

non-native teachers fulfil in-class teaching and in-class management roles better than native teachers do while native teachers fulfil in-class communication skills and present more favourable qualities. The results will be beneficial for native and non-native teachers in terms of realizing their deficiencies and raising awareness. For further research, using student achievement level along with the results of student ratings would lead to more convincing results. The evaluation of teachers by their students is not a widely used approach in Turkey and further research in this area would benefit from a wider subject base.

<http://www.tandf.co.uk/journals>

Language learning

doi:10.1017/S0261444807004387

07-398 AMMAR, AHLEM (U de Montréal, Canada; ahlem.ammar@umontreal.ca) & **NINA SPADA**, **One size fits all? Recasts, prompts, and L2 learning.** *Studies in Second Language Acquisition* (Cambridge University Press) 28.4 (2006), 543–574. doi:10.1017/S0272263106060268

This quasi-experimental study investigated the potential benefits of two corrective feedback techniques (recasts and prompts) for learners of different proficiency levels. Sixty-four students in three intact grade 6 intensive English as a second language classes in the Montreal area were assigned to the two experimental conditions – one received corrective feedback in the form of recasts and the other in the form of prompts – and a control group. The instructional intervention, which was spread over a period of four weeks, targeted third-person possessive determiners *his* and *her*, a difficult aspect of English grammar for these Francophone learners of English. Participants' knowledge of the target structure was tested immediately before the experimental intervention, once immediately after it ended, and again four weeks later through written and oral tasks. All three groups benefited from the instructional intervention, with both experimental groups benefiting the most. Results also indicated that, overall, prompts were more effective than recasts and that the effectiveness of recasts depended on the learners' proficiency. In particular, high-proficiency learners benefited equally from both prompts and recasts, whereas low-proficiency learners benefited significantly more from prompts than recasts.

http://journals.cambridge.org/jid_SLA

07-399 AUGUST, GAIL (Hostos Community College, USA), **So, what's behind adult English second language reading?** *Bilingual Research Journal* (National Association for Bilingual Education) 30.2 (2006), 245–264.

This study investigated the relationship of first language (L1) grammatical knowledge to English second

language reading (ESLR), with the objective of understanding this relationship in the context of the transfer of L1 skills to second language (L2) academic processes. Fifty-five adult, native Spanish-speaking English language learners were given 4 assessments. Spanish reading accounted for 10% of the variance of ESLR, supporting the Linguistic Interdependence Hypothesis, and English grammar accounted for 8% of the variance, supporting the Linguistic Threshold Hypothesis. The results imply that transfer from the L1 might operate differently in adult ESLR than it does with children. An ESLR adult model is proposed, which predicts that some ESLR students will require a curriculum that provides a highly intensive focus on L2 language, grammar, and reading skills.

<http://brj.asu.edu>

07-400 BEASLEY, ROBERT (Franklin College, USA; rbeasley@franklincollege.edu), **YUANGSHAN CHUANG & CHAO-CHIH LIAO**, **Determinants and effects of English language immersion in Taiwanese EFL learners engaged in online music study.** *The Reading Matrix* (Readingmatrix.com) 6.3 (2006), 330–339.

The purpose of this study was to identify the factors that determine English language immersion (ELI) in Taiwanese EFL learners and to determine if ELI is a predictor of change in vocabulary level and American lifestyle literacy during online music study. The results of the investigation indicate that age, gender, and academic standing are all determinants of ELI in Taiwanese EFL learners. However, they also suggest that ELI alone is not a good predictor of change in vocabulary and lifestyle literacy acquisition during online music study. In addition, the investigation found that some minimal level of English competency is required to benefit from the type of online learning environment described and that the subjects who participated in the study enjoyed the approach to learning English.

<http://www.readingmatrix.com/journal.html>

07-401 BROWN, JILL (Monash U, Australia), **JENNY MILLER & JANE MITCHELL**, **Interrupted schooling and the acquisition of literacy: Experiences of Sudanese refugees in Victorian secondary schools.** *Australian Journal of Language and Literacy* (Australian Literacy Educators' Association) 29.2 (2006), 150–162.

This paper reports data from a study of the schooling experiences of Sudanese students in the mainstream in two Victorian secondary schools. The eight students all had significant gaps in their prior schooling. We look at the implications for literacy of interrupted education, the demands of subject specific language for such students, as well as related cultural and social language issues. The students' perspectives throw light

on key issues for schools with these students, and also on the steps needed to support them.

