

## Language teaching

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**04-255 Belcher, Diane D. Trends in teaching English for Specific Purposes.** *Annual Review of Applied Linguistics* (New York, USA), **24** (2004), 165–186.

This review is concerned with recent trends in the teaching of English for Specific Purposes (ESP), and includes English for Academic Purposes and English for Occupational Purposes. It presents developments in ESP practice from three different but not mutually exclusive points of reference: the sociodiscoursal, sociocultural, and sociopolitical. In addition to a selection of exemplar practices, theoretical analogues are considered for each of these three socially oriented perspectives on ESP. For the sociodiscoursal approach, genre theory and genre informed pedagogy are highlighted; for the sociocultural, theories of situated learning and their practical corollaries are focused on; and for the sociopolitical, theories and applications of critical pedagogy are emphasised. The author notes a general dissatisfaction with the current state of knowledge in ESP, and suggests possible research directions for all three approaches, aimed at a deeper knowledge of texts and contexts, and at a broader knowledge of more, and more varied, community settings. There is an extensive bibliography, part of which is annotated.

**04-256 Blaker, Jeannie Martin and Hardman, Sarah. From Home Tutoring to ten centres around New Zealand! A study of the process and growth of teaching pre-literate learners.** *Language Issues* (Birmingham, UK), **16**, 1 (2004), 13–18.

This paper describes a series of developments in adult education provision which have assisted the language learning of adult refugees who have settled in West Auckland since 1995. The refugees are mainly of East African origin (Somalia, Eritrea, and Ethiopia) but also include Iraqi and Kurdish people. They are typically multilingual but have a low level of English, and some are pre-literate in their mother tongue. This account portrays both some typically New Zealand creative responses to minimal and fluctuating funding for programmes, and teachers' equally creative responses to unprecedented learner needs, in a situation where social and political questions related to new ethnic community developments were continually raised. The programmes that originated in one area of New Zealand's largest and most culturally diverse city, Auckland, have since been found to have national applicability and effectiveness.

**04-257 Burden, P.** (Okayama Shoka U., Japan; Email: burden-p@po.osu.ac.jp). **An examination of attitude change towards the use of Japanese in**

**a University English 'conversation' class.** *RELC Journal* (Singapore), **35**,1 (2004), 21–36.

Positive attitudes towards language learning combined with effort are significant factors in helping students to achieve their learning goals. This paper describes a study in which Japanese learners of English were asked about their attitudes towards learning language. It involved 89 first-year university students who were enrolled in conversation classes with a native speaker of English. They were given a 50-item survey at the beginning of the semester and asked to complete this for homework. Questions related to attitudes towards the use of Japanese in class by the students and teacher, how they coped in pairwork when they did not understand, how they communicated with the native speaker outside class time and so on. The same questionnaire was administered at the end of the semester after 14 English lessons of 90 minutes each. It became apparent that students' attitudes had changed and were closer to those of the teacher. The results of the initial questionnaire may reflect the teaching situation in senior high schools where the main language of communication is Japanese. In the second survey students showed a greater willingness to 'often' or 'always' use compensatory communicative strategies, particularly in pairwork. Learners became more active in class and sought out opportunities to use the target language. They were more willing to take risks and less likely to use translation and dictionaries. The author points out that these changes occurred following one semester and suggests that students would later become even more attuned to the teacher's method.

**04-258 Burns, Anne** (Macquarie U., Australia; Email: anne.burns@mq.edu.au). **ESL curriculum development in Australia: recent trends and debates.** *RELC Journal* (Singapore), **34**, 3 (2003), 261–283.

This paper provides an overview of curriculum developments in ESL in Australia over the last decade. After an introductory section on changing government policies towards language learning, it focuses on key areas of curriculum that have undergone substantial changes. Basing the description on a number of Australian research projects, the author highlights the development of competency based and outcomes based curriculum frameworks, criterion based assessment, benchmarking, and the influence of systemic functional linguistics and genre theory on curriculum and syllabus development. The paper ends with suggestions for future directions, concluding that for their success these will depend on the adoption of sound principles of curriculum development, the central role of specialist teachers in curriculum and syllabus delivery, and rigorously based systems of assessment.

**04-259 Bush, Michael D. and Browne, Jeremy M.** (Brigham Young U., USA; *Email*: Michael\_Bush@byu.edu). **Teaching Arabic with technology at BYU: learning from the past to bridge to the future.** *Calico Journal* (Texas, USA), **21**, 3 (2004), 497–522.

After an initial review of the relevant historical background for the justification of CALL and pedagogical considerations for instructional materials development, the paper goes on to discuss recent advances in online technologies with particular reference to Arabic learning. The paper then goes on to describe efforts at Brigham Young University to work within current standards in the re-engineering of materials to make them more useful, maintainable, and accessible. There is discussion of the important principles for creating materials that are interoperable with existing online delivery platforms and of how the project dealt with the conversion of existing Arabic activities from the *Hypercard* environment to Unicode compliant, template-driven, XML based Web activities. By using Unicode, SCORM, and MPEG-7 forms, it is claimed the instructional materials created for current platforms will not be obsolete with the development of new and improved generations of hardware and software.

**04-260 Carlo, María S.** (U. of Miami, USA; *Email*: carlo@miami.edu), **August, Diane, McLaughlin, Barry, Snow, Catherine E., Dressler, Cheryl, Lippman, David N., Lively, Teresa J. and White, Claire E.** **Closing the gap: addressing the vocabulary needs of English-language learners in bilingual and mainstream classrooms.** *Reading Research Quarterly* (Newark, USA), **39**, 2 (2004), 188–215.

A large gap in reading comprehension capacity separates Latino children from their Anglo Saxon peers in the USA. To verify the assumption that their deficit is largely a result of inadequate vocabulary knowledge, the authors of this report designed a 15 week language enrichment course focused on academically useful words and word learning strategies. It was attended by 254 fifth grade pupils (including 142 native speakers of Spanish) from schools in California, Virginia and Massachusetts. They were tested before/after intervention for reading comprehension, polysemy production, morphology, word mastery, word association and picture vocabulary tasks. Multivariate analysis of these six variables – combined with learner language, status and location data – revealed considerable improvements in vocabulary knowledge and processing skills among all participants, with native English speakers scoring higher on pre- and post-test measures; reading comprehension was also enhanced, though less dramatically. Despite its limitations, it is suggested that this approach to vocabulary development could be widely applied in mixed language classrooms, provided its impact is confirmed by more extensive longitudinal studies.

**04-261 Chambers, Gary N. and Pearson, Sue** (School of Education, U. of Leeds, UK). **Supported access to modern foreign language lessons.** *Language Learning Journal* (Oxford, UK), **29** (2004), 32–41.

In recent years the presence of teaching assistants (TA) in modern foreign language lessons (MFL) in schools in the UK has become increasingly common. This article outlines the management issues involved in schools deploying TAs and describes research on effective teacher – TA collaboration, a relationship it concludes is problematic. It explains how issues arise over pupil's perceptions of the role of the TA and the TA's target language expertise. The article outlines a four stage research study that took place in two UK co-educational schools, each with 1500 students, with the aim of analysing, identifying and evaluating factors related to good collaborative practice between the teacher and the TA. Findings are explained that relate to translating policies into practice, professional development for TAs, effective TA practice, the TA as a role model, consultation and lesson planning and assessment. The article concludes that findings support the view that all parties in the study viewed the presence of TAs in lessons overall as a positive move, although the lack of competence and confidence in the target language may be a barrier to TAs providing support in MFL lessons.

**04-262 Chesterton, Paul, Steigler-Peters, Susi, Moran, Wendy and Piccioli, Maria Teresa** (Australian Catholic U., Australia; *Email*: P.Chesterton@mary.acu.edu.au). **Developing sustainable language learning pathway: an Australian initiative.** *Language, Culture and Curriculum* (Clevedon, UK), **17**, 1 (2004), 48–57.

This paper reports key findings from an external evaluation of the Languages Continuity Initiative (LCI), an innovative programme for languages other than English (LOTE) in New South Wales, in its initial 1999–2002 period. The aim of LCI was to improve LOTE learning outcomes by promoting continuous sequenced study of nine languages between primary and secondary education. Information gathering on process and impact combined literature review, school accountability statements, questionnaires, and interviews, moving from broad descriptions to detailed exploration of key issues in specific contexts. Evaluation questionnaires revealed four main interrelated factors, investigated further in interview, to be significant in ensuring development and sustainability: (1) cooperation, communication and support among partner schools; (2) establishment and acceptance of a coherent curriculum; (3) continuing access to, and funding for, appropriately qualified, skilled and committed teachers; (4) in school support and commitment. Certain indicators relate to the status given to language and culture by schools as a whole. Overall findings indicate that strategic intervention at

system level can enable the establishment and development of language pathways across primary and secondary schooling. Continuing attention to critical factors can promote sustainability and development so that a programme is no longer innovative, but institutionalised and effective.

**04-263 Chin, Cheongsook** (Inje U., South Korea; Email: langjin@inje.ac.kr). **EFL learners' vocabulary development in the real world: interests and preferences.** *English Teaching* (Anseongunn, South Korea), **59**, 2 (2004), 43–58.

This study reports on instruction that permits EFL students independently to learn vocabulary from the real world and also explores the kinds of sources and words that they most often encounter and collect. 72 male and female major college students aged 19–27 were encouraged to collect vocabulary lists in which they recorded 20 new words, their syntactic category, the definition as they perceived it, the context, and the source. Subjects were told to focus on vocabulary they found to be worthwhile learning and sharing with the rest of the class. A number of researchers analysed the coded category data. Results revealed words being drawn from all fields of the subjects' lives. Written texts were a major source for incidental L2 vocabulary learning, in that authentic materials appeared to be the most salient. Nouns were most common, followed by verbs, adjectives, and adverbs. It is suggested that teachers foment the use of student-generated word lists and encourage the use of the internet as a source of new vocabulary.

**04-264 Corda, Alessandra and van den Stel, Mieke** (Leiden U., The Netherlands; Email: a.corda@let.leidenuniv.nl). **Web-based CALL for Arabic: constraints and challenges.** *Calico Journal* (Texas, USA), **21**, 3 (2004), 485–495.

This paper begins with a brief overview of the experiences of LAN-based CALL materials for Arabic in the past seven years at Leiden University, with particular emphasis on the advantages and disadvantages of using the *Hologram* authoring system. This system was used initially to offer more self study opportunities for grammar learning to first year students in the Arabic Department. The main section deals with the constraints on this work and focuses on the use of a new web based learning management system, *Ellips*, developed by a consortium of Dutch universities. This focuses on grammar training, listening, and pronunciation skills. Examples and screen shots are provided and a case is argued for the importance of Unicode compatibility in the functional requirements of Web-based CALL applications.

**04-265 Crawford, J.** (Queensland U. of Technology, Australia; Email: j.crawford@qut.edu.au). **Language choices in the foreign**

**language classroom: target language or the learners' first language?** *RELC Journal* (Singapore), **35**, 1 (2004), 5–20.

Research in second language acquisition places emphasis on the need for language learners to hear and interact in the target language (TL). In secondary school language teaching this TL exposure comes mainly from the teacher since opportunities to hear and speak outside the classroom may be limited. This paper summarises research on learning through the TL and describes how this process develops negotiating and interpreting abilities in learners. While authentic use of the TL in classrooms is important, many studies also recognise the positive aspects of students' first language (L1). A survey questionnaire was sent to all 1215 language teachers in Queensland with a 48% return rate achieved. Respondents were from each of the seven priority languages taught in Queensland: Chinese, French, German, Indonesian, Italian, Japanese, and Korean. Teachers were asked questions on the desirability of using the TL in the classroom and gave an impressionistic percentage of the time they actually used the TL. Many respondents were not wholly in favour of wide usage of the TL and some even opposed it, particularly in the early stages of language learning. Teachers who had spent a year or more in a country where their TL was spoken were significantly more likely to favour TL use. This did not seem to be purely a result of the greater proficiency of this group but also due to their familiarity with and positive attitude towards learning through the TL. More research is called for in teacher beliefs and in an appropriate ration of L1 and TL use.

**04-266 Derewianka, Beverly** (Email: bevder@uow.edu.au). **Trends and issues in genre-based approaches.** *RELC Journal* (Singapore), **34**, 2 (2003), 133–154.

Discussions of genre based approaches and their relevance to ELT are becoming more and more prevalent in the literature. This article starts by clarifying what is meant by genre and genre theory, focusing on an approach influenced largely by Halliday's Systemic Functional Linguistics. The article explores issues such as text, purpose, meaning and choice, language in context, and culture and ideology, before moving on to look at trends and issues in the classroom. Here the focus is on the learning of genres, the role of genres in learning, analysis of the teaching and learning context, and finally issues related to the planning and implementation of a genre based approach. The conclusion raises questions about how genre based approaches might be used in the practical world of syllabus design, materials development and the professional development of teachers.

**04-267 Esteban, Ana A. and Pérez Cañado, Maria L.** (U. de Jaén, Spain). **Making the case method work in teaching Business English:**

**a case study.** *English for Specific Purposes* (Oxford, UK), **23**, 2 (2004), 137–161.

This paper aims to show how some drawbacks inherent in the use of the case method in teaching Business English can be surmounted. The study focuses on a postgraduate course on Foreign Trade in Spain. The authors see their study as relevant for contexts where students are L2 speakers of English and where the teacher of ESP is not experienced in the case method. The paper considers how these obstacles can be overcome. Generally, the authors see it as important that teachers should be familiar with the specialized area of their students, the methodology of ESP, and the theory and practice of the case method. The authors end the paper by suggesting various different interlocking factors which they see as contributing to the success of their case methodology.

**04–268 Fang, Xu and Warschauer, Mark** (Soochow University, China). **Technology and curricular reform in China: a case study.** *TESOL Quarterly* (Alexandria, VA, USA), **38**, 2 (2004), 301–323.

