively sought opportunities to use English in their private domain. It is suggested that the private domain may be a valuable setting for out-of-class language learning, since it is both less threatening to identity and is also easier for the student to control. The author directs future research towards the study of context and the variety of social meanings attached to the use of English outside the classroom.

**04-501 Kasper, Gabriele** (U. of Hawai'i at Manoa, USA; *Email*: gkasper@hawaii.edu). **Participant orientations in German conversation-for-learning.** *The Modern Language Journal* (Malden, MA, USA), **88**, 4 (2004), 551-567.

Some roles for conversation analysis in L2 and FL learning are explored by an examination of an initial segment of a dyadic conversation-for-learning between an L2 German beginner and a German NS. The analysis centres on the situated identities, including membership categories and interaction-internal participant statuses made evident as the interaction continued. While categories of expert and novice were present throughout, these were primarily invoked by the novice, and only on specific occasions. Incidents of code-switching were also observed, when the novice requested a TL action format from the NS. It is suggested that the conversation analytic methodology used here enables detailed study of how a badly-defined task was transformed into a complex hybrid activity by the co-participants.

**04-502 Kim, Yong Suk** (Korean U. of Technology and Education; *Email*: yongkim@kut.ac.kr). **Exploring the role of integrative orientation in a Korean EFL environment.** *English Teaching* (Anseonggun, Korea), **59**, 3 (2004) 77-91.

Studies of motivation and Second Language Acquisition (SLA) generally refer to SL rather than Foreign Language (FL) learning. This article reports a study of integrative orientation among Korean college English learners, and investigates the existence of a 'required' orientation, as identified among learners in Taiwan by Warden and Lin (2000). A questionnaire survey was carried out on 325 Korean university students (non English majors). The two parts of the questionnaire were a

criterion set, designed for factor analysis of the three hypothesized motivational orientations (integrative, instrumental, and requirement), and a predictor set, using self-rating of ability, motivational intensity, and desire to learn the language. Analysis showed that integrative orientation correlated significantly and positively with motivational intensity, desire to learn English, ability, and past/future interest, while required orientation correlated significantly and negatively. Instrumental orientation correlated significantly and positively only with present/future interest. Integrative orientation was found to be a significant factor and an effective predictor of other variables; required orientation existed but had little effect. It is concluded that it is important to promote integrative orientation by allowing students to increase choices, share responsibility for learning and to develop autonomy for language learning.

**04-503 Lapkin, Sharon and Swain, Merrill** (U. of Toronto, Canada). **What underlies immersion students' production: the case of *avoir besoin de***. *Foreign Language Annals* (Alexandria, VA, USA), **37**, 3 (2004), 349-355.

One of the advantages of having students work in pairs on language-related tasks is that teachers and researchers can listen to what the students say as they carry out their assigned tasks. What they say offers insights into the students' beliefs about the target language they are learning and using, and reflects the cognitive processes they use to produce an utterance. In this paper, the authors analyze dialogues between pairs of eighth grade French immersion students about *avoir besoin de*. Their analysis provides insights that allow teachers to help students more accurately encode the meaning they wish to express. Teachers and researchers are also given an insider's view of how learners make use of what they already know to support their learning of an additional language. The authors point out the important pedagogical lesson of listening to what students say and using their mistakes to inform instruction.

**04-504 Lever, Tim** (U. of Sydney, Australia). **AMEP students online: The view from morning self-access**. *Prospect* (Sydney, Australia), **19**, 2 (2004), 39-55.

The progressive infiltration of computer technology into teaching and learning poses questions about relevance of computer skills, learner needs, and the basis for decisions on skills focus and educational goals. The present article reports an on-the-spot observational study surveying the computer usage of students in the open self-access context of the Bankstown (Southern Sydney, NSW) Adult Migrant English Program (AMEP) Centre. The client mix observed were predominantly female, of Middle Eastern and East Asian origin, and of low language proficiency. Observational method was a 'spot survey', conducted at a regular time and at regular intervals over a

period of seven weeks, in which computer rows were scanned, on-screen software noted and later transferred onto an Excel spreadsheet. Usages were classified according to language medium, technological medium, and functional orientation (educational or non-educational). Quantitative breakdown revealed an overwhelming preference for Internet-based applications (90% of usage), and within that, two single applications: (1) email (33% of total usage) and (2) the NSW Online Demonstration Driver Knowledge Test (DKT). The powerful motivation of the DKT reflects its status as an information resource relevant to the everyday needs of the adult migrant student who, regardless of language level, can exercise complex choices and meet needs through certain internet sites. It is concluded that lessons should be targeted more to specific sites; a need for greater emphasis on information seeking skills is also suggested.

**04-505 Malcolm, Diane** (Arab Gulf U. in Bahrain). **Why should learners contribute to the self-access centre?** *ELT Journal* (Oxford, UK), **58**, 4 (2004), 346-354.

This article presents two phases of a project in which students in the Arabian Gulf University in Bahrain were encouraged to make a greater contribution to a self-access centre (SAC). The author groups contributions from students under the headings vocabulary, grammar, reading and listening. Contributions took the form of a language learning worksheet or another English-enhancing activity. Students contributed to the SAC, after having their contributions evaluated by other students. The author claims that the project increased students personal investment in developing the SAC. The author sees active co-operation from administrators, staff, instructors and students as essential in establishing a thriving SAC.

**04-506 Noelle, Lamy** (The Open U., UK; *Email: m.n.lamy@open.ac.uk*). **Oral conversations online: redefining oral competence in synchronous environments**. *ReCALL* (Cambridge, UK), **16**, 2 (2004), 520-538.

Research literature on language learning and synchronous computer mediated communication (CMC) has tended to concentrate on written communication. This article analyses oral conversations between learners that were mediated by computers. The article addresses the issue of developing methodologies for redefining second language oral competence in an environment that now offers enhanced voice-based software. It reviews work carried out by Interactionist second language acquisition (SLA) researchers who used conversation analysis (CA) methodology to make sense of learner behaviour and questions whether this model takes into account processes involved in the use of machines that enable learners to talk to each other. The article looks to interactional linguistics and social semiotics to add to insights from SLA then discusses discourse data obtained

on two distance learning projects that used synchronous voice software in an intermediate French programme at The Open University in the UK. The article discusses methodological challenges such as analyst interpretation of evidence and constructing a model for conversational competence that goes beyond the traditional CA unit of the “turn”. Among the conclusions are that future research needs to centre on the simultaneous use by learners of both the voice and written interjections.

**04-507 Park, Gi-Pyo** (Soonchunhyang U., Korea). **Comparison of L2 listening and reading comprehension by university students learning English in Korea.** *Foreign Language Annals* (Alexandria, VA, USA), **37**, 3 (2004), 448–458.

This study compared L2 listening comprehension with L2 reading comprehension in terms of the roles of linguistic knowledge, background knowledge, and question types among 168 university students learning English in Korea. The analyses of the data found that L2 listeners processed inferential information more easily than factual information, while the reverse was true for L2 readers. In addition, linguistic and background knowledge exerted significant effects on L2 listening comprehension. In L2 reading comprehension, however linguistic knowledge played a significant role, while background knowledge played only a moderate role. In terms of the interaction among linguistic knowledge, background knowledge, and question types, only linguistic and background knowledge in L2 listening comprehension and linguistic knowledge and question types in L2 reading comprehension were significant. Third, linguistic knowledge and background knowledge combined explained a total variance of 14% in L2 listening comprehension and 20% in L2 reading comprehension. These findings show that L2 listening comprehension and L2 reading comprehension differ from each other and that the comprehension of an oral and written text is a more complex process than the interactive process model holds.

**04-508 Riley, Jean, Burrell, Andrew and McCallum, Bet** (U. of London, UK; *Email*: j.riley@ioe.ac.uk). **Developing the spoken language skills of reception class children in two multicultural, inner-city primary schools.** *British Educational Research Journal* (London, UK), **30**, 5 (2004), 657–672.

Concern has been raised about the level of oral language competence with which children enter school. This article briefly discusses the nature and importance of oral language development, before moving on to describe an action research study designed to examine whether or not reception children do have a lower level of spoken language skills, investigate patterns of language development and specific areas of difficulty, and then assess an intervention designed to improve reception children’s speaking ability. Three schools from deprived, multicultural areas of an inner city were chosen for

the study, and the intervention consisted of raising the awareness of teachers, support staff and parent/volunteer helpers involved in the schools, and then involving them in activities designed to focus on reception children’s spoken language ability. The findings show that the language skills of the children at entry are less developed than the general population, summarise differences in performance, and suggest that such interventions were helpful both in improving the children’s language ability, and in contributing to the professional development of the teachers concerned.

**04-509 Ryan-Scheutz, Colleen and Colangelo, Laura M.** (U. of Notre Dame, USA). **Full-scale theatre production and foreign language learning.** *Foreign Language Annals* (Alexandria, VA, USA), **37**, 3 (2004), 374–389.

This article reports a case study designed to explore the effectiveness of full scale, authentic text theatre production for second language learning. Based on the results of preproduction and postproduction tests completed by cast and crew members, as well as the observations of all involved, the authors maintain that the diverse communication tasks necessary for the project, and the motivation generated by a common and public goal, make foreign language theatre production particularly conducive to learning. The findings in this study indicated general tendencies toward improved proficiency in speaking and reading and very positive student perceptions with respect to the gains they made individually in various skill areas. Finally, the study revealed increased levels of comfort in using the foreign language.

**04-510 Sealey, Alison and Thompson, Paul** (U. of Reading, UK). **‘What do you call the dull words?’ Primary school children using corpus-based approaches to learn about language.** *English in Education* (Sheffield, UK), **38**, 1 (2004), 80–91.

This article explores the use of corpus based materials with primary learners, and reports on a study in progress. The authors briefly discuss electronic corpora and concordances before moving on to describe the schools and learners involved in the study, and how the children participated in extra activities such as analysing simple sets of concordance lines. Examples of the material used are presented, together with transcripts of discussions with the children. The authors argue that initial results suggest that the children were able to use corpus based materials to identify patterns in language, and that such activities are potentially useful in the classroom.

**04-511 Stewart, Melissa A. and Pertusa, Inmaculada** (Western Kentucky U., USA). **Gains to language learners from viewing target language closed-captioned films.** *Foreign Language Annals* (Alexandria, VA, USA), **37**, 3 (2004), 438–447.

In an effort to facilitate students' understanding of films in the target language, many instructors turn to films with English subtitles. Viewing films subtitled in English does not encourage learners to use their previously acquired listening skills, but rather allows them to rely on reading English instead of making the extra effort required to follow what they hear in the target language. Current DVD technology offers another option: watching foreign language films closed-captioned in the target language, which provides visual reinforcement of what students are hearing. In a comparison study of gains in vocabulary recognition made by students in intermediate Spanish conversation classes viewing films with English subtitles and others watching the same films with Spanish closed-captioning we found slight differences. However, surveys of student reactions pointed to a number of possible benefits for language learners of watching closed-captioned films in the target language. These merit further investigation. The authors conclude with some words of caution over the use of DVD technology.

**04-512 Thomas, Alain** (U. of Guelph, Canada; *Email: thomas@uoguelph.ca*). **Phonetic norm versus usage in advanced French as a second language.** *International Review of Applied Linguistics for Language Teaching* (Berlin, Germany), **42**, 4 (2004), 365–382.

This article compares the linguistic progress of 48 advanced French as a second language (FL2) English-speaking students who spent their third year of university in France (the experimental group) to that of 39 classmates who chose to stay and study at home in Southern Ontario, Canada (the control group) and focuses on the students' production of three morpho-phonemic variables of French pronunciation where native usage can differ considerably from official norms: 'liaison', 'schwa' and the negative particle 'ne'. Oral tests were administered to students at the beginning and end of the academic year which yielded corpuses of spontaneous speech and student readings. The maintenance/deletion of each variable under study was then duly recorded on transcriptions of students' productions and percentages of the maintenance of a variant were calculated. Results revealed that the control group progressed towards standard French pronunciation whereas the experimental group showed progress in compulsory liaisons but seemed to regress in the other areas at points where native speakers deviate from the norm. The author concludes that comparisons between the groups lead to a reappraisal of notions of pronunciation norms and phonetic progress in spoken French and suggests the exposure of students to colloquial French or the inclusion of more diversity in language models, especially at the advanced level.