<http://www.alea.edu.au>

07-402 BUNCH, GEORGE C. (U California, USA), **'Academic English' in the 7th grade: Broadening the lens, expanding access.** *Journal of English for Academic Purposes* (Elsevier) 5.4 (2006), 284–301. doi:10.1016/j.jeap.2006.08.007

In this article, I describe mainstream middle school classrooms designed to re-think the conditions under which language minority students who have lived in the United States for a number of years can develop English language skills while also gaining access to a rigorous curriculum. I describe a variety of transactions that students used to engage in group social studies tasks, and I show how students used language differently for discussing ideas within their groups and for preparing to present these ideas to their teacher and classmates. I argue that in order to document the wide range of language demands and language learning opportunities inherent in doing academic work, as well as to understand what students from language minority backgrounds are able to do to meet these demands, the notion of 'academic English' must be expanded beyond the 'academic' vs. 'conversational' language distinction.

<http://www.elsevier.com>

07-403 CHAMBERS, ANDREA (Insa de Lyon, France; andrea.emara@insa-lyon.fr) & **STEPHEN BAX** (Canterbury Christ Church U, UK), **Making CALL work: Towards normalisation.** *System* (Elsevier) 34.4 (2006), 465–479. doi:10.1016/j.system.2006.08.001

The aim of CALL practitioners is to work towards a state where computers are fully integrated into pedagogy, a state of 'normalisation'. This article draws on a qualitative research study into two EFL settings to discuss obstacles to normalisation and ways of overcoming them. It identifies a number of key features which appear to be significant in achieving normalisation, and relates the findings to previous studies concerning the implementation of CALL in language teaching. The discussion and findings should be of value to those seeking to achieve the normalisation of computer technology in their own language teaching contexts, and also of value to those seeking to research the effectiveness of CALL in other settings in qualitative mode.

<http://www.elsevier.com>

07-404 CHAN, ALICE (City U of Hong Kong, China; enalice@cityu.edu.hk), **Strategies used by Cantonese speakers in pronouncing English initial consonant clusters: Insights into the interlanguage phonology of Cantonese ESL learners in Hong Kong.** *International Review of*

Applied Linguistics in Language Teaching (Walter de Gruyter) 44.4 (2006), 331–355. doi:10.1515/IRAL.2006.015

This article discusses the strategies used by Cantonese ESL learners to cope with their problems in pronouncing English initial consonant clusters. A small-scale research study was carried out with six secondary and six university students in Hong Kong, who were asked to perform four speech tasks: the reading of a word list, the description of a picture list, the reading of three passages, and a conversational interview. The participants' speech was recorded using a high-quality mini-disk recorder and transcribed by two raters. The results of the study showed that deletion and substitution were commonly used by the learners, yet vowel epenthesis was practically non-existent. Certain segments, such as liquids, were also found to be more difficult than other segments in the same onset. It is argued that the findings of the study have both theoretical and pedagogical significance.

http://www.degruyter.de/rs/384_392_DEU_h.htm

07-405 COULTER, CATHY (Arizona State U, USA) & **MARY LEE SMITH, English language learners in a comprehensive high school.** *Bilingual Research Journal* (National Association for Bilingual Education) 30.2 (2006), 309–335.

This study focuses on the research literature available in the United States on the evolution of language policy and planning issues involved. The comprehensive high school has changed little over the past few decades, in spite of the rising numbers of immigrant children populating U.S. public schools. Critics claim that high school traditions and structures consign English language learners to marginal positions and inferior academic opportunities. In our intensive analysis of 8 English language learners in a comprehensive high school, we found the criticisms to hold true and came to an understanding of the mechanisms by which these consequences came about.

<http://brj.asu.edu>

07-406 ELIA, ANTONELLA (U Naples, Italy; aelia@unina.it), **Language learning in tandem via skype.** *The Reading Matrix* (Readingmatrix.com) 6.3 (2006), 269–280.

Skype is the largest of the new companies offering Voice over Internet Protocol (VoIP). It allows users to call anyone in the world for free, while offering a precious opportunity to practice foreign languages with native speakers on the Internet. 'Mixxer' is an educational site created to help students and teachers find partners for language exchanges. Through this site, for example, native Italian speakers studying English can find English speaking students worldwide studying Italian with whom a Skype tandem exchange can take place. The next frontier is Skype Casting: by merging

Skype and Podcasting it is possible to run personal mini-radio stations, which can be accessed by any Skype user. New technologies continue to offer challenging solutions to language learning.