This article investigates the relationship between new technologies for international communication and curricular reform in China. The author reports on a five year case study at an anonymous university in eastern China. The study presents data from two project based courses. The authors collected data through participant observation, analysis of student texts, interviews and surveys. The data was then analysed using pattern matching, direct interpretation and I-statement analysis. The authors claim positive outcomes; project based instruction improved learning processes and outcomes by increasing authentic interaction, allowing learners greater autonomy, and providing content more relevant to students' lives and careers. The paper further claims that revised courses engaged students in learning that more closely aligned with real world challenge and social needs. The paper calls for further well defined pilot programmes and research studies.

**04–269 Foster, James Q., Harrell, Lane Foster, and Raizen, Esther** (U. of Texas, Austin, USA; Email: jqf@hpmm.com). **The Hebrew: a web-based inflection generator.** *Calico Journal* (Texas, USA), **21**, 3 (2004), 523–540.

The paper reports on the grammatical and programmatic production aspects of The Hebrew, a Java applet/servlet combination and cross platform web based reference work in the form of a Hebrew inflection generator undertaken by the University of Texas in Austin. The first section focuses on a description of segholate nouns and how they are selected grouped, and tagged in the programme and subsequently defined in the lexicon entries and database. Aspects of programming the applet and servlet are then discussed together with the two categories of segholate

templates used. The final section describes screenshots of inputting and display in the programme.

**04–270 Grabe, William** (Northern Arizona University, USA). **Research on teaching reading.** *Annual Review of Applied Linguistics* (New York, USA), **24** (2004), 44–69.

This paper builds on prior reviews of research on reading theory, assessment and instruction published in the *Annual Review of Applied Linguistics* using them and additional current research to develop a set of ten instructional implications for second language reading. It draws upon research on both L1 and L2 reading to demonstrate support for instructional approaches that (1) ensure fluency in word recognition; (2) emphasize the learning of vocabulary; (3) activate background knowledge to facilitate reading comprehension; (4) ensure acquisition of linguistic knowledge and general comprehension skills; (5) teach recognition of text structures and discourse organization; (6) promote the strategic reader rather than teach individual strategies; (7) build reading fluency and rate; (8) promote extensive reading; (9) develop intrinsic motivation for reading; and (10) contribute to a coherent curriculum for student learning. The author then discusses various issues which arise from reviewing the research that supports instructional practices for reading comprehension. The paper concludes that additional research is needed to further identify aspects of effective L2 reading instruction in particular settings. However, the ideal for effective reading instruction is a merging of both practitioner knowledge and persuasive research support in order to identify specific aspects of reading abilities, test alternative instructional practices and search for more effective outcomes.

**04–271 Grünewald, Andreas** (University of Bremen, Germany). **Neue Medien im Unterricht: Status quo und Perspektiven.** [New media in the classroom: status quo and perspectives.] *Der fremdsprachliche Unterricht Spanisch* (Seelze, Germany), **6** (2004), 4–11.

Modern technology, especially computers and the internet, have revolutionised our everyday life. They have also challenged traditional schooling. Nowadays, nearly every school in Germany is connected to the world wide web. This article thoroughly examines pedagogical implications of computer programmes and software for teaching Spanish as a foreign language. In the first part, general assumptions regarding the supportive role of computer tools in the process of autonomous learning are discussed. Subsequently, the impact on the teacher's roles and responsibilities are highlighted. The second part of the article focuses on the learning opportunities, which computer software and the internet offer for the learners of Spanish. E-mail projects, discussion forums available on the web as well as a number of learning programmes are presented. The author comprehensively demonstrates how these

tools can be utilised in the Spanish classroom. In conclusion, new technology has become an inherent part of modern education. However, it has not replaced traditional forms of teaching based on books and teachers' instructions. The author, therefore, stresses that computer tools should be treated as an additional source of information.

**04-272 Hahn, Laura D.** (U. of Illinois at Urbana-Champaign, USA). **Primary stress and intelligibility: research to motivate the teaching of suprasegmentals.** *TESOL Quarterly* (Alexandria, VA, USA), **38**, 2 (2004), 201–223.

This paper investigates 'given-new stress connection' (GNSC). The study examines native English speakers' reactions to nonnative primary stress in English discourse. By measuring North American undergraduate students' processing and comprehension, the study collects data on how violations of GNSC affect native speaker listeners. 90 first semester freshman students were played a lecture in three versions. In the versions, primary stress was either correctly placed, incorrectly placed, or missing entirely. The author measured comprehension by means of recall and short answer questionnaires. The paper claims that participants recalled significantly less content and evaluated the speaker significantly less favorably when primary stress was aberrant or missing. The author states that teaching suprasegmentals is important and needs more prominence in teaching pronunciation. The paper calls for further studies, particularly with other speaker accents and varied styles of text.

**04-273 Hai, T., Quiang, N. and Wolff, M.** (Xinyang Agricultural College, China; *Email*: xytengha@163.com). **China's ESL goals: are they being met?** *English Today* (Cambridge, UK), **20**, 3 (2004), 37–44.

Although English as a Second Language (ESL) majors in Chinese universities and colleges are required to have high levels of proficiency on graduating, all too often this is not the case and graduates are unable to communicate effectively in English. The authors, two Chinese lecturers in English and one American 'Foreign Expert', begin by commenting on the difficulty of obtaining English medium news broadcasts and internet-access in China. They go on to describe changes made at Xinyang Agricultural College in Henan Province, a rural college of 5000 students. Firstly, Foreign Experts advised teachers to abandon the recommended coursebooks, since these used outdated and stilted English. Instead English language newspaper articles were used in class. In speaking classes, seating arrangements were changed from rows to a U shape, though class size was still large with 25–40 students. Rather than a traditional lecturer-fronted format, students were required to give presentations in English followed by discussion. The presentations gradually became longer and more

detailed with greater class participation. The end of course reading comprehension test was changed so that students were required to show understanding of the text instead of simply repeating key sentences. Finally, strict rules were enforced to ensure students completed homework and were well equipped for class. The authors feel this methodology works for their students and hope that the article will encourage experimentation among others.

**04-274 Hardy, Ilonca M. and Moore, Joyce L.** (Max Planck Institute of Human Development, Germany). **Foreign language students' conversational negotiations in different task environments.** *Applied Linguistics* (Oxford, UK), **25**, 3 (2004), 340–370.

This paper examines the effect of structural and content characteristics of language tasks on foreign language learners' conversational negotiations. The study investigates 28 pairs of third semester German language students who were videotaped while interacting with each other in computer supported language learning environments. The degree of structural support of language tasks, students' degree of familiarity with German video segments, and task order were varied. The authors analysed the resulting conversational exchanges with regard to indices of conversational negotiations, coded on a functional level and a topical level. The authors suggest that structural task support plays an important role. Tasks with a higher degree of structural support lead to a greater degree of conversational negotiation. Low support tasks were associated with negotiating exchanges in German to a greater degree than the high support task. The paper stresses the importance of phases of initial sense making between conversational partners and the authors see their study as raising important instructional issues regarding sequencing of tasks.

**04-275 Helbig-Reuter, Beate. Das Europäische Portfolio der Sprachen (II).** [The European Language Portfolio (II).] *Deutsch als Fremdsprache* (Leipzig, Germany), **3** (2004), 173–176.

This paper is the second part of an article, which looks in detail at the European Language Portfolio (ELP) – an instrument designed to document various aspects of foreign language learning and teaching in the European context. This part begins by outlining general conditions crucial for effective ELP application and management. The suggestions provided by the author include the integration of ELP into pre-service teacher education and the establishment of regional coordinating bodies responsible for the organisation of training and workshops. As ELP fosters autonomous and self-directed learning, it therefore implies a change of traditional teaching beliefs. In this model, teachers are understood as counsellors, who should gradually introduce their learners to the strategies of self-directed learning and self-evaluation. Finally, the author remarks

that ELP is a transparent and informative record of personal competencies in foreign language(s). It is, therefore, a good basis for a fair assessment for example in the context of job interviews. However, a small study demonstrated that ELP is to date practically unknown in industry and services. Thus, the author makes a plea for a better promotion of ELP on a regional and national level.

**04-276 Hughes, Jane** (University College London, UK; *Email*: jane.hughes@ucl.ac.uk), **McAvinia, Claire, and King, Terry. What really makes students like a web site? What are the implications for designing web-based learning sites?** *ReCALL* (Cambridge, UK), **16**, 1 (2004), 85–102.

This paper reports research undertaken as part of the ATLAS (A Taste of Languages at School) project, launched in 2000 to establish whether web-based introductory courses (known as “tasters”) can motivate school learners to study a foreign language at university. A questionnaire was first administered to 687 students aged 14–18 to learn about their website preferences, and the results were discussed in a number of focus groups. Preferences centred on academic support, search engines and personal interest sites; with a plus for wealth of functions/content, ease of use and appearance. Drawing on such information, the researchers produced a prototype website based on commercial design styles, which includes interactive features, sound files and educationally relevant content. The tester website ([www.ucl.ac.uk/atlas](http://www.ucl.ac.uk/atlas)), catering for Portuguese, Danish, Czech, and Russian, is being tested in four British schools and will be further improved after feedback from students and teachers.

**04-277 Jackson, J.** (The Chinese U. of Hong Kong). **Case-based teaching in a bilingual context: perceptions of business faculty in Hong Kong.** *English for Specific Purposes* (Oxford, UK), **23**, 3 (2004), 213–232.

This study focuses on an investigation of case based teaching in Hong Kong. Using a combination of surveys and interviews, the author collected views from professors on the value of case studies when working with Chinese students. The author also considers course syllabuses, specific cases, and case support material. The paper details ways in which leaders used cases in their courses. The paper also discusses how language skills and needs are taken into account. Initial findings were that interviewees were convinced of the value of case based learning but were frustrated with the reticence of their students in discussions. Leaders’ explanations of such reticence were compared with student perceptions in a later phase of the study. The findings suggested the need for culture specific case methodology training sessions for both case leaders and students. The author believes that this kind of research can build rapport between ESP specialists and content teachers and also lead to

improvements in both content and language support courses. The paper makes a plea for more training in order to understand the unique linguistic and socio cultural features of second language case based teaching.

**04-278 Jenkins, Jennifer** (Kings College London, UK). **Research in teaching pronunciation and intonation.** *Annual Review of Applied Linguistics* (New York, USA.), **24** (2004), 109–125.

Throughout its history, pronunciation teaching research has gone through many changes. Recently, a number of researchers have ceased treating pronunciation as a somewhat isolated, self contained linguistic and pedagogic phenomenon, but are forging links with research into other aspects of language and language teaching and also maximising opportunities offered by technological advances. This paper outlines these latest developments in pronunciation research and explores the extent of their influence on pedagogy. Firstly, it examines research into intonation from a discourse perspective and resulting changes to classroom activities and materials. It then discusses the relevance to pronunciation teaching of future social context(s) of L2 use, including various sociopsychological factors (identity, attitude and motivation). Finally, it examines new uses for technology in teaching pronunciation and in enabling researchers to collect corpora and test out hypotheses. The author concludes that recent research agendas have enabled pronunciation to reemerge as an important skill in second language teaching and learning.

**04-279 Kanda, M. and Beglar, D.** (Shiga Prefectural Adogawa Senior High School, Japan; *Email*: makiko@iris.eonet.ne.jp). **Applying pedagogical principles to grammar instruction.** *RELC Journal* (Singapore), **35**, 1 (2004), 105–115.

This paper begins by considering four principles which underlie the effectiveness of grammar instruction: teaching form-function relations, comparing related forms, promoting learner autonomy and providing opportunities for generative use. Traditional grammar teaching in Japan, however, involves decontextualised grammatical forms. This study investigates two methods of teaching the present progressive form and took place in a Japanese high school; ninety-nine first-year students of English were involved. The control group of 33 students heard a standard explanation in Japanese concerning rules for the present progressive and then completed exercises. There were no opportunities for autonomy or meaningful communication. Experimental group 1 had an enhanced grammar explanation in which the meaning of the present progressive and the simple present were discussed and compared followed by activities with limited autonomy and communication. Group 2 had the same explanation as group 1 and the same activities. In addition they took part in a meaning-focused activity in which pairs made up and

practised a dialogue. A pre-test, post-test and delayed post-test were carried out with all three groups. Both experimental groups achieved greater scores in the two post-tests compared to the control group, suggesting that the meaning-focused activities encouraged deeper processing of the target structure.

**04-280 Kang, I.** (Korea Advanced Institute of Science and Technology; *Email: iyang@mail.kaist.ac.kr*). **Teaching spelling pronunciation of English vowels to Korean learners in relation to phonetic differences.** *English Teaching* (Anseonggun, South Korea), **58**, 4 (2003), 157–176.

There have been many studies about Korean and English consonants and vowels but little written about the pronunciation to spelling relationship of Korean learners of English. The English and Korean phonological systems vary greatly with differing vowels, diphthongs and consonants in each language. Korean spelling pronunciation has a very regular relationship, thus one problem for Korean learners of English is how to verbalise written English, since the spelling to pronunciation rules in English contain irregularities. This paper describes a study of 115 KAIST randomly selected students, 60 of whom were asked to read unfamiliar English names and made up words. The study was designed to find the error percentage in pronunciation of English vowel spellings and found that students had most difficulty in long [o], [a], [u], [e] and short [a] and [o] vowels. The other 55 subjects were asked to write their names in English and Korean, then a native speaker from the U.S. read each name written in English and the author transcribed this back into Korean in order to compare it with the original. The author concludes that pronunciation teaching should take the learner's first language into consideration. English vowel spelling and pronunciation needs special attention, and teachers can assist students by raising awareness and teaching coping strategies.

**04-281 Kiernan, Patrick J.** (Tokyo Denki University, Japan; *Email: patrick@cck.dendai.ac.jp*) **and Aizawa, Kazumi.** **Cell phones in task based learning. Are cell phones useful language learning tools?** *ReCALL* (Cambridge, UK), **16**, 1 (2004), 71–84.