**04-513 Van Berkel, Ans** (Free U. Amsterdam, The Netherlands; *Email: aj.van.berkel@let.vu.nl*). **Learning to spell in English as a second**

**language.** *International Review of Applied Linguistics for Language Teaching* (Berlin, Germany), **42** (2004), 239–257.

This research focuses on the acquisition of the spelling of L2 English by Dutch learners. The basic assumption throughout is that the L2 learner's spelling mainly relies on a visual strategy, characterised by a sensitivity for systematic patterns in the written form of words. After discussion of L1 and L2 English spelling acquisition research, a perspective on orthography is introduced which aims to produce a description of its visual properties. An experiment is then described which studies how far L2 learners are sensitive to graphotactic patterns and in which a dictation test of "unknown" words and pseudo-words was given to 154 grammar-school pupils in graphotactic and non-graphotactic conditions. Results confirm the ways in which subjects cope with the task of spelling without instruction (i.e., in using a visual strategy) and also illustrate a model of what they have to master (i.e., various spelling categories). The final section describes further data, from over 1400 pupils, which show a general tendency in the development of L2 spelling knowledge, corresponding with the predicted level of difficulty of the spelling categories.

**04-514 Ward, Monica** (Dublin City U., Ireland; *Email: mward@computing.dcu.edu.ie*). **The additional uses of CALL in the endangered language context.** *ReCALL* (Cambridge, UK), **16**, 2 (2004), 345–359.

It is estimated that 90% of the world's languages will disappear in the next 100 years. This paper describes several reasons for the increase in endangered languages (EL) and outlines the Fishman Scale (1991) used to identify EL, ranging from 'not threatened' to 'extremely endangered'. The paper explains extra constraints of computer-assisted language learning (CALL) with regard to EL, such as social issues and lack of resources. It also explains how CALL can change negative attitudes towards the EL. Each of the three EL discussed in this paper are on different levels on the Fishman Scale. The same CALL template was used to design tasks for each project. The first EL discussed is one in which the aim of the project was to increase motivation among young children learning Irish in Ireland. Findings reveal how the majority of the 100 students expressed a preference for using the computer rather than the classroom to learn more Irish. The second project describes a basic CALL literacy programme for teaching Tojolab'al, a Mayan language spoken in Mexico, while the third, in which the use of CALL for teaching an extremely endangered language had the greatest impact, involves Nawat, an Uto-Aztecan language spoken in El Salvador.

**04-515 Yamamori, Koyo, Isoda, Takamichi, Hiromori, Tomohito and Oxford, Rebecca L.** (National I. Educational Policy Research, Japan;

Email: koyo@nier.go.jp). **Using cluster analysis to uncover L2 learner differences in strategy use, will to learn, and achievement over time.**

*International Review of Applied Linguistics for Language Teaching* (Berlin, Germany), **41** (2003), 381–409.

This study aims to reveal the profiles of learners' learning strategy (LS) use by cluster-analysing them on the basis of three indices: strategy use, the will to learn English, and achievement. 81 Japanese seventh-grade beginner-level students' behaviours were studied through a strategy inventory, a measure of the will to learn English, and end-of-term English achievement tests. Four groups emerged from the cluster analysis: one frequently used an array of LS, had a strong will to learn and high achievement. A second had similar will and achievement, but displayed frequent use for only selected LS. The other two groups showed lower achievement levels: one such group was characterised by inefficient monitoring of learning. A discussion follows of the possible inter-individual differences in the data obtained. These results are said to support the hypothesis that the relationship between strategy use and achievement is complex, multi-factorial, and often non-linear. One pedagogical implication drawn is that the identification of groups of LS users within a class can be a powerful tool for teachers who wish to tailor instruction to match the needs of multiple types of learners.

**04–516 You, Xiaoye** (Purdue U., USA; Email: youx@purdue.edu). **"The choice made from no choice": English writing instruction in a Chinese University.** *Journal of Second Language Writing* (New York, USA), **13**, 2 (2004), 97–110.

Recent studies tend to define literacy as a set of practices embedded in a given socio-cultural environment, rather than a set of individual skills. This perspective is especially relevant to the immigrant community, whose members need to learn not only a new language but also how written texts are embedded in the host culture. To investigate such issues, six classes of foreign learners attending a Language Instruction for Newcomers to Canada (LINC) programme were interviewed and observed alongside their teachers. They comprised 19 adults from seven different countries and language backgrounds. Questions ranged from the writing practices employed in different settings to motivation, classroom work and teachers' beliefs. Significantly, learners and teachers shared a very traditional view of language practice as a means to master structural accuracy and vocabulary development. The lack of attention to the social uses of literacy was partly linked to textbook choice and to the learning objectives set out in *Canadian Language Benchmarks 2000*. Investment in teacher development could help to enrich classroom practices, with an emphasis on writing as a vehicle for self-expression, social communication and overall language proficiency.

## Reading and writing

doi:10.1017/S0261444805232639

**04–517 Armand, Françoise** (U. de Montréal, Canada; Email: Francoise.Armand@umontreal.ca), **Lefrançoise, Pascale, Baron, Agnès, Gomez, Maria-Cécilia and Nuckle, Sylvie.** **Improving reading and writing learning in underprivileged pluri-ethnic settings.** *British Journal of Educational Psychology* (Leicester, UK), **74** (2004), 437–459.

L1 Studies have demonstrated the positive effects of pedagogical activities aimed at developing meta-phonological abilities and developing language skills through active story listening on learning to read and spell in the first stages of learning. This paper extends previous findings to include children who attend plurilingual schools and are educated in a language other than their mother tongue. The study seeks to identify the differential effects of two activity programmes on student word recognition skills and narrative text comprehension. 202 children enrolled in nine first grade classes were divided into three groups. The control group received typical, first grade methods for teaching reading and spelling. Experimental group one (DMPA) received a training programme aimed at metaphonological abilities development. Experimental group two (DLS) received training intended to develop language skills through active story listening and production. Results of tests administered at the end of students' first year indicated that the DMPA group students obtained significantly higher scores than the control group on metaphonological and word recognition tasks and were better than the control and DLS groups on word spelling. The DLS group also progressed obtaining better results than the control group in the word recognition task. The authors conclude that it is possible to improve the word reading skills of first grade children in underprivileged pluri-ethnic settings through activities aimed at developing metaphonological abilities or language skills development by means of active story listening and production. Developing word spelling abilities, however, seems to rely on metaphonological abilities. Finally, further research should address the absence of effects of either learning programme on narrative text comprehension.

**04–518 Cheng, Y-S.** (National Taiwan Normal U., Taiwan; Email: t22035@cc.ntnu.edu.tw). **A measure of second language writing anxiety: scale development and preliminary validation.** *Journal of Second Language Writing* (New York, USA), **13**, 4 (2004), 313–335.

Evidence has been accumulating that shows the promise of multidimensional conceptualizations of anxiety in investigating the effects of anxiety on different aspects of human behavior and intellectual performance. In view of the lack of an L2 writing anxiety scale explicitly developed from a multidimensional perspective, this study aims to develop and evaluate a self-report L2

writing anxiety measure that conforms to a three-dimensional conceptualization of anxiety. Sixty-five EFL learners' reports of L2 writing anxiety were drawn upon to generate an initial pool of scale items. A pilot test was conducted on the initial pool of items to help establish a preliminary version of L2 writing anxiety scale for further refinement and evaluation in the formal study. A sample of 421 EFL majors enrolled in seven different colleges in Taiwan participated in the formal study. Exploratory factor analysis was employed to determine the final make-up of the Second Language Writing Anxiety Inventory (SLWAI) that consists of three subscales: Somatic Anxiety, Cognitive Anxiety, and Avoidance Behavior. In addition to reliability coefficients, the validity of the SLWAI total scale and subscales was assessed by means of correlation and factor analysis. The results suggest that both the total scale and the individual subscales of the SLWAI have good reliability and adequate validity. The purpose of the article is to contribute to the development of more accurate diagnoses and more effective intervention strategies.

**04-519 de Jong, Maria T. and Bus, Adriana G.** (Leiden U., Netherlands; *Email*: jongtm@fsw.leidenuniv.nl). **The efficacy of electronic books in fostering kindergarten children's emergent story understanding.** *Reading Research Quarterly* (Newark, USA), **39**, 4 (2004), 378-393.

Do the alternate forms of reading to young children or having children independently experience electronic versions of these same books produce different experiences and effects? This study specifically looked at how children interact with stories on the computer, how various features of electronic books affect reading, and in particular, the extent to which electronic books promote or interfere with the understanding of those who are developing an awareness and understanding of stories in books. Data from accompanied and independent videotaped computer reading sessions of 18 four-to-five-year-old Dutch kindergarten children produced similar experiences and effects. Subjects frequently interacted with the animations embedded in the electronic stories, but no evidence was found that these animations distracted them from listening to the text, nor that these interfered with story understanding. Subjects were able to retell the story when they experienced it independently in electronic form and, when navigating through the text, they proceeded much as when they were read to. It is suggested that alternative ways of encountering stories may be a useful addition to adult-led reading at home and in kindergarten classrooms.

**04-520 Dunsmuir, Sandra** (U. College London, UK; *Email*: s.dunsmuir@ucl.ac.uk) **and Blatchford, Peter. Predictors of writing competence in 4-to 7-year-old children.** *British Journal of Educational Psychology* (Leicester, UK), **74** (2004), 461-483.

This paper reports on a longitudinal study to investigate factors at home and school that influence writing development in children between the ages of four and seven years. Data were gathered from 60 children attending four urban primary schools by interviewing parents, conducting standardized skills assessments, administering teacher questionnaires, and collecting samples of children's writing each term throughout Key Stage 1. Preschool variables that were found to significantly associate to writing proficiency at school entry included mother's educational levels, family size, parent's assessment of a child's writing ability, and a measure of home writing. Child characteristics, skills and competencies that were found to significantly associate with writing at seven years included season of birth, vocabulary test scores, pre-reading skills, handwriting and proficiency in writing his or her name. Home writing was the only preschool variable that maintained its significance to writing progress over the Key Stage 1 period. Teacher assessments of pupil attitudes to writing, however, were consistently found to significantly associate with writing competence both at school entry and in the final term of Key Stage 1. The authors conclude that research should be undertaken to examine in more detail the significant variables identified in the study and further explore the relationship between individual development, learning styles, attitudes and the writing curriculum.

**04-521 Forey, Gail** (Hong Kong Polytechnic U.). **Workplace texts: do they mean the same for teachers and business people?** *English for Specific Purposes* (Oxford, UK), **23**, 4 (2004), 447-469.

The paper presents a study of informants' interpretations of business texts in Hong Kong. The author combines a text analytical approach with a social perspective approach to consider the ways in which certain thematic choices construe different meanings for different types of reader. The study focuses specifically on the choice of Theme, and incorporates the social perspective of business and teacher informants and their interpretations of text. Drawing on evidence from focus group interviews with 12 business people and 15 EFL teachers, the author claims that combining text analysis and specialist informant interpretations offers tangible benefits. The paper ends with a plea that ESP pedagogy needs to take informant perceptions into consideration and that collaborative research is a useful way to achieve this aim.

**04-522 Harwood, Nigel and Hadley, Gregg** (U. of Essex, UK). **Pragmatism and the teaching of academic writing.** *English for Specific Purposes*. (Oxford, UK), **23**, 4 (2004), 355-379.

This paper considers three approaches to the teaching of English for Academic Purposes (EAP). The paper presents a variety of views and perspectives from L2 students trying to write academic texts. Difficulties inherent in both the Critical approach and the Pragmatic

approach are detailed. The authors argue that the Critical Pragmatic approach has the capacity to reconcile the apparent contradictions in the Critical approach and the Pragmatic approach. The paper illustrates the Critical Pragmatic approach by highlighting activities for postgraduate and research students which centre on the use of personal pronouns and possessive adjectives. It also argues that corpus-based critical pragmatism offers a chance to demystify institutional and academic practice.

**04-523 Heinz, Peter J.** (Pikes Peak Community College, Colorado Springs, USA). **Towards enhanced second language reading comprehension assessment: computerized versus manual scoring of written recall protocols.** *Reading in a Foreign Language* (Hawai'i, USA), **16**, 2 (2004), 97–124.