<http://www.readingmatrix.com/journal.html>

07-407 ELLIS, ROD (U Auckland, New Zealand; r.ellis@auckland.ac.nz) & **YOUNGHEE SHEEN**, **Reexamining the role of recasts in second language acquisition.** *Studies in Second Language Acquisition* (Cambridge University Press) 28.4 (2006), 575–600.
doi:10.1017/S027226310606027X

Recasts have continued to be the object of intensive empirical and theoretical inquiry following Nicholas, Lightbown & Spada's (2001) review. The current article identifies a number of problems with this research and the supporting theory. These problems concern the fact that recasts can take many different forms and perform a variety of functions (not all corrective), which makes definition difficult. Also, recasts, when corrective, can vary in terms of whether they constitute an implicit or explicit corrective strategy and in whether they afford negative or positive evidence. Researchers have almost exclusively examined recasts from a cognitive perspective, ignoring their social and sociocognitive aspects. The significance of learner repair following recasts also remains controversial. Little is currently known about the role that the learner's developmental readiness plays in determining whether recasts work for acquisition. Researchers have not clearly distinguished between intensive and extensive recasts, nor have they considered their differential benefits. The acquisitional value of recasts in comparison to other forms of corrective feedback might have been overestimated. This article emphasizes the need for research that examines the specific properties of recasts and the social and instructional conditions in which they occur.

http://journals.cambridge.org/jid_SLA

07-408 FARRELL, THOMAS S. C. (Brock U, Canada; tfarrell@brocku.ca) & **CHRISTOPHE MALLARD**, **The use of reception strategies by learners of French as a foreign language.** *The Modern Language Journal* (Blackwell) 90.3 (2006), 338–352.
doi:10.1111/j.1540-4781.2006.00426.x

Listening in a second or foreign language is a very demanding task because it involves both correctly interpreting incoming speech and responding appropriately to the speaker. This qualitative classroom-based investigation describes the types and frequency of reception strategies used by learners at three different proficiency levels in French while engaged in a two-way information-gap task. Results indicate that the learners used various strategies in order to achieve understanding while interacting with one another. These strategies were used either to obtain new information from interlocutors, to confirm information, or to repair

comprehension problems. The results also suggest that learners at all proficiency levels were able to use these strategies when needed and evidently without prior training in strategy use.

http://www.blackwellpublishing.com/jnl_default.asp

07-409 FEUER, AVITAL (York U, Canada), **Parental influences on language learning in Hebrew Sunday school classes.** *Language, Culture and Curriculum* (Multilingual Matters) 19.3 (2006), 266–277.
doi:10.2167/lcc319.0

The purpose of this study is to explore the nature of attitudes held by parents of Jewish Hebrew students at a Boston area Sunday school. Five parents of diverse backgrounds were interviewed in-depth to discuss the nature of their attitudes. Three common themes emerged related to the reasons for their high levels of involvement with the Sunday school: (1) the importance of interpersonal relationships within the Jewish community, (2) support in discovering elements of Jewish identity, and (3) the responsibility for constructing necessary social and educational structures or frameworks in order for the learning to be possible. Implications of the study for the development of Sunday school Hebrew classes in North America are discussed.

<http://www.multilingual-matters.net>

07-410 HARADA, TETSUO (Waseda U, Japan; tharada@waseda.jp), **The acquisition of single and geminate stops by English-speaking children in a Japanese immersion program.** *Studies in Second Language Acquisition* (Cambridge University Press) 28.4 (2006), 601–632.
doi:10.1017/S0272263106060281

This study acoustically analyzed the production of single and geminate stops in Japanese by English-speaking children ($N = 19$) at three different grade levels in a Japanese immersion program. Results show that both their singletons and geminates were significantly longer than those of Japanese monolinguals and the bilinguals' immersion teachers, but all of the immersion groups have acquired the contrast between the two types of stop. This finding supports Flege's (1995) hypothesis that a phonetic category established for second language sounds by a bilingual might differ from that of a monolingual. Additionally, 52 native speakers of Japanese rated the contrast between the two stops produced by all of the bilingual children and a subset of the monolingual children. The accent ratings suggest that the contrast made by the immersion children was not nativelike despite some individual differences in their performance and that there was no statistical difference in accent ratings across the grade levels. The degree of the contrast correlated fairly highly with the closure duration ratio of geminates to singletons.