Though so far neglected by teachers, the common cellphone may be viewed as a further resource for foreign language acquisition. Drawing on the popularity of mobile phones, the authors conducted a pilot study on approximately 120 undergraduates assigned to three groups engaged respectively in PC email, cellphone email, and cellphone speaking completion tasks in English. These consisted of a picture based narrative and a role play invitation, with messages sent copied to the researchers. Such data suggests that students adapted easily to the new medium, albeit performing better in written than spoken communication; vocabulary competence, on the other hand, appeared to improve

considerably among upper level users in all groups while lower level users remained unaffected. Further research is needed to account for this difference and to develop more authentic tasks, compatible with the practical constraints of cellphone use in the classroom (distance during spoken tasks, limited message length, keypad typing difficulties, etc.).

**04-282 Kim, Eun-Jeong** (Kyungpook National U., South Korea; *Email: ejkbuffalo@yahoo.co.kr*). **Considering task structuring practices in two ESL classrooms.** *English Teaching* (Anseonggun, South Korea), **59**, 2 (2004), 123–144.

Instructional scaffolding has been recognised as one of several effective instructional strategies aimed at improving students' communicative competence in an L2. The teacher is seen as scaffolding student learning with tailored assistance through communicative interaction. Dialogue thus plays an important role. Some studies have ascertained that it is not only dialogue, but also related structure that fosters effective learning. This case study of two ESL teachers with an advanced and a high intermediate speaking class follows structured classroom activities and their influences on students' communicative interaction. Classroom observation was supplemented by field notes, interviews, and classroom objects. Considerable differences were found in the teachers' task structuring practices with respect to the nature and type of classroom activity and level of student involvement. It is suggested that training is needed to help teachers practice scaffolding tasks, and that teachers need to be able to use strategic lesson planning and be self reflective in their teaching.

**04-283 Kondo, David and Yang, Ying-Ling** (University of Fukui, Japan). **Strategies for coping with language anxiety: the case of students of English in Japan.** *ELT Journal* (Oxford, UK), **58**, 3 (2004), 258–265.

This study aimed to develop a typology of strategies that students use to cope with the anxiety they experience in English language classrooms. The study concerns students of English in Japan, although the authors hope that their study will provide empirical data that has relevance for language learners in other contexts. The study involved three distinct data gathering and analysis stages. The first stage looked at student tactics for coping with anxiety. The second classified the various tactics used and the third considered respondents' levels of language. The authors' findings suggest 70 basic tactics for coping with language anxiety. These are classified into five strategy categories: preparation relaxation, positive thinking, peer seeking and resignation. The authors found evidence of cognitive, affective, and behavioral strategy types being used. However, they found no significant relationship between language anxiety and frequencies of strategy use. The paper makes a plea for more research on how effectively the five strategies may be implemented.

**04-284 Lin, Benedict** (SEAMO RELC, Singapore). **English in Singapore: an insider's perspective of syllabus renewal through a genre-based approach.** *RELC Journal* (Singapore), **34**, 2 (2003), 223–246.

English language instruction in primary and secondary schools in Singapore has been influenced by various curricula over the last 50 years. This article gives a brief overview of key syllabuses over this period, within the context of English in Singapore, before moving on to discuss the syllabus which was introduced in 2001. This syllabus is described in terms of its rationale and aims, philosophy and principles, main features, and implementation, and is shown to be influenced by functional views concerned with language as discourse. The author, who has been personally involved with syllabus renewal in Singapore as a pupil, as a teacher and as a teacher educator, uses a case study approach to provide an insider's perspective of the dynamics that operate in syllabus renewal, and in particular the way in which a genre-based approach to language teaching has been adopted in this particular context.

**04-285 Lu, Dan** (Hong Kong Baptist U., Hong Kong; *Email*: dan.lu@hkbu.ac.hk). **English in Hong Kong: Super Highway or road to nowhere? Reflections on policy changes in language education of Hong Kong.** *RELC Journal* (Singapore), **34**, 3 (2003), 370–384.

One major change in Hong Kong since 1997 has been the replacement of English as the medium of instruction in many secondary schools. Using data on the distribution of the approved English medium schools and other theoretical aspects, this paper appraises the outcomes of the policy change. The main sections deal with an overview of the distribution of these English medium schools, a critical appraisal of the disadvantages of the current policies in Hong Kong, and the long term impact of the change on language education. It is suggested that the change runs counter to the principles of bilingual education and that the prevalence of code mixing does not in itself lead to the decline in standards of English proficiency. Furthermore, the selection of schools appears not to have been well planned and has eroded the principle of equal opportunity in bilingual education.

**04-286 Lui, Jun** (U. of Arizona, USA). **Effects of comic strips on L2 learners' reading comprehension.** *TESOL Quarterly* (Alexandria, VA, USA), **38**, 2 (2004), 225–243.

The study investigates whether comic strips increase reading comprehension by providing visual support. The author also set out to investigate whether texts geared to proficiency level had a significant effect on comprehension. Adult learners were divided into two groups (a low intermediate level proficiency group and a high intermediate level proficiency group). Students

in each group were presented with either a high level text or a low level text. The text was presented with or without a comic strip. Data was collected through 107 immediate recall protocols and also through short answer questionnaires. The author claims that results reveal that the low level students (receiving the high level text with the comic strip) scored significantly higher than their counterparts receiving the high level text only. The paper supports the view that materials developers should choose visuals cautiously and that overloading may lead to too much cognitive challenge. The author calls for further research into other genres of cartoons and their effect on reading comprehension.

**04-287 Lukjantschikowa, Marija.** **Textarbeit als Weg zu interkultureller Kompetenz.** [Working with texts as a means to develop intercultural competence.] *Deutsch als Fremdsprache* (Leipzig, Germany), **3** (2004), 161–165.

This paper takes as its starting point the assumption that intercultural competence has recently dominated the discourse of teaching and learning methodologies. At the same time, the author argues that the term 'interculturality' has not been thoroughly examined and rather vaguely described in existing literature. The first part of this article sets out to provide a theoretical framework of what interculturality and intercultural learning involve. Competencies on three different levels – personal, social and cognitive – are identified. Secondly, the author goes on to demonstrate that widely used teaching books touch the topic of interculturality only on the surface. Problems of intercultural conflicts and strategies of how to handle cultural misunderstandings are virtually nonexistent. The author stresses that various sources such as literary texts, case studies and press articles exemplify intercultural encounters and conflicts. Finally, a teaching model based on excerpts from a novel "London, love and all the things" by Dagmar Chdolue is presented. The author outlines reading strategies and a range of exercises used to analyse and to discuss intercultural misunderstandings described in this novel.

**04-288 Lüning, Marita** (Landesinstitut für Schule in Bremen, Germany). **E-Mail-Projekte im Spanischunterricht.** [E-Mail-Projects in the Spanish classroom.] *Der fremdsprachliche Unterricht Spanisch* (Seelze, Germany), **6** (2004), 30–36.

This article explores the potential of e-mail projects for learners of Spanish. Initially, the author gives an overview of didactic benefits of e-mail communication. Aspects such as authentic contacts with native speakers, the intercultural and autonomous learning and the improvement of writing as well as speaking skills are some of the aspects discussed here in depth. Then, ways of initiating and managing e-mail projects are demonstrated. Unfortunately, it is difficult to arrange

e-mail partnerships with Spanish speakers. This is mainly due to the lack of computer technology in schools in Spanish speaking countries. The second part of the article focuses on the description of an international e-mail project between three schools in France, Spain and Germany. The participants were pupils aged between 16 and 18. French and German pupils were advanced learners of Spanish. The aim of the project was to discuss the situation of youth in all three countries. Activities involved e-mail communication, interviews saved as mp3 files, development of websites and presentations. The authors concluded that the project had a positive impact on the development of language competence in Spanish. In addition, it prompted an intercultural dialogue and reflections.

**04-289 Lyster, R.** (McGill U., Canada; Email: roy.lyster@mcgill.ca). **Differential effects of prompts and recasts in form-focused instruction.** *Studies in Second Language Acquisition* (New York, USA), **26**, 3 (2004), 399–432.

A focus on form in the classroom is thought to help language students to pay attention to and acquire features of grammar. Among immersion students of French, grammatical gender is one such feature which is often not fully acquired even after many years of classroom exposure. This paper begins by describing research on form-focused instruction (FFI) and different types of corrective feedback. It then describes a study of four classes of English speaking students aged 10–11 in a French immersion program in Canada, a total of 179 students in all. Three of the classes received FFI for approximately 9 hours within a 5 week period. This was designed to draw students' attention to selected noun endings that reliably predict grammatical gender and to provide practice opportunities. A fourth control group received no FFI. The three FFI groups had feedback in the form of recasts for one group, prompts for another and no overt feedback for the third. Pre-tests, immediate post-tests and delayed post-tests in both writing and oral work were carried out. During both written and oral tasks the groups receiving FFI showed significant improvements in assigning the gender to both high and low frequency lexical items, with the FFI prompt group outperforming the other groups. Further research is called for in this area.

**04-290 McCarthy, Michael** (University of Nottingham, UK) **and O'Keeffe, Anne.** **Research in the teaching of speaking.** *Annual Review of Applied Linguistics* (New York, USA), **24** (2004), 26–43.

Over recent years, advances in spoken corpus linguistics have prompted new debates on speaking pedagogy, prompting shifts in methodology toward language awareness based approaches as well as new materials based on lexicogrammatical and discoursal corpus evidence. This paper reviews research and practice in six main areas relevant to the teaching of speaking:

(1) the growing influence of spoken corpora, (2) the debates concerning native speaker (NS) and nonnative speaker (NNS) corpora and their potential as models for spoken pedagogy, (3) the issue of authenticity in classroom spoken materials, (4) various approaches to understanding speaking in the classroom, including discourse analysis, conversation analysis, cognitive approaches, and the Vygotskian perspective, (5) the selection of texts and features of spoken language to be taught to learners, and how the various approaches reviewed affect this selection, and (6) developments in materials and methods for the teaching of speaking. It also reviews recent research into the teaching of specific genres of spoken interaction, including learner exposure to small talk, discussion skills and narratives in the classroom. The paper concludes with suggestions for future research as new definitions of literacy and new modes of communication blur the traditional divisions between speech and writing and offer possibilities for enhancing the teaching of speaking.

**04-291 Mitschian, Haymo.** **Multimedia. Ein Schlagwort in der medienbezogenen Fremdsprachendidaktik.** [Multimedia. A buzzword for language teaching based on digital media.] *Deutsch als Fremdsprache* (Leipzig, Germany), **3** (2004), 131–139.

Over the last two decades, the rapid development of computer technology has brought a variety of digital multimedia into foreign language classrooms. The term itself is, however, problematic and not a clear-cut one. Thus, this article begins by taking a critical account of existing definitions. The underlying features and forms of multimedia are discussed further. Then, the author moves on to outline the implications and benefits of multimedia for teaching and learning foreign languages. Firstly, Mitschian emphasises that media, in general, contributed to an almost revolutionary change, as they eliminated the supremacy of traditional teaching methods based on “pen and paper”. Digital multimedia are, in this respect, of particular benefit, as they are to a large extent based on authentic, rich and visually appealing materials. Furthermore, these materials offer multifaceted access to language sources which are searchable in a very fast way. At the same time, a note of caution is voiced. The author stresses that faster does not necessary mean better. Traditional teaching tools are still beneficial and hence, should not be uncritically replaced by digital media. Finally, the author concludes that multimedia can offer significant potential, if it is used appropriately and in line with learning needs in a particular classroom.

**04-292 Mohamed, Naashia** (U. of Auckland, New Zealand). **Consciousness-raising tasks: a learner perspective.** *ELT Journal* (Oxford, UK), **58**, 3 (2004), 228–237.

This study aims to determine learners' attitudes to learning grammar through the use of two types of

consciousness raising tasks. By investigating learners' preferences relating to deductive and inductive tasks, the author aimed to understand the learners' perspective on the effectiveness of such tasks. 51 students at lower intermediate, intermediate and upper intermediate took part in the study in New Zealand. Students worked on deductive tasks individually and on inductive tasks in pairs. Deductive tasks provided explicit explanations of a grammar structure, while inductive tasks required learners to discover the grammar rules for themselves. The author claims that the results show that learners view both task types as being useful, and there was no obvious preference for one task type over the other. In addition their proficiency did not seem to affect task preference. The author notes that the differences in performance conditions (individual and pair) may have affected the study's results.

**04-293 Morrell, T.** (U. of Alicante, Spain). **Interactive lecture discourse for university EFL students.** *English for Specific Purposes* (Oxford, UK), **23**, 3 (2004), 325–338.

This article considers interactive discourse in lectures at the English Studies Department at the University of Alicante in Spain. The study describes and compares textual and interpersonal discursive aspects of lectures. The author considers the use of personal pronouns, discourse markers as well as questions and negotiation of meaning. The study focuses principally on three non interactive and three interactive lectures. The author claims that the interactive lectures were characterized by a greater amount of personal pronouns, elicitation markers, display and referential questions, as well as the presence of negotiation of meaning. This characteristic is seen as an effect of 'personalization' or shortening the distance between lecturers and students. The author used the findings of the comparative analysis to promote interaction in originally non interactive lectures and, in two of the three cases to which the findings were applied, the author claims that there was a substantial increase in student participation. The paper ends by making a plea for more work on the interpersonal functions of discursive features in terms of their importance in interaction.

**04-294 Nassaji, Hossein and Fotos, Sandra.** **Current developments in research on the teaching of grammar.** *Annual Review of Applied Linguistics* (New York, USA), **24** (2004), 126–145.

Following the emphasis on communicative methodology and consequent decline in the role of grammar instruction in second language learning, more recent research has demonstrated the need for formal instruction for learners to attain high levels of proficiency. This paper reviews arguments against teaching grammar, and research that supports formal instruction; and it considers how much and what type of grammar teaching (explicit or implicit) is appropriate. It then presents current alternative approaches to grammar

teaching, which recognise the need to integrate grammar and communication: processing instruction, interactional feedback, textual enhancement, task based instruction, and discourse based approaches. There is an extensive bibliography.