Recall protocol, unlike the quantitative, product-oriented techniques traditionally employed for measuring second language (L2) reading comprehension, can provide qualitative information about the reading process. This article describes the development of a computerized recall protocol scoring system, using off-the-shelf technology and readily available software. The reported study investigated whether the resulting computer-based process could produce acceptable and valid quantitative scores, suitable for large-scale assessment. Three authentic German passages were delivered to 240 students at a US University, with 100 subjects randomly selected for inclusion in the study. After reading each text, subjects wrote their recall in L1 (English) on the computer. These were spell checked and parsed automatically before being concurrently scored by trained raters, with interrater reliability checked. Among other advantages listed, computer scoring provided overwhelming time savings, with greater consistency achieved than by human raters. Continuing research into automated recall protocol scoring is recommended to improve correlations. Further exploration of pausal unit hierarchies is needed, and the use of concordancing programmes to analyze student-generated data is also proposed. It is concluded that the automated recall protocol procedure has potential to enhance L2 reading assessment, including diagnostic and placement testing, as well as to inform reading comprehension pedagogy.

**04-524 Huxford, L.** (National Primary Strategy, England). **Developing an understanding of the pedagogy of writing in the middle years (age 8–11).** *Australian Journal of Language and Literacy*. (Norwood, South Australia), **27**, 3 (2004), 234–244.

The National Literacy Strategy (NLS) in primary schools (ages 5–11) in England supports both reading and writing and has a target of 80% of 11-year-olds reaching a specific level of competence in English. This target has been exceeded in reading but not in writing. The paper discusses what is meant by being

a 'better writer' in a first language and explores the framework of teaching objectives created by the NLS. Within this framework at Foundation stage (pre 5 years) children are taught within a holistic approach and by age 11 are working on writing in a range of different genres. In the middle years of 8 to 11, teaching materials have a strong relationship between reading and writing. Reading and analysing texts shows children how texts are constructed and how words are related. Children in these years may compare texts from different genres, learn a metalanguage to discuss their writing and carry out investigative activities on writing. Teacher demonstration plays an important role in scaffolding the writing process. The author finishes by commenting on how other curriculum areas are benefiting from children's increased competence and confidence in both literacy and numeracy.

**04-525 Hyland, Ken** (Institute of Education, U. of London, UK; *Email*: k.hyland@ioe.ac.uk). **Disciplinary interactions: metadiscourse in L2 postgraduate writing.** *Journal of Second Language Writing* (New York, USA), **13**, 2 (2004), 133–151.

Metadiscourse is an umbrella term that includes textual resources used to express stance towards content or audience, to shape argument and express the values of a particular discourse community. Its management is crucial for peer-recognition and advancement in academic settings, from undergraduate to faculty level. This article investigates the role of metadiscourse in a corpus of 20 Master's and 20 doctoral dissertations in six different disciplines written in English by Hong Kong students. Target features were grouped into two broad categories: interactive resources (transitions, frame markers, endophoric markers, evidentials, code glosses) and interactional resources (hedges, boosters, attitude markers, engagement markers, self-mentions). The most frequent sub-category were hedges, followed by transitions, but considerable variation was observed between disciplines and type of degree. The pervasive presence of metadiscourse deserves closer attention from teachers and students for successful initiation into the complex rhetoric of academic/professional communities.

**04-526 Joh, Jeongsoon** (Konkuk U., Korea; *Email*: johjs@konkuk.ac.kr). **Interactions among the reader, text and task variables in EFL reading comprehension performance.** *English Teaching* (Anseonggun, Korea), **59**, 3 (2004) 115–143.

The article reports a study investigating the major factors (variables of text, task, and reader characteristics) affecting the process and product of reading comprehension, especially in the Korean English as a Foreign Language (EFL) context. Research questions focused on effects of text and task type, reader target language (TL) proficiency, prior knowledge and topic interest, on Reading Comprehension Performance (RCP). Three

types of expository text, and two types of reading task, were used with three TL proficiency groups. The process of text selection, and categorisation as comparison-contrast, cause-effect, or problem-solution, is described. RCP was measured through multiple-choice items covering different aspects. A test packet comprising measures of prior knowledge, general English proficiency, and reading comprehension was administered to 157 Korean high school and college level students. Results presented are discussed: main findings were the greater effect of response format on lower level learners, and the greater influence of text organisation on higher level learners, with prior knowledge more relevant to higher levels. Implications for EFL reading instruction include the need for specific instruction on text rhetorical structure for EAP learners, the importance of vocabulary learning, and the desirability of including open-ended items and summary tasks in order to help EFL learners become better readers.

**04-527 Lee, Icy** (Hong Kong Baptist U., China; Email: icylee@hkbu.edu.hk). **Error correction in L2 secondary writing classrooms: the case of Hong Kong.** *Journal of Second Language Writing* (New York, USA), **13**, 4 (2004), 285-312.

Error correction research has focused mostly on whether teachers should correct errors in student writing and how they should go about it. Much less has been done to ascertain L2 writing teachers' perceptions and practices as well as students' beliefs and attitudes regarding error feedback. The investigation reported here sought to explore the existing error correction practices in the Hong Kong secondary writing classroom from both the teacher and student perspectives. Data were gathered from three main sources: (1) a teacher survey comprising a questionnaire and follow-up interviews, (2) a teacher error correction task, and (3) a student survey made up of a questionnaire and follow-up interviews. The results revealed that both teachers and students preferred comprehensive error feedback, the teachers used a limited range of error feedback strategies, and only about half of the teacher corrections of student errors were accurate. The study also shows that the students were reliant on teachers in error correction, and that the teachers may not have been aware of the long-term significance of error feedback. Possible implications pertaining to ways of improving current error correction practices are discussed.

**04-528 Makalela, Leketi** (U. of Limpopo and Michigan State U.). **Differential error types in second-language students' written and spoken texts: implications for instruction in writing.** *Written Communication* (Thousand Oaks, CA, USA), **22**, 4 (2004), 368-385.

This study approaches the issue of a perceived gap between speaking and writing proficiencies by com-

paring and contrasting spoken and written nonstandard forms (errors) in written compositions and oral presentations produced by students on an English for Academic Purposes (EAP) programme at a university in South Africa. The results show that non-standard morpho-syntactic forms were less frequent in the oral presentations, and that non-standard discourse forms were more frequent, despite an overemphasis in writing in the EAP programme. The authors argue that this suggests that learners have an underlying grammatical competence which does not appear in their written compositions, and that focussing on writing alone will not necessarily improve writing skills; educators also need to draw on speaking ability and interlanguage development in order to move towards a theory of L2 writing which is independent of L1 methods and practices.

**04-529 McNaughton, S., Lai, M., MacDonald, S. and Farry, S.** (Auckland U., Australia). **Designing more effective teaching of comprehension in culturally and linguistically diverse classrooms in New Zealand.** *Australian Journal of Language and Literacy*. (Norwood, South Australia), **27**, 3 (2004), 184-197.

A central goal in New Zealand's National Literacy Strategy is to comprehend and reduce differences in achievement between pupils within their first four years at school, the main focus being 'decile 1' schools. These have the lowest employment and income levels and the highest proportions of Maori and Pasifika students. This paper describes a partnership between researchers and teachers in these schools. Baseline data was collected from 1216 students in six schools with students aged from 8 to 12 years and from 14 ethnic groups; half the children had a home language other than English. Observations in 16 classrooms using diary and audio recordings showed that the general reading programme was similar in most classes with high levels of engagement and well-established routines. The most difficult subtest for all ages and types of students was the cloze test and researchers suggested that the rate of teacher feedback and elaboration of language could be increased along with access to varied high quality texts. Researchers suggested revealed that a bridge could be created between familiar everyday activities for the students and the less familiar classroom texts and activities. This project is ongoing and the second phase entails professional development with all the teachers.

**04-530 Moore, Tim** (Monash U., Australia; Email: tim.moore@celts.monash.edu.au) and **Morton, Janne.** **Dimensions of difference: a comparison of university writing and IELTS writing.** *Journal of English for Academic Purposes* (Oxford, UK), **4**, 1 (2005), 43-66.

A challenge for many English for Academic Purposes (EAP) teachers working on pre-session programmes is to find ways to reconcile the dual aims of preparing

students for university study and for the IELTS test. The study described here seeks to provide some guidance on this issue through an analysis of the type of writing required in the two domains. The standard IELTS Task 2 rubric was compared with a corpus of 155 first year assignment tasks collected from a range of different subject areas across two Australian universities. Researchers found that whilst IELTS writing bears some resemblance to the predominant genre of university essay-style tasks, there are also important differences between the range of rhetorical functions and objects of enquiry identified in the task rubrics of the two domains and the type of information sources required to complete these tasks. This analysis suggests the type of writing the IELTS test elicits may have more in common with certain public non-academic genres, and thus should not be thought of as an appropriate model for university writing. The authors conclude that it is probably best to deal with test preparation and the broader EAP writing curriculum within separate programmes. Suggestions for further research to investigate the relationship between the IELTS Task 1 format and university writing requirements are also made.

**04-531 Taguchi, Etsuo** (Daito Bunka U., Tokyo; *Email: taguchi@ic.daito.ac.jp*), **Takayasu-Maass, Miyoko and Gorsuch, Greta J.** **Developing reading fluency in EFL: How assisted repeated reading and extensive reading affect fluency development.** *Reading in a Foreign Language* (Hawai'i, USA), **16**, 2 (2004), 70–96.

While research on reading in a first language (L1) has shown the importance of fluency in developing successful reading, programmes of both extensive reading (ER) and repeated reading (RR) have been implemented in English as a Foreign Language (EFL) settings. The focus of the present study is to investigate whether and how assisted RR with an auditory reading model enhances EFL readers' fluency. Twenty volunteers from an EFL class at a Japanese university were assigned either to the RR group or to the ER, and pre-tested to ensure comparability of reading levels. The RR group read – following the procedure described – two graded readers accompanied by audiotapes, reading the 57 pages five times in total. The ER group selected from 83 graded readers, reading an average of 205 pages each. Post tests indicate that both ER and RR facilitate reading fluency, with the RR group having slightly higher word per minute reading rates. Improvements in comprehension scores did not differ significantly. Participants' perceptions, indicated by questionnaire responses, revealed greater increased willingness to read long passages. It is concluded that RR provides readers with scaffolding in the form of repetition and an auditory model, which can help FL/L2 readers to become fluent, independent and able to enjoy reading.

**04-532 Yoon, Hyunsook and Hirvela, Alan** (The Ohio State U., USA; *Email: yoon.98@osu.edu*). **ESL student attitudes toward corpus use in L2.**

*Journal of Second Language Writing* (New York, USA), **13**, 4 (2004), 257–283.

In recent years, there has been growing interest in the use of corpora in L2 writing instruction. Many studies have argued for corpus use from a teacher's perspective, that is, in terms of how teachers can develop instructional materials and activities involving a corpus-based orientation. In contrast, relatively little attention has been paid to investigations of learners' actual use of corpora and their attitudes toward such use in the L2 writing classroom. This paper describes a study of corpus use in two ESL academic writing courses. Specifically, the study examined students' corpus use and their perceptions of the strengths and weaknesses of corpora as a second language writing tool. The study's qualitative and quantitative data indicate that, overall, the students perceived the corpus approach as beneficial to the development of L2 writing skill and that they gained confidence in L2 writing.

## Language testing

doi:10.1017/S0261444805242635

**04-533 Cheng, Winnie and Warren, Martin** (Hong Kong Polytechnic U., *Email: egwcheng@polyu.edu.hk*). **Peer assessment of language proficiency.** *Language Testing* (London, UK), **22**, 1 (2005), 93–121.