http://journals.cambridge.org/jid_SLA

07-411 KARLSSON, LEENA (Helsinki U, Finland; leena.karlsson@helsinki.fi), **FELICITY KJISIK & JOAN NORDLUND**, **Language counselling: A critical and integral component in promoting an autonomous community of learning.** *System* (Elsevier) 35.1 (2007), 46–65. doi:10.1016/j.system.2006.10.006

This article describes a programme of autonomous language learning (ALMS) introduced at Helsinki University Language Centre in 1994. The programme was developed to encourage students to become actively involved in their own learning in terms of deciding what they need and wish to learn, setting goals and objectives, achieving these objectives, and reflecting upon and evaluating the outcomes. Learner support is offered in a variety of ways through the counselling system that is an essential element of the programme. The counsellors run the initial learner-awareness sessions in which the emphasis is on the learning process, strategies, needs and skills. They help the learners with their study plans and give guidance where necessary. They also meet the students in a series of one-on-one counselling sessions that foster individual contact and learner–counsellor dialogue. The ALMS programme draws from and feeds on continuous collaborative action–research projects, which address practices seen to be problematic on the basis of learner feedback or counsellor experience.

<http://www.elsevier.com>

07-412 LIEBERMAN, MOTI (American U, USA; aoshima@american.edu), **SACHIKO AOSHIMA & COLIN PHILLIPS**, **Nativelike biases in generation of *wh*-questions by nonnative speakers of Japanese.** *Studies in Second Language Acquisition* (Cambridge University Press) 28.3 (2006), 423–448. doi:10.1017/S0272263106060189

A number of studies of second language (L2) sentence processing have investigated whether ambiguity resolution biases in the native language (L1) transfer to superficially similar cognate structures in the L2. When transfer effects are found in such cases, it is difficult to determine whether they reflect surface parallels between the languages or the operation of more abstract processing mechanisms. *Wh*-questions in English and Japanese present a valuable test case for investigating the relation between L1 and L2 sentence processing. Native speakers (NSs) of English and Japanese both show strong locality biases in processing *wh*-questions, but these locality biases are realized in rather different ways in the two languages, due to differences in word order and scope marking. Results from a sentence generation study with NSs of Japanese and advanced English-speaking L2 learners of Japanese show that the L2 learners show a strongly nativelike locality bias in the resolution of scope ambiguities for in situ *wh*-phrases, despite the fact that the closest analogue of such an interpretation is impossible in English. This indicates that L2 learners are guided by abstract processing

mechanisms and not just by superficial transfer from the L1.

http://journals.cambridge.org/jid_SL

07-413 MACARO, ERNESTO (U Oxford; ernesto.macaro@edstud.ox.ac.uk), **Strategies for language learning and for language use: Revising the theoretical framework.** *The Modern Language Journal* (Blackwell) 90.3 (2006), 320–337. doi:10.1111/j.1540-4781.2006.00425.x

Since the late 1970s, there has been widespread research interest in the strategies that learners use in learning and using second languages. This interest has generated a parallel research effort in language learner strategy instruction. The body of work to date suggests a possible relationship between strategy use and second language learning success. It also provides some evidence that learners can be helped to use strategies more effectively. Several criticisms, however, have been made of this field of research, particularly pertaining to a lack of theoretical rigour. This article reviews the problems related to strategy research and proposes a revised theoretical framework in which strategies are differentiated from skills, processes, and styles. Rather than offering an all-encompassing definition of a strategy, the article proposes a series of features essential to describing a strategy. The framework aims to enhance current theory.

http://www.blackwellpublishing.com/jnl_default.asp

07-414 MATSUZAKI CARREIRA, JUNKO (Tsuda College, Japan), **Motivation for learning English as a foreign language in Japanese elementary schools.** *JALT Journal* (Japan Association for Language Teaching) 28.2 (2006), 135–157.

This study investigated how 345 Japanese elementary school pupils' intrinsic and extrinsic motivation for learning English changed with age (174 third and 171 sixth graders). Factor analysis identified five underlying factors: interest in foreign countries, intrinsic motivation, caregivers' encouragement, instrumental motivation, and anxiety. The results of an ANOVA showed significant differences in intrinsic motivation, interest in foreign countries, and instrumental motivation between the third and sixth graders. The third graders' mean scores were higher than those of the sixth graders. This study revealed a rather steady developmental decline in intrinsic and extrinsic motivation for learning English, which might be attributed to general development trends in contemporary Japanese elementary school pupils. Within a consensus that there is considerable room for improvement in primary-school English education in Japan, the results of the present study suggest that the area of motivation can shed light on how the teaching methods for elementary school students in higher grades can be improved.