**04-295 Pérez Basanta, Carmen** (U. of Granada, Spain; *Email: cbasanta@ugr.es*). **Pedagogic aspects of the design and content of an online course for the development of lexical competence: ADELEX.** *ReCALL* (Cambridge, UK), **16**, 1 (2004), 20–40.

Lexical competence is a key component of proficiency in English as a Foreign Language (EFL). Following earlier work on ADELEX (Assessing and Developing Lexical Competence through the Internet), this study describes the project's implementation as a web based EFL course for undergraduates at the University of Granada. The author argues that online material should be carefully tested and updated, with an emphasis on computer-assisted interaction in order to be educationally viable. The framework developed for ADELEX (cf. [www.ugr.es/~inped/index.htm](http://www.ugr.es/~inped/index.htm)) comprises nine modules targeting not only general/specialised lexis but also the use of online dictionaries, phonetic transcription and vocabulary in films and literature, while progress is monitored throughout the course by means of tests, assignments and consultation with teachers. Further information as to the project's pedagogic impact (in terms of efficiency, motivation, interactivity, adequacy, etc.) is being collected for a later paper on the subject.

**04-296 Read, John.** **Research in teaching vocabulary.** *Annual Review of Applied Linguistics* (New York, USA), **24** (2004), 146–161.

This review surveys research on second language (L2) vocabulary teaching and learning since 1999. It opens with the distinction between incidental and intentional vocabulary learning: although learners acquire word knowledge incidentally while engaged in various language learning activities, research shows that more direct, systematic study of vocabulary is also required. There is a discussion of how word frequency counts and information on word meaning from computer corpora can inform the selection of words to be studied, with a particular focus on spoken vocabulary. This leads on to consideration of learner dictionaries, both hard copy and electronic, and evidence on how effectively students can use them to understand the meanings of words. Classroom research on teaching vocabulary is discussed. The author then examines how computer applications provide new opportunities for learners to expand their vocabulary knowledge. Finally, a summary of recent work on vocabulary testing is presented. In conclusion, the author notes the continuing vigorous research activity in L2 vocabulary teaching and learning, and the substantial impact of the computer on research and learning materials; but he also notes the dominant

treatment in the literature of vocabulary as individual words, and the paucity of work on multiword lexical units. There is an annotated bibliography and a list of useful web sites.

**04-297 Rössler, Andrea** (Friedrich-Engels-Gymnasium in Berlin, Germany). **Música actual.** [Contemporary music.] *Der fremdsprachliche Unterricht Spanisch* (Seelze, Germany), **4** (2004), 4–9.

This paper discusses a number of ways to teach Spanish by using contemporary songs. To begin with, the author stressed that the utilisation of music in the classroom cannot be reduced to listening exercises. Music consists of cognitive and affective components, which are grounded in a particular cultural and historical context. Hence, it opens a range of perspectives, which can be explored in a variety of teaching activities. Apart from traditional listening and reading exercises, music can facilitate intercultural learning. The acquaintance with foreign sounds, rhythms and instruments provides an insight into foreign traditions and music styles. At the same time, it inspires reflections on learners' own musical styles and preferences. This, in turn, can be well integrated into group discussions or projects. Secondly, songs are often based on stimulating lyrics, which can be effectively used to facilitate creative writing. A number of teaching activities are discussed in depth. Finally, the author demonstrates tasks which successfully combine music with autonomous learning based on project work and online resources.

**04-298 Sachs, Gertrude Tinker** (Georgia State U., USA; *Email*: gtinkersachs@gsu.edu), **Candlin, Christopher N., Rose, Kenneth R. and Shum, Sandy.** **Developing cooperative learning in the EFL/ESL secondary classroom.** *RELC Journal* (Singapore), **34**, 3 (2003), 338–369.

This study was designed to offer a challenge to the negatively constructed notions of English language learners' passivity and lack of motivation in Hong Kong schools, believed to be influenced by an over reliance on teacher fronted and teacher directed classrooms. 120 students (L1 Chinese) were randomly selected from a total of 15 participating classes and assessed relative to the experimental group performance in classes oriented towards Cooperative Learning (CL). Teachers were given training in the methodology and the activities arranged so that learning was dependent on the socially structured exchange of information between learners in the groups. Findings indicate no significant differences in the performance of the experimental group, although the authors report evidence of difficulties when transferring laboratory based studies of task performance to the realities of normal classroom conditions. It is concluded that, despite the lack of statistical evidence, the research succeeds in demonstrating what students can do if given the right learning tools or tasks within a supportive language learning environment.

**04-299 Seidlhofer, Barbara.** **Research perspectives on teaching English as a lingua franca.** *Annual Review of Applied Linguistics* (New York, USA), **24** (2004), 200–239.

This review demonstrates the impact on English of its unprecedented spread and its unique function as a worldwide lingua franca. It argues that certain prerequisites must be met before any discussion of the teaching of English as a lingua franca (ELF). The most important of these are a conceptualisation of speakers of ELF as language users in their own right, and the acknowledgement of the legitimacy of, and the need for, a description of salient features of ELF alongside English as a native language. The presentation summarises the empirical research into the lingua franca use of English, which has recently gathered considerable momentum, and relates it to other relevant work in descriptive linguistics, sociolinguistics, and applied linguistics for language pedagogy. Finally it considers the implications for potential developments in the pedagogy of English teaching, and outlines some research questions to be addressed if advances in the teaching of ELF are to have a secure theoretical and descriptive base. A comprehensive bibliography includes an annotated section.

**04-300 Silva, Tony** (Purdue U., USA) **and Brice, Colleen.** **Research in teaching writing.** *Annual Review of Applied Linguistics* (New York, USA), **24** (2004), 70–106.

Due partly to globalization and the increase of new methods of communication via computer, second language writing has become an important focus of work in second language studies. This paper reviews L2 writing scholarship published between 2000 and the present and describes and reflects on current developments relating to the teaching of L2 writing. It focuses primarily on applied research but also addresses basic research which has clear implications for pedagogy. The paper includes an overview of relevant basic research (research on the phenomenon of second language writing) describing work on composing, text and assessment; a discussion of relevant applied research, focusing on work relating to second language writing instructional principles and practices and an examination of general issues and concerns that have important implications for second language writing instruction. It concludes with an assessment of the current status of the field suggesting a transition in process, from the view that second language teachers are passive consumers of imported approaches and methods to a view that teachers are seasoned professionals, familiar with relevant theory and who, in an informed way, are developing curricula and materials appropriate for their students and individual teaching contexts.

**04-301 Šimečková, Alena.** **Zur jüngeren germanistischen Wortbildungsforschung und zur Nutzung der Ergebnisse für Deutsch als Fremdsprache.** [The newest German research in

word formation and its benefits for learning German as a foreign language.] *Deutsch als Fremdsprache* (Leipzig, Germany), **3** (2004), 140–151.

This article discusses implications of research on word formation (WF) for learning German as a foreign language. The first part of this article provides a historical account of methodological and theoretical developments within WF-research. Five dominant approaches, the morphological, the denominative, the syntactical, the generative-transformative and the lexical, are thoroughly described. Subsequently, the author goes on to outline the state-of-the-art in WF research. A particular emphasis is placed on the morphology of borrowings, pragmatic aspects in WF and the formation of abbreviations. The second part focuses on the benefits of WF for the process of learning German as a foreign language. The author argues that insights into rules of WF can assist learners in the recognition of complex lexical and morphological structures, the recollection of new words and a better understanding of spelling rules. It also provides them with analytical strategies to build new vocabulary correctly and appropriately. Finally, the author remarks that despite its obvious benefits, WF has not been systematically integrated into widely used teaching books and dictionaries.

**04-302 Simmons-McDonald, Hazel. Trends in teaching standard varieties to creole and vernacular speakers.** *Annual Review of Applied Linguistics* (New York, USA), **24** (2004), 187–208.

This review discusses some approaches used to teach standard variety to creole and vernacular speakers. It focuses on issues related to the use of creoles and vernaculars in instruction to help creole speakers develop literacy in a second language. Research has shown that literacy development, academic skills, and learning strategies transfer from the first language to the second. Advocacy for vernacular literacy as a means of facilitating the learning of a standard language differs in situations where creole has the same lexical base as the second (standard) language, and in those situations where the creole has a different lexical base. The policy literature, and that describing approaches to second language learning by creole and creole influenced vernacular speakers, is discussed primarily with relevance to the Caribbean region. A survey of the literature describing approaches used in similar contexts elsewhere is also given. Outcomes resulting from the implementation of specific policies and approaches in the contexts presented (to the extent that these outcomes have been documented) are also explored. Part of the extensive bibliography is annotated.

**04-303 Smith, B.** (Arizona State U. East, USA; Email: bryan.smith@asu.edu). **Computer-mediated negotiated interaction and lexical acquisition.** *Studies in Second Language Acquisition* (New York, USA), **26**, 3 (2004), 365–398.

The interactionist perspective in the field of second language acquisition states that negotiating meaning

directs learners' attention and thus aids acquisition. This study explores the learning of lexical items within the medium of computer mediated communication (CMC). This allegedly less threatening form of participation was used with 24 intermediate level students from East Asian and Arabic language backgrounds. All were involved in an English language programme at a midwestern university in the United States. Students interacted with each other in random pairings through a real time chat programme. After a warm up task they completed jigsaw and decision making tasks, each of which included a total of eight target lexical items. Learners were tested on these concrete nouns before, immediately after, and one week after the CMC sessions. Where items were unknown, analysis of the interaction showed that dyads used a mixture of negotiating language to clarify meaning, providing pre-emptive input and ignoring test items. It was found that negotiated items were the most likely to be remembered, thus supporting the interactionist hypothesis. One limitation given is that vocabulary items were restricted to concrete nouns and further research is called for within acquisition and CMC.

**04-304 Son, Seongho** (U. Kyungpool, South Korea). **DaF – Unterricht digital.** [A digital teaching of German as a foreign language.] *Deutsch als Fremdsprache* (Leipzig, Germany), **2** (2004), 76–77.

This paper focuses on benefits and limitations of digital media for teaching German as a foreign language. It does so by drawing on two experimental courses introduced at Kyungpool University in South Korea in 2003. First of all, a number of digital media are discussed and the merits of their use in a foreign language classroom are highlighted. Secondly, the author describes media, materials and activities, which were applied in university courses to teach German grammar and communicative competence to pre-service teachers. The course used German learning programmes and various internet pages. Unfortunately, several technical problems emerged, which slowed down the teaching pace and caused frustrations. Moreover, many of the programmes were designed as self-study modules and hence, were not suitable for the classroom. Thirdly, numerous exercises lacked precise grammar explanations and well-elaborated learning guidance. All in all, the author concludes that if the potential of digital media is to be fully utilised, pedagogy has to be improved. Digital media should be better adapted to the needs of specific learning cultures.

**04-305 Spaniel, Dorothea. Deutschland-Images als Einflussfaktor beim Erlernen der deutschen Sprache.** [The images of Germany as an influencing factor in the process of learning German.] *Deutsch als Fremdsprache* (Leipzig, Germany), **3** (2004), 166–172.

This article reports on empirical research into the formation of images of the target culture in a context of

foreign language learning. The subjects were 578 Spanish learners of German aged between 16 and 65. In order to obtain their views, a questionnaire was designed and sent to each of them. It included a set of questions related to learners' language biography – *Sprachbiographie* – their views about Germany and Germans as well as spontaneous associations with the target culture. The questionnaire also incorporated a test, which examined the general knowledge about political and social affairs in Germany. The results demonstrated that subjects hold positive images about the target country and culture. At the same time, their views were deeply grounded in clichés. Furthermore, the test results revealed that the subjects possessed a very limited knowledge about Germany. However, a positive correlation between this knowledge and the duration of teaching was identified. In contrast, the stay in a German speaking environment was of less importance. Thus, the author concluded that the teaching environment is the most important contributor to the formation of national images and thus, an adequate and thorough coverage of the country and culture in question is essential.

**04-306 Steveker, Wolfgang** (Carl-Fuhlrott-Gymnasium Wuppertal, Germany). **Spanisch unterrichten mit dem Internet – aber wie?**

[Internet-based teaching of Spanish – how to do this?] *Der fremdsprachliche Unterricht Spanisch* (Seelze, Germany), **6** (2004), 14–17.

This paper presents an internet based model – *WebQuest* – developed for the purpose of teaching Spanish as a foreign language. To begin with, the author stresses that the didactic potentials of the internet are often not fully utilised in the foreign language classroom. In fact, pupils use it only as a searching machine in unstructured exercises, which frequently lead to disorientations and frustrations. By drawing on a *WebQuest* project “Bienvenidos a Madrid”, the author demonstrates how the internet can be integrated into the learning process in a stimulating and well structured way. The *WebQuest* is a web document created by the teacher, which sets out a range of tasks related to one topic. The tasks are carried out in six steps: introduction, aims and objectives of tasks, source of information, searching procedures, presentation and evaluation of results. In addition, the document consists of a number of web links as well as vocabulary lists and grammatical exercises, which assist learners in handling the content and language of websites related to the topic. The author concludes that such a well guided and coherent approach enables learners to use internet resources autonomously and at the same time it prevents them from getting lost in virtual space.

**04-307 Stoller, Fredricka L. Content-based instruction: perspectives on curriculum planning.** *Annual Review of Applied Linguistics* (Cambridge, UK), **24** (2004), 261–283.