This study sought to add to the growing body of knowledge concerning the use of peer assessment in EFL contexts. The focus was on three aspects of assessment: subjects' attitudes to peer assessment in general and, specifically, language proficiency; evidence for the ability to assess satisfactorily; and how far freshman Engineering students could reliably supplement teacher judgements. 51 L1 Chinese Electrical Engineering undergraduates in Hong Kong assessed the English language proficiency of their peers and their attitudes to such evaluation were tested before and after peer assessment took place. Results showed subjects were less comfortable and more uncertain of their ability to assess language proficiency compared to the other criteria they were asked to assess. Subjects also tended to mark within a narrower range than the class teacher and did not reliably supplement their teachers' marks in assessing both the language and nonlanguage assessment criteria. The suggestion is made that a classroom with a more supportive learning climate might lead to more positive attitudes to peer assessment and greater objectivity in such assessment. Students might usefully also be encouraged to be involved in the design and development of the assessment criteria.

**04-534 Malabonga, Valerie, Kenyon, Dorry M. and Carpenter, Helen** (Centre for Applied Linguistics, Washington, USA; *Email: valerie@cal.org*). **Self-assessment, preparation and response time on a computerised oral**

**proficiency test.** *Language Testing* (London, UK), **22**, 1 (2005), 59–92.

Administering assessments of oral proficiency is a time-consuming process and technology-based methods are increasingly being used in large-scale testing programmes. This paper reports on technical aspects of such testing. The prototype for such administration – the Computerized Oral Proficiency Instrument (COPI) – is used to investigate two important aspects of examinee control: how subjects use self-assessment to decide on a starting level and planning/response time and the factors affecting the latter. Subjects in the two studies were 50 undergraduates taking Arabic, Chinese, or Spanish courses in USA universities. 92% of the subjects were seen to employ the self-assessment instrument in their test task selections, although the starting level of the COPI might have presented difficulties for a minority who selected over-difficult tasks. Different amounts of planning and response times were presented across the four main proficiency levels; subjects with high proficiency levels used less planning time but gave longer responses.

**04–535 Parkinson, Jean and Adendorff, Ralph** (U. of Natal, India). **The use of popular science articles in teaching scientific literacy.** *English for Specific Purposes* (Oxford, UK), **23**, 4 (2004), 379–396.

This paper considers the use of popular science articles in teaching scientific literacy. It examines the similarities and differences between scientific research articles and textbooks. The study uses systemic functional analysis to compare discourse features in both genres of text. The article argues that popular science articles cannot serve as models for scientific writing. The authors, however, also argue that popular articles can make science more accessible to students. Using examples from exam papers, laboratory reports and guidelines, the authors make the point that textbooks provide models of writing for undergraduate science exam writing and research articles provide the target forms for laboratory reports. The article identifies key aspects of popular research texts and argues that the introduction of such texts into schools would challenge the idea of science as authoritative and difficult. The paper also claims that popular texts are valuable in teaching academic writing because they are conceptually simpler than academic texts. The authors suggest that getting students to translate from popular to academic texts helps encourage a deeper knowledge of academic scientific register.

**04–536 Quinn, M.** (Melbourne U., Australia). **Talking with Jess: Looking at how metalanguage assisted explanation writing in the Middle Years.** *Australian Journal of Language and Literacy* (Norwood, South Australia), **27**, 3 (2004), 246–261.

Teaching writing to native English speakers in Australian classrooms involves using a genre approach and helping students to plan their work by giving them text frames. Teaching the language needed to enable students to discuss different written genre has become popular. This paper concerns the usefulness of developing a meta-language to describe writing and the writing process. It follows the progress of Jess, a 12-year-old Australian girl, who is initially a poor writer for her age group. Through interviews before and after a teaching unit on writing explanations as a text type the author shows how Jess develops her metalinguistic knowledge. Her written work shows marked improvements and she becomes able to discuss the construction of her writing. Interestingly, the students in Jess' class who were stronger writers at the outset seemed to have less consciousness of the skills they had developed by the end of the process. The author suggests that weaker writers, having struggled with the writing task, gained a greater degree of awareness of their writing skills. Having the language to talk about language can greatly assist students in improving their writing. This explicit instruction is especially useful for weaker students such as Jess.

**04–537 Raphael, T. E., Florio-Raine, S. and George, M.** (Oakland U., Australia). **Book club plus: organising your literacy curriculum to bring students to high levels of literacy.** *Australian Journal of Language and Literacy* (Norwood, South Australia), **27**, 3 (2004), 198–216.

Recently within education in Australia and the United States there has been much discussion as to how to teach reading to native English-speaking children. Many approaches and frameworks are available to teachers and the whole process of literacy teaching has become a complex issue. The authors put forward their principled framework, 'Book Club Plus', as a solution to the major dilemma of how to keep a diverse range of readers engaged in meaningful activities using age-appropriate texts while also providing instruction appropriate to each student's individual needs. Book Club Plus consists of thematic units which are meaningful for students' own experience. Four components in the classroom interweave to support students who are learning to read and discuss literature. These are 'community share' which begins with a teacher-led slot and ends with small group discussion, 'reading' independently or with a friend or tape for support, 'writing' around the theme and 'book club' – the student-led discussion group after which the programme was named. The framework helped struggling readers to find their voice and this is borne out by their improved writing and thus increased test scores. The framework provides a way for teachers to create a coherent literacy curriculum and promote reading for all students, whatever their level.

**04–538 Reed, Malcolm** (U. of Bristol, UK). **Write or wrong? A sociocultural approach to schooled**

**writing.** *English in Education* (Sheffield, UK), **38**, 1 (2004), 21–38.

This paper examines the teaching of literacy using perspectives from sociocultural theory and the writings of LS Vygotsky, MM Bakhtin and J Habermas. The author develops his argument using an example of a learner's written text, and pays specific attention to aspects of pedagogic reality such as the requirement for teachers to be able to deal with the different needs of different learners. The result is a framework of communicative action which offers a scheme for dialogic interaction between teachers and learners, and which divides this interaction into stages which might guide development and assessment.

**04–539 Ren, Guanxin. Introducing oval writing.** *Babel – Journal of the AFMLTA* (Queensland, Australia), **39**, 1 (2004), 4–10.

Drawing on recent developments in memory and learning, this paper proposes a new approach to teaching Chinese character retention to secondary non-Chinese speaking background (NCSB) learners. Rather than traditional methods involving mere repetition of writing a character following its stroke order, the 'OVAL writing' approach requires learners in (1) Observing carefully how each character is written; (2) visualising characters and making associations in the mind; (3) articulating characters and their structures; (4) listening to the sound of each character; (5) writing out each character in a repeated fashion: and finally, (6) re-viewing vocabulary lists at regular well spaced intervals. To test the effectiveness of this new approach, 24 Year seven students studying Chinese were divided into two groups receiving either traditional or OVAL writing instruction. Each group was provided a list of 27 characters, a worksheet for review and were administered a cue dependent test. Results indicated that the OVAL writing approach significantly improved secondary NCSB learners ability to recall learned characters under test conditions and helped shorten the average time learners spent on review of characters. Although larger scale research is needed before confirming the usefulness of 'OVAL writing', the author concludes that retention seems to improve when multi-sensory driven tasks and regular reviews are incorporated into learning.

**04–540 Richgels, Donald J.** (Northern Illinois U., USA; *Email*: richgels@niu.edu). **Paying attention to language.** *Reading Research Quarterly* (Newark, USA), **39**, 4 (2004), 470–477.

This paper reviews research across a wide range of language domains to support a broad conceptualisation of spoken language competence, one that the author sees as relevant to beginning literacy learning and teaching, not only phonemic awareness but also other formal and nonformal language knowledge. The principal argument put forward in this review is that paying attention to language in ways not usually demanded

in everyday use of language is essential to an understanding of the relation between children's spoken language competence and their written language acquisition. Particular attention is paid to phonology, morphology, semantics, syntax, and more nonformal aspects. The paper ends with a consideration of the classroom implications of predictors of children's success in learning to read, highlighting the importance of Project EASE, which demonstrated that schools can promote a wide range of spoken language abilities that are predictive of literacy achievement by facilitating routine, rich social interactions over an extended period of time.

**04–541 Sang-Keun, Shin** (Ewha Womens U. Seoul, Korea; *Email*: sangshin@ewhaac.kr). **Did they take the same test? Examinee language proficiency and the structure of language tests.** *Language Testing* (London, UK), **22**, 1 (2005), 31–57.

This study investigated the relationship between examinee proficiency and the structure of the TOEFL and the Speaking Proficiency in English Assessment Kit (SPEAK) across low-, intermediate-, and advanced-level groups. Multi-group structural equation modelling was used to test two competing hypotheses testing whether the dimensions of language ability become more or less differentiated along with increasing subject proficiency. 779 L1 Korean test-takers in Korea were selected from a large database and divided into three proficiency-level groups. Data from the TOEFL and SPEAK were analysed using ANOVA, exploratory factor analysis, structural equation modelling, and multiple indicators and multiple causes modelling. Results showed the structure of the tests was partially invariant across the groups and, therefore, neither hypothesis of increasing or decreasing differentiation was confirmed. Other indicators suggested the language backgrounds of the subjects were related to measurement non-variance.

**04–542 Schoonen, Rob** (U. of Amsterdam, The Netherlands; *Email*: rob.schoonen@uva.nl). **Generalisability of writing scores: an application of structural equation modelling.** *Language Testing* (London, UK), **22**, 1 (2005), 1–30.

Writing assessment is often made difficult because of the different facets of the assessment, including proficiency level and content or topic, which contribute to the final outcome. This study investigates firstly the effect of the raters and writing task on the generalisability of writing scores and how these effects may depend on what is being rated and on its holistic or analytical nature. A second concern is the result of applying structure equation modelling to estimate variance components within the context of a generalisability study. 89 Dutch students aged 11–12 years old wrote four essays in English scored by five raters using holistic and analytical methods for two traits: "Content and Organisation" and "Language Use". Data showed scores are substantially affected by facets of the assessment other than the

writer's proficiency, in the present case of task and rater. Analytical scores collected with scoring guides were less generalisable than holistic scores collected with essay scales. Language Use scores appeared to be more generalisable than those of Content and Organisation. It is suggested that, within the school context, reliable writing assessment is very difficult. Portfolio assessment may have the potential to improve the quality of this assessment as more seems to be gained by multiple tasks than multiple rating.

**04-543 So, Bronia** (U. of Hong Kong, Hong Kong; *Email*: bronia\_so@yahoo.com.hk). **From analysis to pedagogic applications: using newspaper genres to write school genres.** *Journal of English for Academic Purposes* (Oxford, UK), **4**, 1 (2005), 67–82.

This paper is part of a larger study into the writing practices of Hong Kong secondary school students. It discusses the possibility of using newspaper genres and genre-based pedagogy to teach intermediate ESL learners to write school genres. Two texts regarded as typical representations of the editorial (newspaper genre) and the school argumentative essay (school genre) were analysed to demonstrate the extent to which they resemble and differ from each other. The comparison of the two texts revealed quite significant overlaps in terms of their communicative purpose, schematic structure and a number of lexico-grammatical features. Similarities suggest that newspaper genres can be used as resources to help students write school genres and can provide a basis to facilitate an appropriate transfer of learning from one context to the other. The final part of the paper makes recommendations for the use of genre analysis as a tool in writing instruction to make students aware of text-function relationship, generic conventions, as well as overlaps and distinctions between different genres. Given the provision of adequate metacognitive and discursive activities to facilitate the development of students' linguistic awareness, the transferability of genre knowledge to new genres and new situations is then possible.

**04-544 Spodark, Edwina** (Hollins U., USA; *Email*: spodark@hollins.edu). **"French in Cyberspace": an online French course for undergraduates.** *CALICO Journal* (Texas, USA), **22**, 1 (2004), 83–101.

"French in Cyberspace" is a completely online language skills course for resident university undergraduates in the USA (it is not intended for distance learning). This paper opens with a discussion on online foreign language instruction, what might be its appeal to resident undergraduates and what might characterise its teaching. It is argued that the main advantage is that it is a technoconstructivist approach, which enables the individual to construct knowledge according to his/her own needs and interests, rather than just having it transmitted to them. It also enables the student to do a

very large amount of practice in the target language. The one-month course is described in detail, giving a possible blueprint for constructing and conducting a language skills course of this type. It covers the skills of listening, reading and writing and incorporates the use of software such as PowerPoint, WebCT and Blackboard. All aspects of the online learning experience are described, including student orientation, web resources, online activities, and evaluation procedures.