<http://jalt-publications.org/jj>

07-415 MOHAN, BERNARD & TAMMY SLATER (U British Columbia, Canada), **Examining the theory/practice relation in a high school science register: A functional linguistic perspective.**

Journal of English for Academic Purposes (Elsevier) 5.4 (2006), 302–316.

doi:10.1016/j.jeap.2006.08.004

Using a functional view of language and drawing on extensive classroom data, this article examines a high school science class to see how language was used to connect theory and practice in science register. The article tracks the teaching/learning paths from the introduction to the science topic and teaching of the theory (e.g. technical terms) to problem-solving activities (the practice) that necessitate the use of the terms. Research implications include (1) the value of a functional perspective which looks at science learning as a social practice for both a sharper understanding of issues of science language and content integration and a greater ability to analyze the role of language in learning science and (2) the significance of the theory–practice contrast for student learning. Assessment implications include the research potential for greater understanding of the development of scientific discourse in science classes as well as richer conceptions of the linguistic connections between students' practical experience and theoretical understanding of science.

<http://www.elsevier.com>

07-416 MOZZON-MCPHERSON, MARINA (U Hull, UK; M.Mozzon-Mcpherson@hull.ac.uk),

Supporting independent learning environments: An analysis of structures and roles of language learning advisers. *System*

(Elsevier) 35.1 (2007), 66–92.

doi:10.1016/j.system.2006.10.008

This article examines the contribution of language learning advisers to the creation of synergy in specific learning spaces and considers advisers' roles in relation to the development of successful learner self-management (LSM). Starting with an historical overview of the evolution of the self-access centre at the University of Hull (UK), the article analyses the profile of learners, their needs, attitudes and uses of the language advisory service. It discusses the inter-relation between the advisers and the Department of Modern Languages' teaching portfolio and different services within the University. In particular, it focuses on the crucial role of advisers, and examines their tools and activities, their self-evaluation and professional development mechanisms. Subsequently their practice is evaluated in relation to current research in advising. The author concludes by presenting specific studies undertaken at the University of Hull and suggests opportunities for further collaborative research and development.

<http://www.elsevier.com>

07-417 NAPIER, JEMINA (Macquarie U, Australia), **Effectively teaching discourse to sign language interpreting students.** *Language, Culture and Curriculum* (Multilingual Matters) 19.3 (2006),

251–265.

doi:10.2167/lcc318.0

This paper explores discourse features of Australian Sign Language (Auslan) and the need for sign language interpreting students to acquire an understanding of, and skills in, a range of discourse genres in Auslan in order to effectively carry out the work required in their profession. Discourse features of spoken English are outlined and compared with those of signed languages, and an overview of the curriculum and effective teaching approaches used for exploring discourse with sign language interpreting students at Macquarie University is given. The pedagogical process will be detailed in order to convey how Auslan interpreting students analyse, discuss and experience different discourse genres and relate them to their work as interpreters. By engaging in this process, Auslan interpreters are able to develop the necessary skills to effectively negotiate their way in the Deaf community and better understand its language and culture, and provide deaf people using a minority language with access to the majority language and vice versa.

<http://www.multilingual-matters.net>

07-418 NASSAJI, HOSSEIN (U Victoria, Canada; nassaji@uvic.ca), **The relationship between depth of vocabulary knowledge and L2 learners' lexical inferencing strategy use and success.** *The Modern Language Journal* (Blackwell) 90.3 (2006),

387–401.

doi:10.1111/j.1540-4781.2006.00431.x

This study examines the relationship between English as a second language (ESL) learners' depth of vocabulary knowledge, their lexical inferencing strategy use, and their success in deriving word meaning from context. Participants read a passage containing 10 unknown words and attempted to derive the meanings of the unknown words from context. Introspective think-aloud protocols were used to discover the degree and types of inferencing strategies learners used. The Word-Associate Test (WAT) was used to measure the learner's depth of vocabulary knowledge. Results indicate a significant relationship between depth of vocabulary knowledge and the degree and type of strategy use and success. They reveal that (a) those who had stronger depth of vocabulary knowledge used certain strategies more frequently than those who had weaker depth of vocabulary knowledge; (b) the stronger students made more effective use of certain types of lexical inferencing strategies than their weaker counterparts; and (c) depth of vocabulary knowledge made a significant contribution to inferential success over and above the contribution made by the learner's degree of strategy use. These findings provide empirical support for the centrality of depth of vocabulary knowledge in lexical

inferencing and the hypothesis that lexical inferencing is a meaning construction process that is significantly influenced by the richness of the learner's preexisting semantic system.