Content based instruction (CBI), distinguished by its dual commitment to language and content learning

objectives, has been translated into practice in diverse ways to meet the needs of second and foreign language student populations. This article explores the general characteristics of and challenges associated with content based curricula by reviewing (1) case studies that document outcomes of CBI programmes at elementary, secondary, and higher education levels and (2) curricular models that have been implemented in first and second language contexts. Included in this review of curricular models, because of its implications for second and foreign language contexts, is a brief explanation of Concept Oriented Reading Instruction (CORI), an approach to content learning and reading development that has been used and extensively researched in first language settings. Empirical studies focusing on CORI, immersion models, and other CBI related issues (including teacher–student interactions; teachers' oral discourse; and teachers' attention to language, content, and task) are summarized to illustrate the complexities of content based curricula. The article concludes with a call for further research that can inform the practices of teachers, curriculum and course designers, materials developers, and individuals involved with assessment in content-based settings.

**04-308 Thompson, L.** (U. of Manchester, UK; *Email: linda.thompson@man.ac.uk*). **Policy for language education in England: Does less mean more?** *RELC Journal* (Singapore), **35**,1 (2004), 83–103.

This paper describes the major developments in the teaching of English to schoolchildren aged from 5 to 16 years in England. It concerns English mother tongue learners, learners of English as an additional language and community language learners and excludes modern foreign language learners. The author traces the beginning of free and compulsory education for children aged 5 to 15 years from 1944, when English was assumed to be the only language of the school curriculum. In the 1960s the aim of mainstream education was to assimilate children from migrant communities into mainstream education. There was no acknowledgement of any positive aspects of integrating children from different linguistic backgrounds. In the 1970s the needs of bilingual children were officially recognised and The Bullock Report suggested that schools should adopt positive attitudes towards this bilingualism. The 1980s saw the development of multicultural education which broadened teaching beyond English Language to include cultural and religious education. However multicultural education has been accused of reinforcing the negative perception of immigrant children as low achievers. The National Curriculum in England has existed since 1988 and still involves all children being taught and assessed in the English language which means bilingual children are compared with their monolingual English speaking peers. The author concludes that the lack of a formal policy for language education in England leads to poorer opportunities and a failure of the nation to nurture language ability.

**04-309 Tomlinson, Brian** (Leeds Metropolitan U., UK; *Email*: B.Tomlinson@lmu.ac.uk). **Helping learners to develop an effective L2 inner voice.** *RELC Journal* (Singapore), **34**, 2 (2003), 178–194.

This paper starts by examining the role of the first language (L1) inner voice, and suggests that it serves an important role in helping people to understand and communicate with themselves and their world. It then lists key features of the inner voice, and demonstrates that it is quite different to the outer voice. The article moves on to claim that second language (L2) earners do not typically develop an L2 inner voice, with the outer voice being given priority in most language classrooms, and that this leads to the loss of a number of potential benefits. After listing typical benefits the article ends by summarising ways of helping learners to develop an effective L2 inner voice, focussing on possible contributions by teachers and learning materials, and encouraging the reader to carry out further inquiry in this area.

**04-310 Vandergrift, Larry** (U. of Ottawa, Canada). **Listening to learn or learning to listen?** *Annual Review of Applied Linguistics* (New York, USA), **24** (2004), 3–25.

Although listening is probably the least explicit of the four language skills, making it the most difficult skill to learn, recent research in L2 listening instruction is providing useful insights for language teachers, textbook writers and curriculum developers. This paper begins with a brief overview of the cognitive processes involved in listening and their implications for L2 listeners. It then reviews recent research (1998–2003) on a variety of instructional techniques to help L2 listeners process linguistic input to enhance comprehension. Two approaches to listening instruction are presented: an approach to develop students' lexical segmentation and word recognition skills (favouring bottom up processes) and an approach to raise students' metacognitive awareness about listening and help them develop strategies to assist comprehension (favouring top down processes). An integrated model for L2 listening instruction is proposed. Recent research on different types of listening (e.g. academic listening, bidirectional listening) is then reviewed. The author concludes with a number of recommendations for future research with the basic premise that we need to continue to investigate how we can help students "learn to listen" so that they can better "listen to learn".

**04-311 Vences, Ursula** (University of Cologne, Germany). **Lesen und Verstehen – Lesen heißt Verstehen.** [Reading and Comprehension – Reading is Comprehension.] *Der fremdsprachliche Unterricht Spanisch* (Seelze, Germany), **5** (2004), 4–11.

This article sets out to demonstrate a number of strategies to assist the learner in the development of a good reading competence in Spanish. The starting

point is the author's observation that in the foreign language classroom the function of reading is often reduced to the word by word translations and the exemplification of grammatical issues. Reading for the purpose of obtaining information or reading for pleasure may be less frequent. This does not correspond with research findings from cognitive sciences. It has been argued that reading in the first (L1) and foreign language (FL) is rooted in the same cognitive mechanisms and is in the first place information driven. Moreover, the intake of information is an unsystematic process based on skimming, scanning and activating of knowledge resources already saved in the long-term memory. Following these arguments, the author proposes a number of reading strategies. In addition, a number of activities, which assist the reader in reflecting on his/her reading style, are discussed. Finally, the author demonstrates how these strategies can be successfully used in the classroom.

**04-312 Xinmin, Zheng and Adamson, Bob** (Hong Kong U., Hong Kong; *Email*: sxmzheng@hkusua.hku.hk). **The pedagogy of a secondary school teacher of English in the People's Republic of China: challenging the stereotypes.** *RELC Journal* (Singapore), **34**, 3 (2003), 323–337.

In the literature, portrayals of the pedagogy of English language teachers in the People's Republic of China (PRC) tend to be unflattering or two dimensional, typically depicting teacher dominated, grammar focussed lessons. This paper seeks to challenge the stereotypes portrayed in the literature as it follows the fortunes of a "Mr Yang", an experienced secondary school teacher, as he mediates the tensions between his personal pedagogy and those of the promoted methods. The basis for the description comes from curriculum documents and interviews, documentary analysis and lesson observations. The paper then goes on to show how the character reconciles his pedagogy with the innovative methodology in a context constrained by examination requirements and pressures of time. It is argued that the stereotype images fail to capture the dynamic nature of pedagogy as a personal construct which interacts with a number of micro and macro level factors.

**04-313 Zlateva, Pavlina.** **Faktizität vs. Prospektivität als Stütze beim Erwerb grammatischer Erscheinungen im Deutschen.** [Factuality versus Prospectivity in aid of the acquisition of grammar phenomena in German.] *Deutsch als Fremdsprache* (Leipzig, Germany), **3** (2004), 158–160.

The use of prepositions in verb phrases is generally perceived by learners of German as a foreign language as highly problematical. Learners often get confused as to why for example in one context *freuen über* is appropriate, and in another *freuen auf*. Moreover, traditional grammar books do not provide any logical explanation

and in fact learners feel impelled to learn long lists of verbs with compatible prepositions 'by heart'. This article offers a theoretical framework, which could assist learners of German in the acquisition of this grammatical phenomenon. Two temporal categories – factuality and prospectivity – form the basis of this framework. The former describes real existing activities. The latter refers to future, hypothetical actions. The author observed that the preposition *über* occurs mainly in connection with verbs, which point to real factual events, for example *staunen über*, *sich ärgern über*. In contrast, the preposition *auf* is used with verbs which imply hypothetical future actions, for example: *sich vorbereiten auf*, *zielen auf*. Finally, the author goes on to demonstrate that the two categories – factuality and prosperity – can also be applied to explain the use of other prepositions and a number of syntactical structures.

## Language learning

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**04-314 Alloway, N., Gilbert, P., Gilbert, R., and Henderson, R.** (James Cook University, Australia *Email: Nola.Alloway@jcu.edu.au*). **Boys Performing English.** *Gender and Education* (Abingdon, UK), **15**, 4 (2003), 351–364.

This paper focuses on the role of masculinity in achievement in classroom English activities, particularly in oral performance, which can contribute 40% of the English grade in Australian junior secondary schools. The study consists of observations of 24 English lessons in Year 10 classrooms in two provincial Australian cities. Semi structured interviews were also carried out with 6 of the fifteen year old boys and their teacher from each class. In each school most boys performed less well than girls, and both boys and girls performed better on oral than on written tasks. The article focuses on four of the case studies – two from each school – and their responses to an oral performance task in English. The boys' behaviour in class is described along with their feelings about English classes and oral tasks. The two more confident yet disruptive boys could give a talk with the knowledge that other children would not mock them. The two more marginalised boys found the oral task more difficult because of the public performance aspect. The findings indicate that some boys enjoy classroom oral work and achieve better marks than for written work; however this advantage is not enjoyed by all boys.

**04-315 Barcroft, Joe** (Washington U., USA; *Email: barcroft@wustl.edu*). **Distinctiveness and bidirectional effects in input enhancement for vocabulary learning.** *Applied Language Learning* (Monterey, CA, USA), **13**, 2 (2003), 133–159.

This study examined input enhancement and second language (L2) vocabulary learning while exploring the role of distinctiveness, i.e. the degree to which an item in the input diverges from the form in which other

items in the input are presented with regard to the nature and direction of the effects of enhancement. In the study, English speaking first semester L2 Spanish learners studied lists of 24 new Spanish words along with their first language (L1) translations in English. In Experiment 1, one list of the words had 9 of 24 words enhanced and the other list was unenhanced. In Experiment 2, one list of the words had 3 of 24 words enhanced, and the other list was unenhanced. Four post-tests were administered to provide immediate and delayed measures of L1 to L2 and L2 to L1 recall. Only the results of Experiment 2 revealed significant effects for enhancement, suggesting that distinctiveness may moderate the effect of enhancement to some extent. The results of Experiment 2 for the enhanced group also indicated better performance on a proportional measure (target words learned divided by all words learned) for enhanced items and lower performance for unenhanced items. These findings support the need to examine distinctiveness and bidirectional effects in future research on input enhancement.

**04-316 Berman, Ruth, A. and Katzenberger, Irit** (Tel Aviv U., Israel; *Email: rberman@post.tau.ac.il*). **Form and function in introducing narrative and expository texts: a developmental perspective.** *Discourse Processes* (New York, USA), **38**, 1 (2004), 57–94.

This paper studies how school children of different ages conceptualise and construct different types of text, compared with adults. As part of a wider project, this study analyses the openings to narrative and expository texts produced in writing by 80 Hebrew speaking children and adults of monolingual, middle class backgrounds, 20 in each of four age groups from 9 to 35 years. Analysis was conducted on three dimensions: discourse functions, organisational pivot, and linguistic forms. Openings to narrative texts emerged as better constructed at an earlier age than in expository texts, but fully proficient openings were developed later. It is suggested that, for younger children, the spoken modality and narrative mode of discourse predominate; however, with greater age and maturity of literacy skills, expository discussion tends increasingly to shape the way people think and give written expression to their thoughts.

**04-317 Byon, Andrew Sangpil** (State University of New York at Albany, USA; *Email: abyon@albany.edu*). **Language socialisation and Korean as a heritage language: a study of Hawaiian classrooms.** *Language, Culture and Curriculum* (Clevedon, UK), **16**, 3 (2003), 269–283.

This study is concerned with teacher–student conversations in four Hawaiian classrooms in which Korean is taught as a heritage language. The students, aged 9–14 years, are second generation Korean Americans whose native language is English, and are in second year introductory Korean classes. The teachers are Korean

native speakers. The study examines the use of the sentence-ending politeness marker *yo*, the meaning of the particle, the way it is used in interaction, and its sociopragmatic implication. The following research questions are addressed: (1) Is *yo*, spoken by the teachers, used to index politeness towards their students? (2) What social meaning does the marker signal in classroom conversation? (3) What effects might the teacher's use of *yo* have on the socialisation of the students? Analysing the teacher–student spontaneous conversations with a special focus on teacher talk, the paper argues that *yo* is not used here to index politeness but as a powerful tool of socialisation, with which the teachers instruct their students explicitly and implicitly on the social meanings of the marker.

**04-318 Chambers, Angela** (University of Limerick, Ireland; *Email*: Angela.Chambers@ul.ie) and **O'Sullivan, Íde. Corpus consultation and advanced learners' writing skills in French.** *ReCALL* (Cambridge, UK), **16**, 1 (2004), 158–172.

Corpus consultation skills are of particular importance to the concept of new literacy in foreign language teaching. In order to assess their pedagogical role, a study was conducted on eight advanced learners following an MA in French. At first students were asked to write a short commentary to an editorial about the French language; they were then trained in the use of corpora and concordancing tools for discourse analysis; finally, commentaries were handed back to each student for revision of marked errors/inaccuracies through consultation of a semi specialised corpus constructed by the researchers for this purpose. All changes were recorded and classified into four categories: grammar errors, misspelling/accents/hyphens, lexico-grammatical patterning and capitalisation. The results confirm the beneficial impact of corpus use, with more idiomatic phrases, less native language interference and improved lexicogrammatical patterns. The most striking finding, revealed by self evaluation questionnaires, was the students' enthusiasm for concordancing as a tool for checking such basic aspects of language as gender and agreement. The good news for language departments is that even smaller corpora (up to 1 million words) are capable of improving second language acquisition and the quality of teaching programmes in specialised areas.

**04-319 Chan, Alice Y. W.** (City U. of Hong Kong; *Email*: enalice@cityu.edu.hk). **Noun phrases in Chinese and English: a study of English structural problems encountered by Chinese ESL students in Hong Kong.** *Language, Culture and Curriculum* (Clevedon, UK), **17**, 1 (2004), 33–47.

Negative language transfer causes great difficulties for learners of a second language (L2), especially where the languages are typologically distant, as for Chinese learners of English as L2 (ESL). This paper presents a contrastive analysis of English and Chinese noun

phrases, examining syntactic features and behaviour such as concepts of number, gender and case, use of classifiers, and position and structure of modifiers. It goes on to identify related L2 errors and illustrate them with authentic data collected in a strategic research project (reported elsewhere, Chan 2004) assessing cross-linguistic influence of Chinese on the acquisition of English as an L2: including topic comment structures, choice of relative pronouns, missing relatives and verbs, resumptive pronouns, and missing subjects. A brief discussion of pedagogical implications calls for input based on contrastive differences, giving ESL learners a heightened awareness of the contrastive differences. ESL teachers should determine the relative gravity and teachability of typical errors, with teaching priority given systematically to errors affecting intelligibility.