**04-545 Sutherland-Smith, Wendy** (Deakin U., Australia; *Email*: wendyys@deakin.edu.au). **Pandora's box: academic perceptions of student plagiarism in writing.** *Journal of English for Academic Purposes* (Oxford, UK), **4**, 1 (2005), 83–95.

Plagiarism is viewed by many academics as a kind of Pandora's box – the elements contained inside are too frightening to allow escape for fear of the havoc that may result. Reluctance by academic members of staff to discuss student plagiarism openly may contribute to the often untenable situations teachers face when dealing with student plagiarism issues. This article examines the dilemmas English for Academic Purposes (EAP) staff face when dealing with student plagiarism and details the attitudes of 11 teachers involved in teaching a first year EAP writing subject in light of the university's plagiarism policy and their experiences in its implementation. Data were collected by questionnaire survey and semi-structured interviews. Research indicated that not only is an agreed definition of plagiarism difficult to reach by members of staff teaching the same subject, but plagiarism is a multi-layered phenomenon encompassing a spectrum of human intention. Evaluating the spectrum can lead to differences in the implementation of university policy, the result of which runs the risk of the inequitable treatment of individual plagiarism cases. The author concludes that collaborative, cross-disciplinary re-thinking of approaches in dealing with issues of student plagiarism is needed by policy-makers and academic staff to reach workable solutions.

**04-546 Thurstun, Jennifer** (Macquarie U., Australia). **Teaching and learning the reading of homepages.** *Prospect* (Sydney, Australia), **19**, 2 (2004), 56–71.

Although English as a Second Language (ESL) teachers make increasing use of the world wide web in their teaching, information technologies in education are driven primarily by commercial interests. Given the predominance of English on the internet, and the challenge for learners of understanding both text and conventions, this article briefly considers the rationale for focusing on webpages and homepages in ESL instruction. It examines the typical format of such pages in the light of their design, content and technical characteristics, and highlights the need to draw students' attention to these. The linguistic and textual characteristics of

language used in homepages is analysed, including chunking of information, conventions for indicating stress, increased lexical density and nominalization. Page layout and features designed to ease scanning and searching, may be unfamiliar to L2 users. These, and the characteristic vocabulary, need clarification. Research into how readers read websites, limited to native speakers of English, is summarised, and conclusions are drawn about points to be kept in mind when teachers select websites for students, including the needs to avoid poorly designed sites, to encourage learners to anticipate homepage characteristics and to adopt appropriate strategies.

**04-547 Valencia, S. W. and Riddle Buly, M.** (Washington U., USA). **Behind test scores: What struggling readers REALLY need.** *Australian Journal of Language and Literacy* (Norwood, South Australia), **27**, 3 (2004), 217–233.

Many children in the United States fail standardised reading tests, taken each year from grades 3–8. This article describes six different profiles of native and non-native speaking children who failed these tests. The profiles range from ‘automatic word callers’ (students who can decode words but fail to read for meaning), ‘struggling word callers’ (struggle with word meaning and identification), ‘word stumblers’, ‘slow comprehenders’, ‘slow word callers’ and ‘disabled readers’ (students who have severe difficulty in word identification, meaning and fluency). The six prototypical children are described in terms of their reading style and the instructional focus each one needs. The researchers conclude that individual differences mean that no single instructional method will fit all children. Students fail state reading tests for a variety of reasons and thus teachers need to conduct additional diagnostic assessments to identify needs. Multi-level, flexible, small group instruction is needed to focus on students’ particular needs. The researchers conclude by stating their concern over the disproportionate number of second language students who fail the test and are not receiving additional support.

**04-548 Warschauer, Mark** (U. of California, USA; *Email*: markw@uci.edu), **Grant, David, Del Real, Gabriel and Rousseau, Michele.** **Promoting academic literacy with technology: successful laptop programs in K-12 schools.** *System* (Oxford, UK), **32**, 4 (2004), 525–537.

One of the main challenges that US schools face in educating English language learners is developing their academic literacy. This paper presents cases studies of two K-12 schools that successfully employ high-technology environments, including one-to-one laptop computing, with language minority students towards the development of their academic language proficiency and literacy. The study involved researchers using standard qualitative methods including observing, interviewing and collecting artifacts with an emphasis

on the digital documentation of best practices at the schools. In the first school, Latino fourth-grade students use laptops and other new technologies for a wide variety of pre- and post reading tasks to help facilitate the transition from learning to read to reading to learn. In the second school, diverse immigrants and refugees at the middle school level combine technology use with Expeditionary Learning to carry out projects leading to the creation of sophisticated products. The authors conclude that although the schools represent very different instructional settings, they have both made highly effective use of technology to engage students in cognitively demanding activities, promote independent reading and provide scaffolding for language development. Taken together, the schools offer valuable lessons for utilization of technology to promote academic literacy among culturally and linguistically diverse students.

**04-549 Young, Richard F. and Miller, Elisabeth R.** (U. of Wisconsin, USA; *Email*: rfyountg@wisc.edu). **Learning as changing participation: discourse roles in ESL writing conferences.** *The Modern Language Journal* (Malden, MA, USA), **88**, 4 (2004), 519–535.

Data are presented from the acquisition of an unfamiliar discursive practice (revision talk during writing conferences with a teacher) by an adult Vietnamese L2 English learner. The theoretical background to the paper posits L2 acquisition as a situated, co-constructed process, distributed among participants. Data are discussed from four weekly videotaped conferences, transcriptions of interactions having been made to discover the processes by which the subject moved from peripheral to fuller participation in the practice. Analysis showed how the subject participated more fully in the practice over time and that the writing instructor changed her participation in ways that allowed for learning and fuller participation from the subject. It is suggested such data contribute to our understanding of language learning as co-constructed development in situated discursive practices.

**04-550 Bernhardt, Elizabeth B., Rivera, Raymond J. and Kamil, Michael L.** (Stanford U., USA). **The practicality and efficiency of web-based placement testing for college-level language programs.** *Foreign Language Annals* (Alexandria, VA, USA), **37**, 3 (2004), 356–366.

Articulation is one of the principal challenges of all foreign language programmes. A key component of the articulation process is an assessment of student language abilities. On college and university campuses this process is usually conducted via a placement test. As developments in proficiency research have progressed, it is clear that programmes need information about a student’s grammatical command of a language as well as about their integrative use of the language specifically in speaking. This article examines the process of having

students test online before their arrival on campus and provides insights into efficiencies brought about by such testing. The data for the article were generated by 679 learners of Spanish and 78 learners of German as well as by their 14 instructors and 2 language programme directors. The study provides evidence that technology can bring efficiencies into instruction that enable teachers to focus on what is really important, i.e., students and their language development.

**04-551 Brown, Gavin T. L.** (U. of Auckland, New Zealand; *Email*: gt.brown@auckland.ac.nz), **Glasswell, Kath and Harland, Don. Accuracy in the scoring of writing: Studies of reliability and validity using a New Zealand writing assessment system.** *Assessing Writing* (New York, USA), **9**, 2 (2004), 105–121.

The accurate scoring of writing is essential to a system of national assessment, but it is a problematic aspect of a national assessment system. This paper reports on levels of accuracy in the assessment of English language writing obtained in two studies which used an assessment software programme (asTTle) developed by a New Zealand educational assessment project. The writing assessment rubrics cover curriculum-based assessment scales for six writing purposes, and prompts are provided for classroom teachers for each writing purpose. The first study involved a centrally-run marking panel and nationally representative samples of writing by native speaker students of 10–13 years of age; the second was a small intervention study to assess the writing of low-achieving (e.g. non-English background) students and to discover whether they could be taught to improve the quality of their persuasive writing. Both studies produced adjacent agreement consensus rates of 70%–90% and consistency and measurement correlations of 0.70–0.80, thus assuring the validity of the project's rating scales. It is suggested that, since comparatively little training of the classroom teachers in the use of the programme is required for good levels of accuracy to be achieved, it would be suitable for use as a writing assessment tool in a national assessment system.

**04-552 Hawkey, Roger and Barker, Fiona** (Cambridge ESOL, UK; *Email*: roger@hawkey58.freeseve.co.uk). **Developing a common scale for the assessment of writing.** *Assessing Writing* (New York, USA), **9** (2004), 122–159.

The aim of this study was firstly to determine the distinguishing features in writing performance of ESOL learners/users across three Cambridge English examination levels, addressing a common task, and secondly to investigate how these could be incorporated into a scale of band descriptors that could be used in a common scale for assessing writing. The analysis was based on a corpus of 288 scripts written by candidates responding to a single task in FCE, CAE and CPE Cambridge ESOL examinations. Initial qualitative analyses were

supported by computer-based corpus analyses. A draft four-level scale based on three criteria – sophistication of language, organisation and links, and accuracy – was developed. Its potential for use in a common scale for writing is now being further researched, using corpora of scripts of IELTS, Business English Certificates and CELS exams. Results so far indicate that this draft scale has generalisability across exams and writing tasks, and will be useful in helping to specify relationships between different Cambridge ESOL examinations. It is also concluded that the study offers useful insights into the writing construct, and supports the use of learner corpora in the investigation of target proficiency levels and the use of a combination of qualitative and computer-linguistic analytic approaches.

**04-553 Peterson, Shelley, Childs, Ruth and Kennedy, Kerrie** (U. of Toronto, Canada; *Email*: slpeterson@oise.utoronto.ca). **Written feedback and scoring of sixth-grade girls' and boys' narrative and persuasive writing.** *Assessing Writing* (New York, USA), **9** (2004), 160–180.

This study examined possible gender differences in grade six teachers' evaluation of students' narrative and persuasive writing and their evaluative feedback on both types of writing. Specific questions concerned (a) possible influences of the teacher's gender, the student writer's gender and the discourse mode on a teacher's scoring, and (b) what types of evaluative feedback were given. 108 sixth-grade teachers in one Canadian province evaluated a narrative and a persuasive piece of writing each from two English mother-tongue boys and two girls, with the assignment of the writers' gender changed over for half the teacher group. Written feedback was analysed as being editive (requiring lower-order revisions), revisional (higher-order revisions) or verdictive (praising). The results showed that overall there were no consistent patterns privileging female or male writers, though higher scores were given to the persuasive papers than the narrative ones. There was, however, evidence of same-sex appreciation in the scoring of two papers and same-sex depreciation in the other two. A high proportion of the narrative papers attracted the editive comments and persuasive papers the revisional. It is suggested that further examination is needed of gender interactions with teachers' evaluation of student writing.

**04-554 Watson Todd, Richard** (King Mongkut's U. of Technology Thonburi, Thailand; *Email*: irictodd@kmutt.ac.th), **Glasswell, Kath and Harland, Don. Measuring the coherence of writing using topic-based analysis.** *Assessing Writing* (New York, USA), **9**, 2 (2004), 85–104.

One of the problems with assessing writing is the inherently subjective nature of coherence, which means that it is difficult for several different markers to reach agreement on marks. This paper describes a study in

which topic-based analysis, originally used on spoken discourse, was used to measure coherence in a written text; these results were then compared to teachers' marking. The stages described are: preparing the text for analysis, identifying key concepts, identifying relationships between key concepts, linking the relationships into a hierarchy, mapping the discourse onto the hierarchy and identifying topics and measuring coherence. The 28 texts analysed were assignments written by undergraduate chemistry students at a Thai university, who had English at lower-intermediate level. Topic-based analysis is a complex process, but the author concludes that there are ways in which it can be a useful tool, eg. to measure the coherence of texts; as a basis for moderating scoring for coherence; for raising teachers' awareness of issues of relevance to coherence; or one easily-obtainable measure could be used as a guide to the assessment of coherence.

## Teacher education

doi:10.1017/S0261444805252631

**04-555 Garvey, Erica and Murray, Denise E.** (NCELTR, Macquarie U., Australia). **The multilingual teacher: issues for teacher education.** *Prospect* (Sydney, Australia), **19**, 2 (2004), 3-23.