http://www.blackwellpublishing.com/jnl_default.asp

07-419 NIXON, HELEN & BARBARA COMBER (U South Australia, Australia; helen.nixon@unisa.edu.au), **Differential recognition of children's cultural practices in middle primary literacy classrooms.** *Literacy* (Oxford University Press) 40.3 (2006), 127–136. doi:10.1111/j.1467-9345.2006.00443.x

This paper argues that teachers' recognition of children's cultural practices is an important positive step in helping socio-economically disadvantaged children engage with school literacies. Based on 21 longitudinal case studies of children's literacy development over a 3-year period, the authors demonstrate that when children's knowledges and practices assembled in home and community spheres are treated as valuable material for school learning, children are more likely to invest in the work of acquiring school literacies. However, they also show that while some children benefit greatly from being allowed to draw on their knowledge of popular culture, sports and the outdoors, other children's interests may be ignored or excluded. Some differences in teachers' valuing of home and community cultures appeared to relate to gender dimensions.

http://www.blackwellpublishing.com/jnl_default.asp

07-420 REINDERS, HAYO (U Auckland, New Zealand; system@hayo.nl), **Supporting independent learning environments: An analysis of structures and roles of language learning advisers.** *System* (Elsevier) 35.1 (2007), 93–111. doi:10.1016/j.system.2006.10.009

Self-access and language advising are relatively recent and increasingly common types of language support offered in schools and tertiary institutions around the world. There is a great deal of anecdotal support for the positive contribution of such support to student learning. Self-access and language advising hold strong potential as learner-centred and highly flexible approaches. In addition, there are many sound practical reasons for offering self-access as complementary to or as an alternative to classroom teaching, especially in situations where existing learning needs are too great or diverse to be met by traditional methods. At the same time, there are concerns about the effectiveness (how well they help students learn) and efficiency (how quickly students learn) of these approaches and more research is clearly needed. This article reports how one centre has attempted to take into account some of the challenges reported in previous literature by developing an electronic learning environment that better prepares students for and guides them in their self-directed

learning. In addition it reports on the implementation of an extensive monitoring system of student learning, that allows for the provision of more tailored language support than previously possible.

<http://www.elsevier.com>

07-421 SANGPIL BYON, ANDREW (State U New York, USA), **Language socialization in Korean as-a-foreign-language classrooms.** *Bilingual Research Journal* (National Association for Bilingual Education) 30.2 (2006), 265–291.

Within the language socialization framework, the second language (L2) classroom would constitute a powerful context of secondary socialization, particularly when it exists outside the learners' culture of origin. In this paper, first year Korean-as-a-Foreign-Language (KFL) classrooms are viewed as L2 socializing environments in which students are not only learning the target language, but are also being socialized into particular Korean sociocultural interactive norms. The study analyzes teacher–student interaction in two American college-level KFL classes in light of language socialization perspectives. The analysis illustrates that teacher–student interactions are consistent with hierarchism (Sohn 1986; Byon 2004), which is one of the major cognitive value orientations of Korean culture. The result contrasts with English-as-a-Second-Language settings (Poole 1992) in which English teachers try to minimize the status differences between themselves and students.

<http://brj.asu.edu>

07-422 SONG, BAILIN (City U New York, USA), **Content-based ESL instruction: Long-term effects and outcomes.** *English for Specific Purposes* (Elsevier) 25.4 (2006), 420–437. doi:10.1016/j.esp.2005.09.002

Content-based language instruction has become a widely adopted pedagogical approach to EAP. This paper reports the results of a study of the effects of content-based ESL instruction on students' future academic performance. The study used college academic records to evaluate the academic performance of two groups of ESL students who enrolled as first semester freshmen from Spring 1995 to Spring 2000. Students simultaneously enrolled in a content-linked ESL program were compared to students who did not receive content-based ESL instruction. The study found that students enrolled in the content-linked ESL program not only achieved higher pass rates and better grades in the ESL course, but also performed better in subsequent ESL and developmental English courses. In addition, the content-linked ESL students had better long-term academic success rates than non-content-linked ESL students did, in measures such as English proficiency test pass rates, graduation and retention rates, and overall GPA.