**04-320 Choi, Y-J.** (U. of Durham, UK; *Email*: yoonjeongchoi723@hotmail.com). **Intercultural communication through drama in teaching English as an international language.** *English Teaching* (Anseonggun, South Korea), **58**, 4 (2003), 127–156.

In Korea much teaching of English as an International Language (EIL) is through traditional teaching methods with a heavy emphasis on accurate grammar. This paper discusses the teaching of EIL in intercultural contexts in order to improve students' communicative abilities; the use of drama in particular is investigated. Drama is described as a "gateway" to international communication as it provides students with experience in face to face interactions in intercultural situations. Through qualitative research methods such as self questioning, journals and tape recordings and quantitative methods such as questionnaires, data was collected on 16 students' experience of learning through drama. Each of the 16 year old female participants became more relaxed in not only expressing their feelings throughout the drama project but also in acknowledging those feelings. Students thought about the drama activities in relation to their everyday life and realized how effective these were in improving their English. Drama released participants from the fear of making mistakes and also facilitated broader educational goals.

**04-321 Chun, Eunsil** (Ewha Womens U., South Korea; *Email*: aceunsil@hananet.net). **Effects of text types and tasks on Korean college students' reading comprehension.** *English Teaching* (Anseonggun, South Korea), **59**, 2 (2004), 75–100.

Knowledge about the effects of specific texts types or tasks on the reading process and comprehension can make reading instruction more effective. While research exists studying one type of text or task, the author suggests that little work has been done which investigates the two factors together. After an initial review of the literature discussing the comprehension of narrative and expository text, memory and learning

from text, and the differences in reading processing induced by different tasks, the paper describes a study of the effects of text and task types on 37 Korean college students' English reading comprehension. Subjects completed assigned tasks, a recall test, and an open-ended test to measure the depth of understanding. Although the study failed to show statistically significant interaction between the two factors, a particular task seemed more helpful for the recall of a particular text type. Findings also indicated that tasks encouraged subjects to use more general, global level strategies compared with their normal reading.

**04-322 Collentine, Joseph** (Northern Arizona U., USA; Email: Joseph.Collentine@nau.edu). **The effects of learning contexts on morphosyntactic and lexical development.** *Studies in Second Language Acquisition* (New York, USA), **26** (2004), 227–248.

The present study attempts to redress the perceived lack in knowledge of the comparative benefits of different learning contexts, specifically study abroad (SA) and formal classroom (AH) situations, on the development of learners' grammatical and lexical abilities. Data compare the abilities of two groups (L1 English) of 46 students in total before and after studying L2 Spanish for one semester, in Spain and at an American university. In an oral corpus based analysis, before and after the experimental period, each segment was transcribed and tagged for various lexical and grammatical features which differentiated the two groups in terms of programme gains. Findings indicated the AH context facilitated more development on discrete grammatical and lexical features. Quantitative discourse analyses showed the SA group to have better narrative abilities and with more semantically complex language production. It is concluded that there is no clear evidence that the SA context yields better overall grammatical and lexical results. Rather, there is an evident influence of institutional and social variables differentiating between the outcomes in both contexts.

**04-323 Davies, Beatrice** (Oxford Brookes U., UK). **The gender gap in modern languages: a comparison of attitude and performance in year 7 and 10.** *Language Learning Journal* (Oxford, UK), **29** (2004), 53–58.

The existence of a marked gender gap in educational attainment at secondary school level has been widely recognised for some time. The disparity in performance is significantly greater in modern foreign languages (MFL) where boys underperform substantially at 15.6% compared with 9% for girls. This article outlines a quantitative study carried out with 270 pupils in a mixed comprehensive school in the UK. It explores whether boys and girls embark on the study of French with a gap in attitude and whether the gap in attainment emerges during year 7 or later. One of the most significant

findings was that prior to the study 26% of boys and 3% of girls had already disappplied or been disappplied from MFL. Findings indicate boys failing to achieve prior to year 7 may never have got started rather than switched off later, and boys' overall attainment profile does not alter much with age. The paper concludes that negativity towards MFL has remained constant in the past two decades and cautions that the too frequent diet of chunk learning which has led to widespread disaffection with MFL study should be addressed by the National Council for Education for Citizenship.

**04-324 Díaz-Campos, Manuel** (Indiana U., USA; Email: mdiazcam@indiana.edu). **Context of learning in the acquisition of Spanish second language phonology.** *Studies in Second Language Acquisition* (New York, USA), **26** (2004), 249–273.

This paper examines whether study abroad facilitates the acquisition of Spanish L2 phonology. Data were a corpus of speech samples of read aloud paragraphs from 46 students (L1 English) of Spanish in two contexts over a semester: study abroad in Spain (SA) and home classes (AH) in the USA. Target sounds included word initial stops, intervocalic fricatives, word final laterals, and palatal nasals. Findings revealed three different patterns for both groups: equal gains in the case of voiceless stops and word initial laterals; lack of gain in the case of intervocalic voiced fricatives; and high levels of accuracy in the production of the palatal nasal in the pre test. The quantitative analysis also revealed a number of significant variables said to play a role in L2 pronunciation, including years of formal instruction, reported use of Spanish before the semester, gender, and reported use of Spanish outside the classroom.

**04-325 Donato, Richard.** **Aspects of collaboration in pedagogical discourse.** *Annual Review of Applied Linguistics* (Cambridge, UK), **24** (2004), 284–302.

In this review of research, various aspects of collaboration are discussed to understand more completely the phenomenon of jointly constructed activity in pedagogical contexts. This article presents parameters for collaborations, differentiates collaboration from interaction, and reviews studies organized into three themes: collaboration and community, collaboration and language development, and collaboration and identity. Concepts taken from sociocultural theory provide an overarching explanatory framework of learning in the collaborative setting. These concepts include goal directed activity, human relations, mediation, history, and culture. Three issues are presented for consideration in the field of research on collaboration and language learning: the need to describe and explain the phenomenon comprehensively and adequately; collaborative productivity in language learning needs to be defined better and expanded in all studies; uniting second language learning research with the literature on cooperative learning.

**04-326 Felix, Uschi** (Monash U., Australia; Email: Uschi.Felix@arts.monash.edu.au). **A multivariate analysis of secondary students' experience of web-based language acquisition.** *ReCALL* (Cambridge, UK), **16**, 1 (2004), 237–249.

This article describes a study ([www.arts.monash.edu.au/lc/sill](http://www.arts.monash.edu.au/lc/sill)) conducted in one Polish and three Australian schools to assess the benefits of web based learning in secondary education. For 11 weeks, the participants – whose target languages were English, Spanish, French, German and Japanese – took part in such online activities as quizzes, chatrooms, comprehension tasks, email communication and exercise creation. Questionnaires were then administered to all participants for feedback on learning style, web experience and impression of online resources. The resulting data confirmed the web's utility as a language learning environment, with largely positive responses from secondary students, especially those in the younger age group. Comfort and enjoyment increased significantly over time, with a marked preference for meaningful feedback, logically organised content and easy navigation. For further insights on the study's value, the author suggests its replication in an exclusively distance learning environment.

**04-327 Feuerhake, Evelyn, Fieseler, Caroline, Ohntrup, Joy-Sarah and Riemer, Claudia** (U. of Bielefeld, Germany). **Motivation und Sprachverlust in der L2 Französisch: eine retrospektive Übungsstudie.** [Motivation and language attrition in French as a second language (L2): a retrospective research exercise.] *Zeitschrift für Interkulturellen Fremdsprachenunterricht* (Alberta, Canada), **9**, 2 (2004), 29.

This paper discusses findings from a small scale research project, which focused on the interrelation between language attrition and motivation. The subjects were 98 German students, who learned French in secondary schools and at the time of the project were enrolled at courses other than French Studies at the University of Bielefeld. The research project was carried out in two stages. In the first phase – a pilot study – students were asked to write short biographical reports about the loss of their French skills. On the basis of the reports, the authors arrived at a number of hypotheses, which were thoroughly examined in the follow up study. Issues in question were the language loss in domains of language production speaking and language reception reading comprehension as well as the impact of motivation of language attrition. These aspects were examined by means of questionnaires and self assessments. The results indicate that language attrition took place in speaking as well as in reading. Furthermore, the study demonstrated that integrative and instrumental motivation was negatively related to the degree of language attrition. In addition, it was revealed that the length of the periods of learning French did not have significant impact on language loss.

**04-328 Field, John** (U. of Leeds & Reading, UK; Email: jcf1000@dircon.co.uk). **An insight into listeners' problems: too much bottom-up or too much top-down?** *System* (Oxford, UK), **32**, 3 (2004) 363–377.

Over reliance on bottom-up information, at cost of attention to higher level units of meaning, may sometimes cause difficulty with second language (L2) listening. This article defines *bottom-up* and *top-down* as directions of processing, and emphasises their interdependence; distinction is also made between the impact of world knowledge and of co-text in top down processing. Proposing an interactive compensatory processing model, the author describes three experiments investigating two issues: (1) which prevails, in a conflict between top-down and bottom-up information; (2) how learners deal with new vocabulary in a listening passage. Three experiments with low level EFL learners at a language school in Britain tested their reliance on top-down information when asked to transcribe words influenced by (1) vocabulary sets (2) co-text (3) phonological similarity. Results of (1) and (2) indicated learners were more likely to mishear as a result of word onsets. Results in (3) showed, with unknown words, a strong tendency (over 40% of responses) to match words to known ones, ignoring both phonetic acoustic evidence and, in many cases, evidence of co-text.

**04-329 Freed, Barbara F, Segalowitz, Norman, and Dewey, Dan D.** (Carnegie Mellon, U., USA; Email: bf0u+@andrew.cmu.edu). **Context of learning and second language fluency in French.** *Studies in Second Language Acquisition* (New York, USA), **26** (2004), 275–301.

A comparison is made of the acquisition of fluency by 28 college students of L2 French (L1 English) in three contexts: formal language classrooms at a home institution (AH), intensive summer programme (IM), and study abroad (SA). Oral data were obtained from interviews pre and post teaching and gain scores were calculated as a function of learning context and time reportedly spent using French outside class. Results showed the IM group making significant gains in oral performance in a number of measures. The AH group made no significant gains. The IM group reported speaking and writing French more hours than the other groups, while the SA group reported using English more than French. Finally, multiple regression revealed reported hours per week spent writing outside class was significantly associated with oral fluidity gains. The authors suggest that students who spend time in an SA context may not always become more fluent in the L2 than those in other contexts. The data are said to confirm that salient features of fluency associated with rate, quantity, and smoothness of speech are differentially acquired by students in one learning context as compared to another.

**04-330 Grotjahn, Rüdiger** (U. of Bochum, Germany). **Test and Attitudes Scale for the Year Abroad (TESTATT): Sprachlernmotivation und Einstellungen gegenüber Sprechern der eigenen und der fremden Sprache.** [Test and Attitudes Scale for the Year Abroad (TESTATT): Motivation to learn foreign languages and attitudes toward speakers of one's own and foreign language.] *Zeitschrift für Interkulturellen Fremdsprachenunterricht* (Alberta, Canada), **9**, 2 (2004), 23.

This article reports findings from a large scale European project "Test and Attitudes Scale for the Year Abroad" (TESTATT). The study investigated students' motivation, attitudes and achievement in foreign languages (FL). The subjects were 427 German and English students enrolled at Universities in Duisburg, Bochum and Portsmouth. In order to measure students' proficiency in English, French and Spanish, a battery of C-tests was administered. Further variables such as: attitudes towards the speakers of one's own language, attitudes towards the speakers of the target language, language learning motivation, extraversion/introversion, and foreign language anxiety were investigated by means of questionnaires based on Likert scales. In general, research findings demonstrated a positive correlation between motivation, extraversion and sympathetic attitudes. However, differences between German and English students were evident. With the help of maximum likelihood factor analyses and Cronbach's Alpha, the reliability of the language learning motivation scale and the two attitude scales were examined. Finally, the authors concluded that the study is not representative. In order to provide reliable data, larger samples and more complex statistical analysis are needed.

**04-331 Helbig-Reuter, Beate. Das Europäische Portfolio der Sprache (I).** [The European Language Portfolio (I).] *Deutsch als Fremdsprache* (Leipzig, Germany), **2** (2004), 104-110.

This paper demonstrates a new European instrument – The European Language Portfolio (ELP) – implemented in 13 Member States to document numerous aspects of foreign language learning. The underlying purpose of ELP is to provide information about learners' competencies, individual learning experiences and various methods of teaching and testing. ELP consists of three parts: language pass, biography and dossier. The language pass is a self evaluation the learner's own competencies achieved in a foreign language. It also involves documentation of certificates, exams and other formal assessments. The second part – biography – aims at a detailed recording of individual experiences of foreign language learning. Aspects such as contacts with the target culture and speakers of the target language, visits to the target country, learning foreign languages in school, can be thoroughly described. Finally, learners have to compose a dossier, which consists of samples of their own language work such as essays, or grammar

tests. In so doing, ELP should provide a transparent record, which increases the language awareness on the part of the learners. It can also be used by teachers and employers for the fair assessment of foreign language competencies of students and employees.

**04-332 Hopp, Marsha A. and Hopp, Theodore H.** (ZigZag, Inc., USA; *Email*: marsha.hopp@newSLATE.com). **NewSLATE: building a web-based infrastructure for learning non-Roman script languages.** *Calico Journal* (Texas, USA), **21**, 3 (2004), 541-555.

This paper presents the origins, design goals, current status, and ongoing challenges of building newSLATE, a web based infrastructure for language learning that supports non-Roman script languages. The software features a cross-platform approach to non-Roman script input and handling and a novel method for automatically generating online quizzes from study materials. The description of the software development includes screen shots and an in depth look at both the rationale for choosing the current set of supporting languages and at how mixed text in these languages is handled by the programme. The authors suggest there is an ongoing need for collaboration between language experts and developers if usable tools are to be produced that correctly and naturally support less commonly taught languages.