This article extends recent research into the role of multilingual (ML) teachers in English language education. Data were collected from interviews with six trainees (with Chinese, Japanese, Thai and Serbian First Languages (L1)) and their mentor teachers on a post-graduate certificate in Teaching English to Speakers of Other Languages (TESOL), as well as from videotapes of trainees teaching, learning journals, written evaluation of lessons, and a culture related observation task, and analysed thematically. Two major themes were identified: English language proficiency and TESOL knowledge and skills, within which salient sub themes were found. Comments on each of these are presented and analysed. Further discussion highlights participants' recognition of the need for trainees to understand the culture of the country they are studying in. The positive effect of ML teachers as models and mentors, and their potential to make a significant contribution to the TESOL profession, is contrasted with trainees' insecurity about their English language skill, teaching expertise, and their role as teachers. In conclusion, recommendations are made that ML TESOL trainees be offered additional tutorials on language and cultural issues, and provided with further opportunities to explore these issues. The choice of working with a ML mentor and/or bilingual class could be provided. Issues such as role of L1 in the classroom and teaching in non-English speaking countries should also form part of pre-service teaching programmes.

**04-556 Guilloteaux, Marie J.** (Gyeongsang National U., Korea; *Email*: marie@gnsu.ac.kr).

**Korean teachers' practical understanding of CLT.** *English Teaching* (Anseonggun, Korea), **59**, 3 (2004), 53-76.

Teachers of English as a Foreign Language (EFL) in monolingual contexts often claim that Communicative Language Teaching (CLT) is not appropriate to them. This paper reports an investigation into Korean teachers' understanding of CLT in terms of classroom practice. At the beginning of an INSET course, 76 secondary school teachers completed sentences about their beliefs in groups of four. The 66 responses comprised data set A. Data set B was obtained by asking eight of the groups (32 participants) to compare some of the statements with their perceived reality in Korean classrooms. Analysis revealed teachers' misconceptions about contemporary CLT and discussion in the article then aims at clarifying CLT practice and terminology, including the relationship of fluency and accuracy, error correction, type of input, teaching of culture, syllabus issues, authentic materials, and the limitations inherent in the Korean context. The author offers useful principles, emphasising that CLT is task-based, and proposing types of activities to include in lessons. She concludes by calling for immediate reform of the Korean English teacher education system, balancing theoretical input with more observation, reflection, and analysis of CLT practices, and for the recruitment examination to focus more on assessing candidates' understanding of theory-informed practice.

**04-557 Jones, Jeremy F.** (U. of Canberra, Australia). **The many benefits of a research component in English language teacher education: A case study.** *Prospect* (Sydney, Australia), **19**, 2 (2004), 25-38.

Research methods are commonly included in university courses for teachers of English language teaching (ELT), but, while the value of teacher initiated research may be clear to educators, students may not grasp its relevance. This article shows how the author's 15-week compulsory Research Methods in Language Teaching and Learning (RMLTL) unit in the University of Canberra's TESOL Programme moves beyond the study of research methods (during Weeks One to Six) to the conduct, and public presentation, of a supervised research project. Course participants, heterogeneous in age and background, frequently have little or no ELT experience. Each chooses a topic for a small scale research project supplemented by cooperative workshops and a research display, with the assessable goal of report writing. Data presented in the article are drawn from records over three years: syllabus, lecturers' observations, student feedback, and students' research projects. Four illustrative examples of research projects conducted are provided, with comments on the usefulness of the work. The conclusion summarises four additional benefits for participants: experience of collegial solidarity, mentoring by practising teachers, satisfaction of seeing the impact of their research, and

practical application of what is learnt in other parts of programme.

**04-558 Karabenick, Stuart A.** (Eastern Michigan U., USA) **and Clemens Noda, Phyllis A.** **Professional development implications of teachers' beliefs and attitudes toward English language learners.** *Bilingual Research Journal* (Washington, USA), **28**, 1 (2004), 55-76.

This report presents the results of a survey of teacher attitudes to English language learners (ELLs) commissioned by US school authorities. Data were obtained from 729 teachers in a suburban district with a large immigrant and refugee population. A 78-item questionnaire, covering 14 different conceptual areas, was used to target such factors as teacher attitudes to ELLs and beliefs about parents, as well as general sociocultural attitudes (in both regular and bilingual classrooms). The results show a widespread need for intensive professional training and increased cultural/pedagogic awareness, with most teachers less confident in teaching ELLs than other students. This has persuaded district authorities to provide additional training and materials, also in view of greater ELL integration into standard classrooms. The survey has helped schools, teachers, parents and local communities to engage in more effective bilingual programmes throughout the district.

**04-559 Lord, Gillian** (U. of Florida, USA) **and Lomicka, Lara L.** **Developing collaborative cyber communities to prepare tomorrow's teachers.** *Foreign Language Annals* (Alexandria, VA, USA), **37**, 3 (2004), 401-416.

Computer-mediated exchange and interaction have become topics of debate and discussion in the past several years due to the growing interest in synchronous and asynchronous communication and their role in language acquisition, learning, and teaching (Liu, Moore, Graham, & Lee, 2002). This article offers a model for a collaborative course on Technology in Foreign Language Education (TIFLE) that is built around computer-mediated discussion. The graduate seminar, designed and taught collaboratively at the University of South Carolina and the University of Florida, allows students to experience the benefits and challenges of virtual communication as they engage in teaching. Course components, such as chat, e-portfolios, multi-user object oriented domains (MOOs), an electronic discussion board, and virtual guests are discussed and the outcomes of the seminar are highlighted in terms of student gains. The authors stress the importance of matching technological tools with pedagogical and theoretical aims.

**04-560 Potowski, Kim** (U. of Illinois at Chicago, USA) **and Carreira, Maria.** **Teacher development and national standards for Spanish as a heritage language.** *Foreign Language Annals* (Alexandria, VA, USA), **37**, 3 (2004), 427-437.

Given the increasing presence of heritage speakers at both the high school and postsecondary levels, in the USA, greater numbers of pre-service and in-service Spanish teachers need exposure to Spanish for native speakers (SNS) issues. This is because well-structured SNS courses should look more like native language arts courses than like Spanish as a foreign language (SFL) courses. Therefore, traditional foreign language methodology courses are insufficient to prepare teachers to work with heritage-speaking populations. In addition to offering considerations for national standards in SNS teaching, the authors suggest coursework components designed to prepare teachers to work more effectively with SNS students, in both single and mixed-language classes. The authors stress the demographic diversity of the U.S. Latino population and the significance of this in the training of SNS teachers.

**04-561 Stepp-Greany, Jonita** (Florida State U., USA). **Collaborative teaching in an intensive Spanish course: a professional development experience for teaching assistants.** *Foreign Language Annals* (Alexandria, VA, USA), **37**, 3 (2004), 417-426.

This article reports on a pilot project that was designed to provide professional development to teaching assistants (TAs) and improve undergraduate instruction in an intensive Spanish course through the use of collaboration and experiential instruction. TAs improved their teaching strategies, learned techniques to solve classroom problems, and reported satisfaction from relationships with students and one another. Difficulties for the TAs included finding common planning time, pacing the material, presenting a united front toward students, and handling a high level of novelty in the situation. Undergraduate students in the course reported positive attitudes towards Spanish language and culture and an increase in their ability to use Spanish for communication. The author concludes by listing some of the insights gained which might be useful in future planning and research.

**04-562 Thaine, Craig** (Languages International, Auckland, New Zealand). **The assessment of second language teaching.** *ELT Journal* (Oxford, UK), **58**, 4 (2004), 336-345.

This article reports on research into assessment on a pre-service Cambridge Certificate in English Language Teaching to Adults (CELTA) course in New Zealand. The action-research project was carried out over a six month period and uses interviews with 14 trainers to gather data on how assessment criteria for the CELTA are interpreted and operationalized by teacher educators. The study collates interpretations onto a grid and examines the construct validity of the CELTA criteria by matching them against a syllabus-based representation of teaching ability. The author claims that some criteria are either over-generalized or overlap with other criteria, which results in problems of reliability.

The article suggests ways in which these criteria could be adapted or amended and calls for trainers to aim for as much consistency and transparency as possible. The author ends with a plea for an on-going dialogue between theorists, teacher educators and those who are following teaching methodology programmes.

**04-563 Thompson, G. Paul** (Bell International, Libya). **Teacher-training in Bangladesh – some lessons learnt.** *The Teacher Trainer* (Canterbury, UK), **18**, 3 (2004), 10–13.

English language teaching in Bangladesh has not been an official priority in recent decades. Textbooks, teaching methods and classrooms have changed little in over half a century. This article reports on the English Language Teaching Improvement Project (ELTIP), a two-year joint project between Bangladesh's Ministry of Education and Britain's Department for International Development. The project finished in 2002, although it is hoped some of the legacies of the Project's work continue. The author, who worked in Bangladesh from 1998 to 2001 as one of four regionally-based Regional English Language Advisors, concentrates on the strategies underpinning ELTIP's philosophy of teacher development and the building of sustainable local capacity among stakeholders, in the belief that the lessons learnt in Bangladesh are relevant to many other educational development contexts.

## Bilingualism

doi:10.1017/S0261444805262638

**04-564 Banfi, Cristina and Day, Raymond** (U. Nacional de Córdoba and ESSARP, Argentina; *Email: cbanfi@essarp.org.ar*). **The evolution of bilingual schools in Argentina.** *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **7**, 5 (2004), 398–411.

Although the label 'bilingual' in Argentina is often applied rather loosely to a number of institutions, especially for marketing purposes, in this article it is used to refer to those schools that teach content through the medium of two languages, such as Spanish and English, and that cover areas of both the Argentinian curriculum and a foreign or international one. The article lists similarities between bilingual schools in Argentina, such as the delivery of a foreign curriculum, the provision of teaching, managerial staff and material resources from overseas. Differences listed include when and in what circumstances such schools were founded, variation in size, fees, legal status, along with curricular options on offer and presence or lack of foreign staff. The article outlines the evolution of bilingual schools in Argentina with reference to those teaching in English and Spanish and explains how early schools founded to provide education for immigrants later developed dual language programmes for both minority and majority speakers. It explains how developments in such schools in the last decade are connected with the overall process of

globalisation such as developments in communications technology.

**04-565 Bekerman, Zvi and Shhadi, Nader** (Hebrew U., Israel; *Email: mszviman@mssc.huji.ac.il*). **Palestinian-Jewish bilingual education in Israel: its influence on cultural identities and its impact on intergroup conflict.** *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **24**, 6 (2003), 473–483.

A small cross-sectional study is presented with similar-aged students at an integrated bilingual Palestinian-Jewish school and in standard segregated Palestinian-Jewish schools in Israel. 54 half-hour interviews were carried out between equal numbers of Palestinians and Jews studying in the third and fourth grades, 32 in the bilingual schools and the remainder for comparative purposes in the state monolingual schools. Results are analysed in terms of a) responses to historical/political/conflictual events, b) responses to cultural/religious sites, and c) responses to ceremonial and daily events in the bilingual programme. In general, children's responses in the bilingual school to questions related to political/conflictual events were more moderate than those found in the regular monolingual schools. It was also clear that the understanding of one another's cultures runs deeper in the bilingual schools. Nevertheless, the minority Palestinian group in both situations tested had a better appreciation of the majority group culture, with those participating in the bilingual programme having a more developed understanding than those in the monolingual school. It is suggested these findings support previous findings regarding the influence of bilingual education on inter-group perceptions and support the "contact hypothesis" regarding the potential of inter-group contact in helping to alleviate conflict and reduce mutual prejudices.

**04-566 De Mejia, Anne-Marie** (U. del Valle, Cali, Colombia; *Email: annemariemejia@hotmail.com*). **Bilingual education in Colombia: towards an integrated perspective.** *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **7**, 5 (2004), 381–397.

This paper looks at the division between bilingual education programmes on offer for majority and minority speakers in Colombia. It argues that, since teachers involved in each separate programme have little contact with each other, insights and perceptions are not available to inform future developments in this field. The paper explains the sociolinguistic context of language use in Colombia by looking at bilingualism in Amerindian and Afro-Caribbean communities there. It then looks at historical developments and the present situation of bilingual provision in majority language contexts such as English, French and German. Categories of teachers employed by bilingual schools in both programmes are outlined and it is suggested

schools intending to become bilingual should consider the implications of employing foreign staff since, as they are often seen as the principal purveyors of new ideas and methodology, their presence may perpetuate a mentality of underdevelopment. The paper concludes with an outline of possible areas in which majority and minority programmes may collaborate, such as the preoccupation of both with the loss of cultural identity, and the status and development of the first language.