<http://www.elsevier.com>

07-423 SOONHYANG, KIM (Ohio State U, Columbus, USA), **Academic oral communication needs of East Asian international graduate students in non-science and non-engineering fields.** *English for Specific Purposes* (Elsevier) 25.4 (2006), 479–489.
doi:10.1016/j.esp.2005.10.001

East Asian students, the largest international student group in US higher education, are as a group typically known to be silent or reticent in class. This survey examined views of East Asian international graduate students concerning required academic listening and speaking skill levels in their university courses, their own difficulties in meeting these expectations, and their suggestions as to the ways in which English for Academic Purposes (EAP) teachers might better prepare them through listening and speaking activities. Students reported that, in their graduate courses, the three most common academic oral classroom activities were participating in whole-class discussions, raising questions during class, and engaging in small-group discussions. They were most concerned about leading class discussions and participating in whole-class discussions. They considered formal oral presentations and listening comprehension the most important skills for academic success in graduate courses, and pronunciation of English and note-taking skills the least important. Several important issues and specific pedagogical suggestions for EAP instructions, curriculum planning and material development emerged from the current study.

<http://www.elsevier.com>

07-424 STROUD, CHRISTOPHER (U West Cape, South Africa; cstroud@uwc.ac.za) & **LIONEL WEE,** **Anxiety and identity in the language classroom.** *RELC Journal* (Sage) 37.3 (2006), 299–307.
doi:10.1177/0033688206071311

While ELT has long recognized the need to address student anxiety in language learning situations, it has all too often assumed that such anxiety is primarily competence-based. Consequently, there has been insufficient recognition of the fact that identity-based anxiety, too, can have significant effects on language learning in the classroom. In this paper, we discuss some examples of identity-based anxiety, and argue that it requires a different approach to language teaching. We propose one such possible approach, which we call ‘double-crossing’.

<http://rel.sagepub.com>

07-425 SUNDERMAN, GRETCHEN (Florida State U, USA; gsunderm@fsu.edu) & **JUDITH F. KROLL,** **First language activation during second language lexical processing: An investigation of lexical form, meaning, and grammatical class.** *Studies*

in Second Language Acquisition (Cambridge University Press) 28.3 (2006), 387–422.
doi:10.1017/S0272263106060177

This study places the predictions of the bilingual interactive activation model (and the revised hierarchical model in the same context to investigate lexical processing in a second language (L2). The performances of two groups of native English speakers, one less proficient and the other more proficient in Spanish, were compared on translation recognition. In this task, participants decided whether two words, one in each language, are translation equivalents. The items in the critical conditions were not translation equivalents and therefore required a ‘no’ response, but were similar to the correct translation in either form or meaning. For example, for translation equivalents such as *cara-face*, critical distracters included (a) a form-related neighbor to the first word of the pair (e.g. *cara-card*), (b) a form-related neighbor to the second word of the pair, the translation equivalent (*cara-fact*), or (c) a meaning-related word (*cara-head*). The results showed that all learners, regardless of proficiency, experienced interference for lexical neighbors and for meaning-related pairs. However, only the less proficient learners also showed effects of form relatedness via the translation equivalent. Moreover, all participants were sensitive to cues to grammatical class, such that lexical interference was reduced or eliminated when the two words of each pair were drawn from different grammatical classes. We consider the implications of these results for L2 lexical processing and for models of the bilingual lexicon.

http://journals.cambridge.org/jid_SLA

07-426 WOODROW, LINDY J. (U Sydney, Australia; l.woodrow@edfac.usyd.edu.au), **A model of adaptive language learning.** *The Modern Language Journal* (Blackwell) 90.3 (2006), 297–319.
doi:10.1111/j.1540-4781.2006.00424.x

This study applies theorizing from educational psychology and language learning to hypothesize a model of language learning that takes into account affect, motivation, and language learning strategies. The study employed a questionnaire to assess variables of motivation, self-efficacy, anxiety, and language learning strategies. The sample consisted of 275 advanced learners studying English for academic purposes prior to entering Australian universities. The data were analyzed using both variable- and person-centered approaches. The variable-centered approaches included correlational analysis and structural equation modeling, whereas the person-centered approaches utilized cluster analysis and profile analysis using multidimensional scaling (PAMS). The findings supported the hypothesized model of adaptive learning and highlighted the relevance of research in educational psychology for informing language learning research.