**04-333 Jun Zhang, Lawrence** (Nanyang Tech. U., Singapore; *Email*: izhang@nie.edu.sg). **Research into Chinese EFL learner strategies: methods, findings and instructional issues.** *RELC Journal* (Singapore), **34**, 3 (2003), 284-322.

Research into EFL learner strategies (LLS) in the People's Republic of China (PRC) is now becoming more extensive and can be divided into two basic approaches: writing about the methods of learners who have not been exposed to strategy instruction, and empirical research using different elicitation methods. This paper reviews research from the latter group of studies into Chinese EFL learners' LLS and determines how it has contributed to the understanding of these students. A link is also described between this information and its insight into pedagogical practices in the classroom. The review is arranged chronologically and highlights work on oral skills, general learner behaviours, vocabulary learning strategies, listening, reading, and writing strategies, and metacognitive awareness. The second section of the paper is devoted to a critical discussion of research methods, subject selection, and pedagogical findings, together with a section devoted to the establishment of a new research agenda for these studies in PRC.

**04-334 Kim, H-D.** (The Catholic U. of Korea, Korea). **Individual Differences in Motivation with Regard to Reactions to ELT Materials.** *English*

*Teaching* (Anseonggun, South Korea), **58**, 4 (2003), 177–203.

This study looks at the motivating effects of visuals within English teaching coursebooks for students of high and low motivation. The students involved were 308 first years on a general English course at one university in South Korea. They self reported their motivation levels in a questionnaire at the beginning of the semester, then 59 students took part in the main data collection. Visuals in coursebooks were categorised as either pedagogic, that is, necessary for the materials to be used for English language teaching, or decorative, that is, unnecessary for teaching. Over the 3 hours a week, 16 week course students filled in questionnaires, diaries and were interviewed. It was found that learners of low motivation made strong negative comments on the decorative illustrations whereas the highly motivated learners made strong positive comments on both types of illustrations. As the course went on, highly motivated learners reported decreased interest in the decorative illustrations and learners of low motivation reported increased interest in the pedagogic ones. This suggests that the use of pedagogic illustrations could sustain the interest of highly motivated students and enhance that of the low motivation students. This is useful for teachers to take into account when selecting coursebooks.

**04–335 Kirchner, Katharina** (University of Hamburg, Germany). **Motivation beim Fremdsprachenerwerb. Eine qualitative Pilotstudie zur Motivation schwedischer Deutschlerner.** [Motivation in foreign language acquisition. A qualitative pilot study on motivation of Swedish learners of German.] *Zeitschrift für Interkulturellen Fremdsprachenunterricht* (Alberta, Canada), **9**, 2 (2004), 32.

This article presents a qualitative pilot study, which looked at the motivation to learn German among four Swedish students of German Studies – *Germanistik*. The research focus was on the investigation of motivational factors which encouraged the individuals to take up German at the tertiary level. Secondly, the impact of social environment on the language choice was examined. First of all, background information about the position of German as a foreign language in Swedish education was provided. Then, a qualitative research design based on semi structured interviews was discussed. The following aspects were thoroughly explored: biographical data, attitudes towards German language and culture, personality, teaching environment and a self assessment of language proficiency. On the basis of the transcribed interviews, individual motivational profiles were established. The results indicated that motivation is a complex and at the same time individually varying construct. Nevertheless, general aspects such as low anxiety and high self esteem were found to be important motivational factors. Whereas attitudes towards German language and culture proved to be irrelevant. The study also revealed that teaching

materials and teachers are significant motivational drivers. In addition, the position of German in the Swedish education turned out to be of major relevance to language choices.

**04–336 Kleppin, Karin** (U. of Leipzig, Germany). **“Bei dem Lehrer kann man ja nichts lernen”. Zur Unterstützung der Motivation durch Sprachlernberatung.** [“You cannot learn anything from the teacher”: counselling in foreign language learning and its role as motivational support.] *Zeitschrift für Interkulturellen Fremdsprachenunterricht* (Alberta, Canada), **9**, 2 (2004), 16.

This article proposes a set of principles for a successful counselling service in the context of foreign language education. First of all, by drawing on Rogers’ counselling theory (1985) and the concept of learner autonomy, the author emphasised the importance of reflection in the process of learning foreign languages. With reference to this, the role of a counsellor and counselling service is defined. The author describes different forms of counselling and demonstrated how it can be put into practice. The second part of the article focuses on the role of external and internal motivational factors. The author argues that counsellors and teachers are in fact not able to change the motivational drives of their students. However, through discussions, they can make them at least aware of motives underlying their learning and in so doing engage them in a reflective process, which could improve their learning.

**04–337 Kormos, Judith** (Eötvös Loránd University in Budapest, Hungary) and **Dörnyei, Zoltán.** **The interaction of linguistics and motivational variables in second language task performance.** *Zeitschrift für Interkulturellen Fremdsprachenunterricht* (Alberta, Canada), **9**, 2 (2004), 19.

This paper reports findings from a research project which examined the role of motivation and other individual variables on the quality of students’ output in argumentative tasks. The participants were 44 Hungarian students studying English at an intermediate level in two secondary schools in Budapest. The tasks used were interactive problem solving activities, which focused on the elicitation of arguments. Students were given a list of items, which was to trigger off group discussions about the ways in which the school could contribute to the improvement of social and environmental conditions. On the basis of the recorded and transcribed output, the researchers analysed the following aspects: the speech size measured by the number of words, the number of turns generated by the participants, accuracy, grammatical complexity and lexical richness. In addition, pragmatic aspects of students’ arguments such as claims and supports were investigated. Finally, the motivational variables including

integrativeness, attitudes towards the English course and tasks, linguistics self confidence and willingness to communicate were correlated. The authors concluded that motivation influenced the quantity and not the quality of the talk. The only factor which seemed to be beneficial for the quality was the attitude towards the English course.

**04-338 Lafford, Barbara A.** (Arizona State U., USA; *Email*: blafford@asu.edu). **The effect of the context of learning on the use of communication strategies by learners of Spanish as a foreign language.** *Studies in Second Language Acquisition* (New York, USA), **26** (2004), 201–225.

This study investigates the frequency and type of communication strategy (CS) used by learners in two different contexts (at home in class (AH) and in study abroad (SA)) before and after a semester long treatment. It also aims to describe the factors influencing CS use and how time using the L2 might affect its use. Oral data from 46 learners split into two groups were analysed to discern the effect of various factors on learner levels and choice of CS usage. Post treatment results revealed a significant effect for context for CS categories and usage. SA students consistently used fewer CS than AH students, and their CS use correlated negatively with higher use of Spanish outside the classroom and with the host family. It is suggested that these outcomes might be explained by the perceived pragmatic requirements of the two contexts.

**04-339 Leahy, Christine** (Nottingham Trent U., UK; *Email*: christine.leahy@ntu.ac.uk). **Observations in the computer room: L2 output and learner behaviour.** *ReCALL* (Cambridge, UK), **16**, 1 (2004), 124–144.

This paper applies the concepts of output theory to computer assisted language learning (CALL), using the Internet as a source of primary information. Undergraduates attending a European Business course were engaged for eight hours in online role play tasks built around the marketing of a new food product in Germany. Participants' online behaviour was monitored as they retrieved primary material from the Internet and interacted by email and orally, with encouragement provided by a computer room tutor. Despite differences between student pairs, the results were encouraging and appear to confirm two major functions of learner output: noticing gaps and controlling/internalising linguistic knowledge. While students deployed all four language skills, their dialogues retained a number of grammatical and lexical uncertainties. In view of further research into the pedagogic benefits of this open format, the author advocates its adoption for distance learning courses.

**04-340 Lee, Cynthia F. K.** (Hong Kong Baptist U.; *Email*: cfklee@hkbu.edu.hk). **Written requests in**

**emails sent by adult Chinese learners of English.** *Language, Culture and Curriculum* (Clevedon, UK), **17**, 1 (2004) 58–72.

Linguistic choices of politeness vary across cultures: Chinese speakers tend to prefer direct requests, using impositives, indirect requests and requestive hints, strategies which vary with power and social relationship between speaker and hearer. Unlike previous studies of Chinese speakers' request strategies, relying on discourse-completion, interview, and analysis of Chinese texts, the reported study is a naturalistic enquiry. Drawing on a corpus of 600 emails sent over one year by adult Chinese learners of English (CLE) in Hong Kong to three Chinese speaking English teachers (CSET) and three native English teachers (NEST), 56 requestive emails were analysed and quantified using CCARP segmentation and coding strategies. The aims of the study were to (1) compare use of requests in English and Chinese (2) compare requests in English by CLE to CSETs and NESTs (3) investigate how linguistic choice and strategies for requests reflect cultural beliefs and values, particularly in the context of Hong Kong. Results showed CLE used conventionally direct strategies and requestive hints with both CSETs and NESTs, but used different linguistic structures, with more hedged and explicit performatives, to CSETs. More direct requests were found than in previous studies. The prevalence of politeness indicates submission to implicit power difference between teachers and students.

**04-341 Leow, Ronald P.** (Georgetown U., USA; *Email*: RLEOW@guvax.georgetown.edu), **Egi, Takako, Nuevo, Ana María and Tsai, Ya-Chin.** **The roles of textual enhancement and type of linguistic item in adult L2 learners' comprehension and intake.** *Applied Language Learning* (California, USA), **13**, 2 (2003), 93–108.

Leow (2001a) employed concurrent data elicitation procedures (think aloud protocols) to investigate the benefits of textual enhancement, premised on the roles of attention and awareness (noticing), in second/foreign language (L2) learning. The present study follows this methodological approach to further investigate these benefits in addition to the role of type of linguistic item in subsequent processing of targeted items in the input. 72 first year college level participants read an enhanced or unenhanced text with either the present perfect or present subjunctive forms. Their performances on an immediate recognition and comprehension task were subsequently submitted to quantitative analyses. Results indicated no significant benefits of written input enhancement over unenhanced written input for (1) the amount of reported noticing of the Spanish present perfect or present subjunctive forms, (2) readers' comprehension or (3) readers' intake. With respect to type of linguistic item, significant benefits of more salient forms (present perfect) over less salient forms (present subjunctive) were found for (1) the amount

of reported noticing of targeted verb forms, but not for (2) readers' comprehension or (3) readers' intake. Theoretical, methodological, and pedagogical implications are also discussed.

**04-342 Lund, Randall J. Erwerbssequenzen im Klassenraum.** [Order of acquisition in the classroom.]. *Deutsch als Fremdsprache* (Leipzig, Germany), **2** (2004), 99–103.

This article reports findings from a small scale study which investigated the patterns of acquisition of German word order by English speakers. The participants were 21 students studying German at three different levels at the University of Minnesota. To begin with, the author offers a thorough account of current theories in Second Language Acquisition (SLA). According to many theoretical models, word order is acquired in a natural way, which cannot be altered by formal instructions. As a rule, learners of German acquire inversion before the position of verbs in subordinate clauses. To verify this hypothesis, a research project focusing on German word order was carried out. Firstly, the students participated in an interview lasting between 20 and 45 minutes. Then, the interviews were transcribed and wrong sentences were identified. Subsequently, students were given a task, in which they had to correct those sentences. The analysis of interviews and correction tasks revealed that the word order of subordinate clauses was acquired first. The authors concluded that the order of acquisition cannot be solely explained by means of SLA models. Factors such as learning style, motivation and the exposure to the target language also have a significant impact on the language acquisition.

**04-343 McBride, Nicole** (London Metropolitan University, UK; *Email*: n.mcbride@londonmet.ac.uk). **The role of the target language in cultural studies: two surveys in UK universities.** *Language, Culture and Curriculum* (Clevedon, UK), **16**, 3 (2003), 298–311.

This paper is based on findings of two surveys on the language(s) used as the primary medium for the teaching and assessment of cultural modules. The surveys were conducted in 1999 and 2000 in language departments in UK universities, among staff and students. Comparing the staff perception of the language used in class and the experience as reported by students, pointed to a major disparity, with much higher percentages of students than staff reporting English being used rather than the target language (TL). In contrast, students' stated preferences were closer to what staff thought they delivered. Students' attitudes to the use of English or TL in teaching and assessment are analysed in terms of the advantages and drawbacks quoted by the respondents, and in relation to perceptions of depth of study achievable. Factors such as the type of options taken and whether the teacher is a native speaker of the TL are considered as to their impact on perceptions

and attitudes. Given the sharp decline in specialist language study to degree level in some UK university language departments, the author argues that the clear student preference identified here for the use of the TL should inform any review of language curriculum planning.

**04-344 McIntosh, N. Cameron and Noels, A. Kimberly** (U. of Alberta, Canada). **Self-Determined Motivation for Language Learning: The Role of Need for Cognition and Language Learning Strategies.** *Zeitschrift für Interkulturellen Fremdsprachenunterricht* (Alberta, Canada), **9**, 2 (2004), 28.

This paper reports on a study which investigated the relationships between need for cognition (NC), self determination in second language (L2) learning, use of learning strategies and proficiency in L2. The participants were 126 undergraduate students enrolled in language courses in French, Spanish, and German at the University of Saskatchewan. The study was carried out by administering three sets of tests. The first 18 item test was to measure stable individual differences in people's inclination to partake in cognitive activity. The second 32 item questionnaire aimed at the evaluation of orientations toward language learning in accordance with self determination theory. In order to investigate learning strategies, a 50 item questionnaire was distributed. Final course grades were taken as evidence of achievement in L2 proficiency. Results demonstrated that NC was positively correlated with self-determined L2 motivation and this in turn was strongly related to the use of learning strategies. However, self determination was not associated with all strategies. It did not correlate positively with memory and affective strategies. Finally, the authors noted that the investigation on personality variables such as NC contributes vastly to the understanding on L2 motivation. However, in order to provide more reliable support, longitudinal studies on larger samples are necessary.