**04-567 Gavrusseva, Elena** (U. of Iowa, USA; *Email: elena-gavrusseva@uiowa.edu*). **Root infinitives in child second language English: an aspectual features account.** *Second Language Research* (London, UK), **20**, 4 (2004), 335–371.

This article examines the emergence of finiteness in early second language (L2) English of five consecutive bilinguals (ages 6 to 9). The departure point is Gavrusseva's (2002; 2003) proposal that nonfinite root predicates result from the underspecification of syntactic aspectual heads at the initial state  $S_0$ . Gavrusseva's 'underspecification of AspP' account is developed further by examining the feature contents of aspectual projections in English from a crosslinguistic perspective. It is argued that English, in contrast to Russian and French, lacks the genuine imperfective and perfective morphemes and so makes use of a greater variety of aspectual features (e.g., intrinsic and compositional telicity features, *inter alia*). It is also proposed that an English verb's telicity semantics defines its aspectual class and predicts its finiteness status in children's early grammar. An advantage of the 'aspectual features account' is that it explains why statives (inherent atelics) and punctual eventives (inherent telics) show much higher finiteness rates than nonpunctual eventives (an aspectual class defined by a compositional telicity feature) in the child L2 data. The author argues that other approaches to the root infinitive phenomenon cannot explain these finiteness patterns.

**04-568 Keshavarz, Mohammad Hossein** (Teacher Training U., Tehran, Iran; *Email: mhkeshavarz@yahoo.com*) and **Astaneh, Hamideh**. **The impact of bilinguality on the learning of English vocabulary as a foreign language (L3).** *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **7**, 4 (2004), 295–302.

The aim of this study was to compare the performance of bilingual and monolingual learners of English as a Foreign Language (EFL) on a controlled productive ability vocabulary test. The participants were all studying English at pre-university centres in Iran (Tabriz and Tehran): thirty Turkish–Persian bilinguals, thirty Armenian–Persian bilinguals, and thirty Persian monolinguals. All the subjects were homogeneous in terms of age (17–18 years), sex (female), nationality (Iranian), and level of instruction (intermediate). The results of the data analyses showed that native speakers of Turkish

and Armenian with Persian as their second language performed better in the English vocabulary test than the Persian monolingual learners of English. This can be attributed to the positive effect of the subjects' bilinguality on their third language (L3) vocabulary achievement. The study also revealed that in the area of vocabulary production and achievement the Armenian–Persian bilinguals who had learned their first and second languages both academically and orally were more successful than the Turkish–Persian bilinguals who had learned their first language only orally. The results are interpreted to have implications for EFL methodologists and syllabus designers.

**04-569 Lao, Christy** (San Francisco State U., USA). **Parents' attitudes toward Chinese-English bilingual education and Chinese language use.** *Bilingual Research Journal* (Washington, USA), **28**, 1 (2004), 99–121.

This article describes parent attitudes to bilingual education in English and Chinese. Data were gathered from 86 parents of children attending San Francisco's first Chinese American bilingual pre-school. A four-part questionnaire was used to elicit information about language proficiency and use, educational expectations, access to Chinese media, and demographic variables. The respondents showed strong support for pre-school programmes, though Chinese-dominant parents had higher literacy level expectations than English-dominant parents. They generally appreciated the purposes and underlying principles of bilingual education, claiming that the main reason for enrolment were better career opportunities, positive self-image and effective communication with the heritage community. Such findings show that family language support is crucial for success in pre-school Chinese programmes, especially when literacy skills are considered. Providing language support programmes for parents would strengthen their children's learning experience at home.

**04-570 Lara-Alecio, Rafael** (Texas A&M U., USA), **Galloway, Martha, Irby, Beverly J., Rodríguez, Linda and Gómez, Leo**. **Two-way immersion bilingual programs in Texas.** *Bilingual Research Journal* (Washington, USA), **28**, 1 (2004), 35–54.

A large proportion of school children in Texas state schools have a non-English (generally Spanish) language background and take part in mandatory bilingual education programmes from primary school onwards. This article describes the spread and pedagogical construction of such programmes, drawing on data gathered from 274 bilingual districts in the state of Texas. A questionnaire was emailed to school directors listed in the *Texas Two-Way Directory* (<http://texastwoway.org>) to elicit information on the type, level, participants and timing of bilingual education programmes. As expected, most of the schools involved were concentrated in heavily Hispanic areas, with an average of six bilingual

classes per school. Two-way immersion was offered in only 10% of cases, with over half of the programmes less than three years old. Building on this survey, the authors now plan to collect longitudinal data reflecting current developments in this crucial area of USA language policy.

**04-571 López, Lisa M.** (U. of Miami, USA; Email: lopezli@gse.harvard.edu) **and Greenfield, Daryl B.** **The cross-language transfer of phonological skills of Hispanic Head Start children.** *Bilingual Research Journal* (Washington, USA), **28**, 1 (2004), 1–18.

Phonological awareness skills are known to transfer across languages in school-age bilingual children. The present study investigates whether the same phenomenon occurs also earlier in life. One hundred Hispanic children attending a Head Start community centre (age range 48–66 months) were tested for oral language proficiency and phonological sensitivity both in English and Spanish. The resulting data were statistically processed to identify cross-language transfer of phonological awareness. As predicted, a correlation was observed between phonological skills in the two languages and also with proficiency in the target language (English). This is in line with research on the transfer of phonological awareness in older children. Although further studies are needed, such findings demonstrate the special value of early bilingual education. The greater a young learner's first-language competence, the easier the transfer of cognitive skills to his/her second language.

**04-572 López, María G.** (Florida International U., USA) **and Tashakkori, Abbas.** **Effects of a two-way bilingual program on the literacy development of students in kindergarten and first grade.** *Bilingual Research Journal* (Washington, USA), **28**, 1 (2004), 19–34.

The diversity of bilingual education programmes offered in the US makes it difficult to compare current research in the field. This article evaluates the impact of a two-way programme (with 70% of instruction provided in English and 30% in Spanish) aimed at L1 Spanish speakers. A total of 215 participants were tested for: alphabet knowledge, upper/lower case letters, writing skills, letter production and letter sounds (kindergarten group); upper/lower case letters, letter sounds, phonemic awareness and reading skills (primary school group). Learners in mainstream classes, where Spanish is used only 10% of the time, were used as a control group. The results indicate that, despite an initial gap, participants in the programme performed as well as the control group after one year of attendance. Though further factors (such as parental support) should not be discounted, this outcome indicates that bilingual programmes at the onset of study may boost literacy development among children with foreign-language backgrounds.

**04-573 Osterling, Jorge P. and Fox, Rebecca K.** (George Mason U., USA; Email: josterli@gmu.edu). **The power of perspectives: building a cross-cultural community of learners.** *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **7**, 6 (2004), 489–505.

This paper describes a collaborative action-research project initiated by two professors of multilingual and multicultural education at a large US university, whose goal was to update a required first-semester graduate course in a bilingual/second language teacher-education programme and to adapt it to the needs of students and schools faced with a range of bilingual learner needs. Through a dialogic approach, the researchers successfully tapped into their students' own multilingual language acquisition and multicultural experiences for use as a springboard for learning. The study examines the multidimensional second language learning pathways between and among teachers and students from diverse backgrounds that can be applied in the university classroom.

**04-574 Reyes, Iliana** (U. of Arizona, USA; Email: ireyes@email.arizona.edu). **Functions of code switching in schoolchildren's conversations.** *Bilingual Research Journal* (Washington, USA), **28**, 1 (2004), 77–98.

Recent research has shown that bilingual children soon learn how and when to use their two languages in conversation according to the addressee, the topic and the situation. This study investigates the use of English and Spanish in peer interaction among primary school children. A total of 20 dyads from second and fifth grade classrooms with transitional bilingual programmes were selected. After gathering information about their language background, some 10 hours of speech were audiorecorded over an 8-week period, including lunchtime conversation and a collaborative science activity; these were subsequently transcribed and coded for language choice and function. Unexpectedly, the participants used their native language (i.e. Spanish) consistently in both contexts, albeit 10-year-olds code-switched more frequently than their younger peers. Older, more proficient subjects were also more likely to use code-switching as a strategy to mark topic shift, turn accommodation and imitation quotation. These results confirm the importance of code-switching as a marker of bilingual competence in primary education. Further research is needed, however, to shed light on the same link in older children and adolescents.

**04-575 Yaeo Siegel, Satoko** (U. of Arizona, USA). **A case study of one Japanese heritage language program in Arizona.** *Bilingual Research Journal* (Washington, USA), **28**, 1 (2004), 123–134.

This article sheds light on the factors affecting after-school Japanese programmes in the USA. Ethnographic

information was collected from two immigrant families with a total of four children attending heritage language courses in Japanese. Using audiotaped interviews and field notes, the author identified many of the difficulties, benefits and expectations perceived by parents. In line with earlier research, she found that parental motivation and community support are crucial to launching and maintaining a heritage language programme. As the teachers were non-native speakers of Japanese, however, their competence was potentially inadequate for the goal of balanced bilingualism and biculturalism. The survival of heritage language centres depends largely on community commitment to voluntary after-school programmes of the kind described here. Further studies are needed into the complex pedagogical choices and sociocultural variables at stake.

## Sociolinguistics

doi:10.1017/S0261444805272634

**04-576 Alexander, Neville** (U. of Cape Town, South Africa; *Email*: nalexand@humanities.uct.ac.za). **The politics of language planning in post-apartheid South Africa.** *Language Problems and Language Planning* (Amsterdam, The Netherlands), **28**, 2 (2004), 113–130.

The author begins by stating that language planning is never politically neutral, that it always serves particular ideological ends. There then follows a brief survey of language planning policy in the apartheid era, when Afrikaans was promoted as the dominant language, and efforts to develop Bantu languages were stigmatized or otherwise compromised. Since the change to majority rule, despite constitutional commitments to multilingualism and linguistic rights, there has been a *de facto* promotion of English, in the context of an economic strategy geared towards international communication and exchange. The author sees dangers in this trend for socially disadvantaged groups for whom English is not a first language. Rather than the notion of 'group rights', which could play into the hands of irredentist factions, the author favours an approach based on individual linguistic rights. He believes that the constitutional commitments to multilingualism can be carried through at relatively modest cost, and that the main task should be entrusted to a small number of experienced language scholars, as a way of countering bureaucratic tendencies in the Pan South African Language Board.

**04-577 Bayley, Robert and Langman, Juliet** (U. of Texas, USA; *Email*: rbayley@utsa.edu). **Variation in the group and the individual: Evidence from second language acquisition.** *International Review of Applied Linguistics in Language Teaching* (Berlin, Germany), **42**, 4 (2004), 303–318.

This article examines the relationship between group and individual patterns of variation in one area of

grammar: verbal morphology. The present study is based on the previous data collected in sociolinguistic interviews with 20 Chinese learners of English, divided into two proficiency levels (low intermediate/intermediate and advanced), in California and nine Chinese learners of Hungarian in Budapest. Results show that individual patterns of variation closely match group patterns on several dimensions. Multivariate analysis shows that frequency and perceptual saliency affect verb marking by all the Chinese acquirers of English and Hungarian in a similar manner. In addition, separate quantitative analyses of individual speakers show that all the Chinese learners of English are much more likely to mark perfective verbs for past tense than to mark imperfective verbs. It is concluded that for first order constraints such as aspect, perceptual saliency, and frequency, individual results do in fact match group patterns and that the reporting of group results in studies of second language acquisition is justified from an empirical and theoretical viewpoint.

**04-578 Cruickshank, Ken** (U. of Wollongong, Australia; *Email*: kenc@uow.edu.au). **Literacy in multilingual contexts: change in teenagers' reading and writing.** *Language and Education* (Clevedon, UK), **18**, 6 (2004), 459–473.

Literacy in the home is often judged as an inferior version of school literacy. In multilingual contexts, family literacy practices tend to be characterised as traditional and more reliant on oral than literate practices, with the children being seen as disadvantaged by the lack of parental literacy support. This paper argues that literacy practices in multilingual contexts are in fact dynamic and undergoing rapid development in response to technological and cultural change. This study, which examines the literacy practices of four teenagers and their families, was part of a six-year ethnographic study with Arabic-speaking families in Sydney. The data indicate that teenagers are taking an active role in a shift to technology-mediated literacy and in the mediation of both Arabic and English literacy. The implications of this for schooling are discussed.