http://www.blackwellpublishing.com/jnl_default.asp

07-427 XUESONG, GAO (U Hong Kong, China; Gao@hkusua.hku.hk), **Strategies used by Chinese parents to support English language learning.** *RELC Journal* (Sage) 37.3 (2006), 285–298. doi:10.1177/0033688206071302

The paper reports on parental involvement in Chinese students' language learning which has emerged as a major finding from an interpretative enquiry into their English-learning experiences. The data confirm that Chinese parents and other family members are closely involved in the study participants' language learning, in particular, their development as competent English learners. They are indirectly involved the participants' development as English learners as language learning advocates, language learning facilitators, and language teachers' collaborators. Furthermore, they are directly involved in their children's development as language learning advisors, language learning coercers, and language learning nurturers. The findings suggest language teachers to be more proactive in establishing a school-family/teacher-parent partnership in learner development programs. Further research is also needed to support such a partnership.

<http://rel.sagepub.com>

07-428 ZWIERS, JEFF (California, USA), **Integrating academic language, thinking, and content: Learning scaffolds for non-native speakers in the middle grades.** *Journal of English for Academic Purposes* (Elsevier) 5.4 (2006), 317–332. doi:10.1016/j.jeap.2006.08.005

The purpose of this action research study was to explore possibilities for scaffolding academic language and historical thinking for non-native English speaking students in two middle school classrooms. The teaching approach focused on six dimensions of historical thinking: background knowledge, cause, effect, bias, empathy, and application. The following questions guided the observations and conclusions: (1) What types of instructional activities appear to develop historical thinking skills and related academic language among English Language Learners (ELLs)? (2) How can teaching for a writing assessment help to shape this thinking and language development? Results suggested that multi-modal scaffolds for both thinking and language, designed to help students succeed on a motivating assessment task, developed cognitive and communication skills.

<http://www.elsevier.com>

07-429 ZYLIK, EVE (Michigan State U, USA; zyzik@msu.edu), **Transitivity alternations and sequence learning: Insights from L2 Spanish production data.** *Studies in Second Language*

Acquisition (Cambridge University Press) 28.3 (2006), 449–485. doi:10.1017/S0272263106060190

This article examines alternating verbs (such as *quemar* (*se*) 'to burn') in second language (L2) Spanish by considering the learnability problem from a sequence learning perspective. In Spanish, verbs of the alternating class are obligatorily marked with the clitic *se* in their intransitive form. Errors of omission among English-speaking learners, who transfer zero-derived morphology from their native language, have been previously documented. This study also examines a different kind of error – overgeneralization of *se* to transitive event scenes – that is hypothesized to result from chunking *se* with particular lexical items. The results of a picture description task reveal that learners frequently make this type of overgeneralization error, but that they are able to recover from it at more advanced levels of proficiency. These findings suggest that the acquisition of L2 morphosyntax is shaped by learners' familiarity with individual lexical items and the sequences in which they tend to appear.

http://journals.cambridge.org/jid_SL

Reading & writing

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07-430 ANSON, CHRIS M. (N Carolina State U, Raleigh, USA; chris_anson@ncsu.edu), **Assessing writing in cross-curricular programs: Determining the locus of activity.** *Assessing Writing* (Elsevier) 11.2 (2006), 100–112. doi:10.1016/j.asw.2006.07.001

Writing across the curriculum (WAC) programs had their genesis in grass-roots efforts to promote attention to writing in all disciplinary areas. At first based on generic faculty-development activities with little regard to systemic and institutional concerns, WAC programs are now more often engaged in assessment and research of writing, especially to measure the effects of the program on student learning and development. Yet little scholarship in WAC has analyzed assessment efforts in light of locations and types of WAC activities. This essay first describes two axes, one representing the 'space' or location of WAC activity, and the other representing levels of assessment and other research on writing. When brought together, these axes create a matrix of possible types and centers of WAC activity. A case is made for the DEPARTMENT OF ACADEMIC PROGRAM as a locus of activity for WAC implementation and assessment that has not been fully explored in program development.

<http://www.elsevier.com>

07-431 CHANOCK, KATE (La Trobe U, Bundoora, Australia; c.chanock@latrobe.edu.au), **Help for a dyslexic learner from an unlikely source: The**