**04-579 Dailey, René M., Giles, Howard and Jansma, Laura L.** (U. of California, Santa Barbara, USA; *Email*: rdailey@umail.ucsb.edu). **Language attitudes in an Anglo-Hispanic context: the role of the linguistic landscape.** *Language and Communication* (Oxford, UK), **25**, 1 (2005), 27–38.

Past research has shown that, compared with their Anglo counterparts, Hispanic-accented English speakers in the USA have been consistently downgraded on traits of competence (e.g. intelligence). Hispanic immigrants are now the largest growing ethnic minority in the United States, and the question arises whether there is a shift towards more positive language attitudes to this group. Using the verbal guise technique, the study aimed to ascertain the intergroup attitudes of 190 Anglo and Hispanic Californian adolescents to Anglo- and

Hispanic-accented speakers. The study also investigated the 'linguistic landscape' (Landry and Bourhis, 1997) – the degree to which a language is used in local media, signage, school, etc., as a means of studying attitudes towards accented speakers. Thus a second aim of the study was to determine if there was any direct relationship between the teenagers' perceptions of the ethno-linguistic make-up of their linguistic landscape and their language attitudes. The researchers found that across virtually all dimensions, Anglo speakers were rated more highly than Hispanic-accented speakers; and that although the linguistic landscape was not associated with Anglo speakers' evaluations, it did significantly affect Hispanics' ratings. The authors conclude that the linguistic landscape is an important variable in language attitudes research.

**04-580 Davis, Kathryn and Skilton-Sylvester, Ellen** (U. of Hawai'i at Manoa, USA). **Looking Back, Taking Stock, Moving Forward: Investigating Gender in TESOL.** *TESOL Quarterly* (Alexandria, VA, USA), **38**, 3 (2004), 381–404.

This paper provides an overview of key issues in gender research. The authors begin with a historical overview, before exploring current trends. The paper highlights key theories, research paradigms, and subjects of study that contribute to SLA knowledge while addressing inequitable gendered social, pedagogical, and linguistic relationships in and out of ESL and EFL classrooms. The paper argues for the importance of constructivist studies that acknowledge the historical, political, social, and cultural aspects of situated language learning. The authors suggest future directions of gender research and pedagogical approaches that inform TESOL. They also call for educational administrators to allow time for teacher reflection and discussion of how multiple identities, including gender, affect language learning.

**04-581 Dewaele, Jean-Marc** (U. of London, UK; *Email: j.dewaele@bbk.ac.uk*). **Vous or tu? Native and non-native speakers of French on a sociolinguistic tightrope.** *International Review of Applied Linguistics in Language Teaching* (Berlin, Germany), **42**, 4 (2004), 383–402.

Mastering the sociolinguistic rules governing the choice of pronouns of address in French is notoriously difficult, despite the fact that the number of variants are limited to the more formal *vous* or the more informal *tu*. This article examines the effects of situational and sociobiographical variables on the self-reported article use of pronouns in native and non-native French. Data were collected on 125 multilingual participants through a written questionnaire relating to pronoun choice. In addition, a corpus of conversations between nine native and 52 non-native speakers of French provided data on the actual use of address pronouns. Analysis of questionnaire responses and corpus revealed a broad picture of variation patterns. NS and NNS who are frequent users of French or have a system of multiple

address pronouns in their L1 reported a higher use of *tu*. Exogeneous variables such as age, gender and status of the interlocutor had similar effects on NS and NNS use of address forms. However, clear differences existed between NS and NNS. Whereas, the NS use of *tu* is much more frequent with known interlocutors but almost never with unknown interlocutors, the NNS pattern is less consistent. The final part of the paper provides a number of suggestions for fluctuations in the variation patterns of pronoun usage within the NNS corpora.

**04-582 Gordon, Daryl** (Temple University, USA). **"I'm tired. You clean and cook." Shifting gender identities and second language socialization.** *TESOL Quarterly* (Alexandria, VA, USA), **38**, 3 (2004), 437–457.

The paper examines the interplay between second language, socialization and shifts in gender identity. The author uses ethnographic methods to investigate the lives of two principal participants. It considers the way educational, domestic, and workplace contexts in the United States and Laos, impact on gender identity shift. The paper claims that Lao women in the United States experience increased opportunities for enacting their gender identities through expanded leadership roles and wage labour, but that Lao men experience a narrowing of opportunities. The author further claims that there is a reflexive relationship between language learning and changing identities. The paper raises issues for future ethnographic research on gendered second language socialization and calls for research in other communities and classrooms. The author sees it as important that ESL classrooms become spaces for discussing, interpreting, and responding to gendered lives, especially where learners are in a new land, working in a new language.

**04-583 Kamwangamalu, Nkonko M.** (Howard U., USA; *Email: nkamwangamalu@howard.edu*). **The language policy/language economics interface and mother-tongue education in post-apartheid South Africa.** *Language Problems and Language Planning* (Amsterdam, The Netherlands), **28**, 2 (2004), 131–146.

This article examines the issue of mother-tongue education in South Africa, specifically the controversies surrounding the use of indigenous African languages as a medium of instruction. The study is conducted against the background of the country's language policy, and the field of study known as language economics, in which different languages and aspects of language are assigned a market value. In spite of South Africa's constitutional commitment to multilingualism, African languages currently have a low market value, partly because of the discredited segregationist language and educational policies of the apartheid era, partly because of the perceived importance of English as the key to upward social mobility and economic success. Thus, any moves to promote mother-tongue education are

strenuously resisted in many sections of the black community. In order to create conditions under which indigenous languages can compete with English and Afrikaans in the South African linguistic marketplace, the author suggests extending their use to higher domains such as government and administration, and requiring that an educationally certified knowledge of one's mother tongue should be a criterion for access to employment in the public and private sectors.

**04-584 Ordonez, Claudia Lucia** (U. de los Andes, Santafé de Bogota, Colombia; *Email*: cordonez@uniandes.edu.com). **EFL and native Spanish in elite bilingual schools in Colombia: a first look at bilingual adolescent frog stories.** *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **7**, 5 (2004), 449–473.

The acquisition at an early age of English as a second language (ESL) in Spanish monolingual Colombia is viewed as a highly desirable educational outcome. This study reports the linguistic consequences of early partial immersion by adolescents in an English and Spanish educational programme there. It looks at the effects of this type of bilingual education on oral proficiency in both languages. The study compares oral narratives produced by three groups of 15 year olds: 18 students with 10 years' experience of bilingual study in Spanish and English, 18 native speakers of English from Boston, USA, and 18 native speakers of Spanish. Each group was asked to relate in their own language a wordless picture story concerning frogs. The bilingual group performed the task in both languages. Transcripts of narratives elicited were coded into categories used by previous research that had also made use of the frog story. Expert judges rated each narrative on a holistic scale. Results of the study indicate a wide range of variability among stories told by the bilingual group that were undeveloped in comparison with those told by the monolingual ones. The conclusion suggests we cannot expect bilinguals to be double monolinguals.

**04-585 Simpson, M. JoEllen** (Formerly at U. del Valle, Cali, Colombia; *Email*: jsimpson@telesat.com.co). **A look at early childhood writing in English and Spanish in a bilingual school in Ecuador.** *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **7**, 5 (2004), 432–448.

Research on contrastive rhetoric in the last 30 years has emphasised how writers from different cultures tend to have distinctive styles. This paper reports a comparative study of 20 short narratives taken at random from portfolios produced by children in grade one in a bilingual school in Ecuador; ten each in both Spanish and English. The study investigates whether or not textual features identified in studies of writing produced by students of Spanish and English at higher levels may also be present in beginners' work. After outlining

research into contrastive rhetoric, skill transfer and early bilingualism, the study explains how 'T-units' – main clauses with subordinate clauses attached – were used in order to standardise comparisons between the narratives. Results of this quantitative analysis do not reflect earlier findings describing Spanish-English differences in written work which indicated a more elaborate style in Spanish. It is suggested this may be due either to the very early age at which the writing was produced or the influence of instruction in English. The paper suggests future studies follow the same children throughout their primary education to observe how their writing develops.

**04-586 Skliar, Carlos and Muller Quadros, Ronice** (Universidade Federal do Rio Grande do Sul, Brazil; *Email*: skliar@piaget.edu.ufrgs.br). **Bilingual deaf education in the south of Brazil.** *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **7**, 5 (2004), 432–448.

Over the last 30 years many changes have taken place in Deaf Education (DE) in Brazil. This paper analyses the current situation of bilingual Deaf Education (BDE) in the southern area of this country, taking into account research carried out in the last five to seven years. The paper considers three contributions to the bilingual movement in Brazil: the spread of a bilingual/bicultural model applied to DBE, change in the way deafness and deaf people are represented, and an 'epistemological inversion' of what the 'deaf problem' is. The paper outlines a set of variables in DBE with which to make projects more significant, such as circulating the meanings and representations around deafness and deaf people in specific educational contexts. It points out how there are different understandings of what the inclusion of deaf people in mainstream education means, and provides examples from Rio Grande do Sul, where there are ten Deaf Schools, and Santa Catarina where there are no such schools but where a group of 32 deaf people are pursuing an undergraduate course in order to be able to teach deaf children.

**04-587 Spezzini, Susan** (U. of Alabama at Birmingham, USA; *Email*: spezzini@uab.edu). **English immersion in Paraguay: individual and sociocultural dimensions of language learning and use.** *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **7**, 5 (2004), 412–431.

This study investigates three areas in relation to 34 Spanish speaking students in grade 12 following an immersion programme at an American bilingual school in Asunción, Paraguay. The study looks at the students' processes of learning English, their patterns of use and their levels of comprehensibility. Following an outline of linguistic concerns of American overseas schools (AOS) the study points out how little previous research has examined language learning from the students'

perspective. Therefore this study was aimed at generating hypotheses rather than testing them. Qualitative data were gathered from students' written accounts of their language learning histories and follow up group interviews, while quantitative data were collected from a questionnaire on self reported language use, self assessed language proficiency and two comprehensibility tasks. Results of the study describe how students used language in both classroom and individual contexts and how gender and former schooling were significant variables affecting students' oral output. The study outlines linguistic features that influenced perceived comprehensibility and then lists implications for helping future AOS students with their spoken English before concluding that findings will provide the basis for future research at other elite bilingual schools.

**04–588 Wright, Laurence** (Rhodes U., South Africa; *Email*: L.Wright@ru.ac.za). **Language and value: towards accepting a richer linguistic ecology for South Africa.** *Language Problems and Language Planning* (Amsterdam, The Netherlands), **28**, 2 (2004), 175–197.

This article describes the present South African climate of language planning where English still has the highest status and the indigenous African languages are undervalued and underused. The key to a wider public acceptance of language diversity and in particular of a higher status for indigenous languages is a shift in emphasis from policy development to practical language cultivation. The 'modernization' of African languages also has a political dimension, which may not be entirely congruent with the

concerns of those whose brief for African languages is primarily cultural or 'ecological' (i.e., preserving language diversity). Language development under controlled conditions such as in the civil service or in schooling is potentially achievable. However for a true linguistic African Renaissance to emerge those policies must be complemented by contemporary intellectual work published in African languages.

## Applied linguistics

doi:10.1017/S0261444805282630

**04–589 Coulthard, Malcolm** (Aston U., UK). **Author identification, idiolect, and linguistic uniqueness.** *Applied Linguistics* (Oxford, UK), **25**, 4 (2004), 431–447.

This article explores how far idiolect and the uniqueness of individual utterances can be used to determine the authorship of written documents. The study presents data from criminal court cases and student writing to raise issues of plagiarism. The author demonstrates two ways of measuring similarity: the proportion of shared vocabulary and the number and length of shared phrases. The article argues that the concepts of idiolect and uniqueness of utterance are robust and provide a basis for answering questions of authorship. The article ends by considering whether such forensic linguistic evidence would be acceptable in American courts as well as how it might successfully be presented to a lay audience. The author concludes by saying that, although there are still problems in the methodology of author identification, the future for this area of forensic linguistics is encouraging.