**04-345 Montrul, Silvina** (U. of Illinois at Urbana-Champaign, USA; *Email*: montrul@uiuc.edu). **Psycholinguistic evidence for split intransitivity in Spanish second language acquisition.** *Applied Psycholinguistics* (Cambridge, UK), **25** (2004), 239–267.

This study addresses the emerging body of research which investigates the relationship between normal representations and access in an L2. Specifically, it focuses on the acquisition and on line processing of unaccusative and unergative verbs in L2 Spanish by English speaking learners and questions whether learners make a syntactic distinction between the two verb classes, and whether there is an effect of semantic subclass in accordance with a semantic hierarchy. 35 L1 Spanish speakers and 44 L1 English speakers performed

an on line visual probe recognition task. Data reveal that native speakers who scan their syntactic representations to find a word contained in a complex subject noun phrase recognised the word faster with unaccusative verb sentences, suggesting that the syntactic presence of a trace in such sentences facilitates comprehension. L2 learners showed a similar response pattern, confirming their ability to differentiate between the two verb classes.

**04-346 Orsini-Jones, Marina** (Coventry U., UK; Email: m.orsini@coventry.ac.uk). **Supporting a course in new literacies and skills for linguists with a Virtual Learning Environment.** *ReCALL* (Cambridge, UK), **16**, 1 (2004), 189–209.

Closely related to language skills are such activities as email correspondence, talking on the telephone, video conferencing and working with metalinguistic tools. In order to investigate their integration into the academic curriculum, a group of 41 undergraduates in foreign language courses were engaged over two academic years in a web based learning project including a mix of face to face instruction, online sessions, tutorials and printed material. To raise awareness of translation issues, participants were also asked to translate a homepage from English into the target language, with the aid of an online dictionary and peer discussions. In a second task, they had to redraft a text from nonstandard into standard English, using the British National Corpus. This was followed by collaborative essay writing and the production of two European CVs. The resulting data, inclusive of student evaluation and feedback, showed that a web based environment generally adds to academic/professional skills, improving learner confidence and second language acquisition despite student resistance to independent learning. These findings led to a revised syllabus whose objectives include the new literacy skills covered by the study, ranging from data retrieval to webpage construction and online evaluation.

**04-347 Philip, William** (Utrecht U., Netherlands; Email: bill.philip@let.uu.nl) and **Botschuijver, Sabine.** **Discourse integration and indefinite subjects in child English.** *IRAL* (Berlin, Germany), **42**, 2 (2004), 189–201.

Following earlier research by Krämer (2000) on Dutch children, this study investigates the acquisition of syntax by monolingual English children, in order to assess the potential effects of first language interference and transfer. After a warm up phase, 58 children were each confronted with an experimental condition eliciting non-specific readings of an indefinite subject. They showed a tendency to give adult-like one-subject responses similar to those of the control group (10 native English teachers). A second experiment, based on a guessing-task, involved 54 children and 9 adults; this time the adults performed significantly better in terms of one-subject responses. The authors interpret such

data as strong evidence in support of Krämer's Non-Integration Hypothesis, whereby a child's ability to organise and access discourse representation is cognitively restricted by his/her inability to comprehend indefinite subjects in an adult-like manner. This finding also bears on our understanding of cognitive processes in second language acquisition.

**04-348 Rivalland, Judith** (Edith Cowan U., Australia). **Oral language development and access to school discourses.** *Australian Journal of Language and Literacy* (Norwood, South Australia), **27**, 2 (2004), 142–158.

This article examines oral language development in young children. It is based on initial data collected from a longitudinal study conducted in an urban school in Western Australia. The objectives of the study were to analyse how the oral language of three case-study children developed as they made the transition from pre-primary to Year 1 of school; to document the oral language interactions in which these children engaged as they participated in pre-primary classrooms; and to analyse how these interactions changed over time as the children progressed from pre-primary to Year 1. The assessment tools used to analyse the data are described. The author discusses two of the children in considerable detail, describing their social circumstances and their use of language; and in conclusion, she assesses the strengths and weaknesses of each child.

**04-349 Rosa, Elena, M. and Leow, Ronald, P.** (Georgetown U., USA). **Awareness, different learning conditions, and second language development.** *Applied Psycholinguistics* (Cambridge, UK), **25** (2004), 269–292.

There is little agreement in the field with respect to the role played by awareness in L2 learning. The main focus of this study was the relationship between different conditions of exposure to L2 input and the levels of awareness raised during performance of problem solving tasks under those conditions. 100 adult learners of L2 Spanish were exposed to past conditional sentences in one of five versions of a computerised problem solving task that varied in the degree of explicitness. Analysis of tests, think aloud protocols, and post exposure questionnaires focused on whether exposure to L2 input under different conditions had a differential impact on learners' awareness and whether different levels of awareness influenced subjects' ability to recognise and produce new exemplars of the target structure immediately after exposure and over time. Results show higher levels of awareness were not only associated with more explicit conditions but were also substantially more effective than lower levels. It is suggested that some of the postulates regarding the issue of awareness and how different levels may impact L2 development received additional empirical support from this study.

**04-350 Schwarz-Friesel, Monika. Kognitive Linguistik heute – Metaphernverstehen als Fallbeispiel.** [Cognitive Linguistics today – the case of understanding metaphors.] *Deutsch als Fremdsprache* (Leipzig, Germany), **2** (2004), 83–89.

This article provides a thorough insight into a state-of-the-art of Cognitive Linguistics (CL). It particularly focuses on the recent theoretical and methodological developments. In contrast to the classic CL, which by analogy with the Computer Sciences viewed cognition merely as information processing, current theories stress the importance of pragmatic, social and affective aspects of human cognition. Thus, CL has recently emerged as an interdisciplinary field of research. The second part of this paper focuses on the understanding of metaphors in every day communication. First, the concept of a metaphor is discussed. By drawing on numerous examples, the author demonstrates how human cognition creates and proceeds metaphorical expressions. Semantic associations which accompany this process are illustrated and commented on. In this way, the author draws the reader's attention to creative, interactive and context dependent factors, which play crucial roles in language production and comprehension.

**04-351 Segalowitz, Norman and Freed, Barbara, F.** (Concordia U., USA; *Email*: sgalow@vax2.concordia.ca). **Context, contact, and cognition in oral fluency acquisition.** *Studies in Second Language Acquisition* (New York, USA), **26** (2004), 173–199.

Do adult L2 learners benefit more when learning in one context compared to another? 40 native English speakers were followed as they studied Spanish over one semester in two groups: a formal home university classroom (AH) and a study abroad setting (SA). Gains in oral fluency were measured by temporal and hesitation phenomena and in proficiency by means of the Oral Proficiency Interview. Similarly, the study aims to relate these gains to L2 specific cognitive measures of speed and efficiency of lexical access. Four main findings are reported: learners in the SA context made significant gains in oral performance, while the AH subjects did not; amount of in class and out of class contact had a negligible effect on oral gains; speed and efficiency of L2-specific cognitive processing were implicated in oral performance; and learners' initial oral ability seemed to impact on the amount and kind of extracurricular L2 contacts they reported engaging in. Overall, findings demonstrate the importance of the dynamic interactions that exist among oral, cognitive, and contextual variables. It is suggested that such interactions may help explain individual variation in learning outcomes.

**04-352 Sleeman, Petra** (U. of Amsterdam, Netherlands; *Email*: A.P.Sleeman@uva.nl). **Guided learners of French and the acquisition of**

**emphatic constructions.** *IRAL* (Berlin, Germany), **42**, 2 (2004), 129–151.

This study investigates the use and acquisition of emphatic constructions (i.e. clefts and dislocations) by advanced learners of French as a foreign language. A cohort of 11 Dutch undergraduates were tested using a picture based elicitation task developed by Ferdinand (2002), which includes triggers for the use of emphatic constructions; a control group of native French speakers was also tested. Compared to earlier data for secondary school learners, the results indicate that while guided training contributes to *c'est*-cleft acquisition, optional dislocation and the *il y a*-cleft (not found in Dutch) derive largely from exposure to oral language, especially with native speakers. Further research is needed to identify what amount of exposure is necessary for learners to activate the optional cleft.

**04-353 Takanashi, Yoshiri** (Fukuoka U. of Education, Japan; *Email*: yt0917@fukuoka-edu.ac.jp). **TEFL and communication styles in Japanese culture.** *Language, Culture and Curriculum* (Clevedon, UK), **17**, 1 (2004), 1–14.

Despite Japanese students' reported favourable attitudes to foreign language learning, and the widespread use of English loan words in Japanese, their English abilities (reflected in TOEFL scores) remain lower than in other Asian countries which are equally subject to isolation and linguistic difference. This article discusses pedagogical and cultural factors affecting Japanese students' language abilities. Pedagogical issues cover the late age (13) at which learning begins, the slow adoption of communicative methodology, limited class time, relatively large class sizes, the backwash effect of grammar based university entrance exams, and the continuing prevalence of grammar translation methodology. Cultural issues include the overt communication (*tatemae*) of the formal world, which may influence responses to questionnaires. The importance of intuitive skills in Japanese communication is contrasted with Western reliance on effective expression, while the use of English loan words may reflect the traditional emphasis on reading, not using, foreign languages. A study on aspects of formality and politeness in English shows that Japanese teachers and students value formal correction over intelligibility and that Japanese students make inappropriate judgements of politeness. Recently improved TOEFL scores, it is suggested, may be partly due to Ministry of Education policies: use of native English speakers, and the introduction of Oral Communication courses.

**04-354 Wang, Judy Huei-Yu** (Georgetown U., USA; *Email*: jw235@Georgetown.edu) **and Guthrie, John T. Modeling the effects of intrinsic motivation, extrinsic motivation, amount of reading, and past reading achievement on text comprehension between U.S. and Chinese**

**students.** *Reading Research Quarterly* (Newark, USA), **39**, 2 (2004), 162–186.

This study investigates to what extent text comprehension in the native language is enhanced/hindered by motivational processes and cultural affiliation. A cohort of fourth grade students were recruited from an American school (187 children) and from a similar institution in Taiwan (197 children). After consultation with parents and teachers, children were tested for reading motivation, amount of reading at school/home, favourite genres, text comprehension and past reading achievement, using established testing tools and scales. Statistical processing of such data, after checking for other variables, shows that intrinsic motivation predicted text comprehension for both student groups, extrinsic motivation negatively predicted text comprehension (unless associated with intrinsic motivation) but the amount of reading did not predict text comprehension. Although structural relationships were statistically similar in both groups, results do not account for the influence of social, cultural or environmental constraints on motivation. Further research is necessary for the development of suitable motivation-building classroom practices.

**04–355 Watts, Catherine** (U. of Brighton, UK). **Some reasons for the decline in numbers of MFL students at degree level.** *Language Learning Journal* (Oxford, UK), **29** (2004), 59–67.

This predominantly qualitative study investigates why in the past decade in the UK the number of students opting to pursue modern foreign languages (MFL) at degree level has declined. Data was gathered by interview and follow up questionnaire into the attitudes towards further MFL study of four groups: final year school students of MFL; heads of school MFL departments; first year undergraduates who might have pursued MFL but chose not to; university MFL programme leaders. The article firstly describes the students' negative attitude towards MFL study at degree level and adds that degrees in other subjects were perceived as having more promising career paths. It then describes how students' negative A level experiences led them to believe taking a degree in MFL would involve further similar stress. The article next describes teachers' dissatisfaction with the A level syllabus and their belief there was a need for the culture in Britain towards MFL study to change in order to remove the 'island mentality'. In spite of recent government strategy the article concludes there is still a need for high quality teachers of MFL to have a positive impact on the take up of MFL study at degree level.

**04–356 Wingate, Ursula** (Oxford U., UK). **Dictionary use – the need to teach strategies.** *Language Learning Journal* (Oxford, UK), **29** (2004), 5–11.

The importance of the dictionary as a learning aid is unquestioned, although teachers' attitudes towards them tend to be simplistic. This article describes

qualitative research into the use of bilingual and monolingual dictionaries for reading comprehension by 17 Chinese learners of German in UK higher education. It points out how although dictionary training has been emphasised it is not clear what such training should consist of. The article provides examples of inappropriate reference strategies such as the use of *kidrule* in which users pick out familiar segments from the dictionary entry and insert them in the text. The article lists Schofield's (1982) seven step process and accompanying strategies for looking up a word in dictionaries for reading; one aim of the research was to assess the extent to which students used such strategies. The subjects were divided into three groups, each working with a different dictionary, and asked to read two authentic articles. Think aloud comments were tape recorded and transcribed. Data revealed superficial and partial reading of dictionary entries to be the most frequent behaviour. The article reports problems with locating compound nouns, idiomatic phrases and the citation form of past participles. It then outlines three areas of dictionary training needs: dictionary specific strategies, language specific strategies and meaning specific strategies.

**04–357 Wong, Wynne** (Ohio State U., USA; Email: wong.240@osu.edu). **Textual enhancement and simplified input effects on L2 comprehension and acquisition of non-meaningful grammatical form.** *Applied Language Learning* (Monterey, CA, USA), **13**, 2 (2003), 109–132.

The study set out to investigate how textual enhancement (TE) as a form of input enhancement, and simplified input (SI) to increase comprehensibility, might impact adult L2 French learners acquisition of the past participle agreement in relative clauses and their comprehension of three texts in which the target forms were embedded. Four groups of second semester learners of French were exposed to one of four conditions: (1) TE and SI; (2) no TE and SI; (3) TE and no SI; and (4) no TE and no SI. Acquisition was assessed via an error correction task and comprehension was assessed via free recall tasks that measured total idea units recalled and enhanced idea units recalled. The results for acquisition demonstrated that TE and SI did not help learners acquire the target form. However, the results for comprehension revealed that while TE had no effect on total idea units in the texts, TE aided recall of the enhanced information in the texts. Additionally, it was observed that participants who read the simplified versions of the texts had higher comprehension recall scores. An important implication of the study is that the type of enhancement used in TE studies needs to be carefully examined. The question of whether some techniques are more effective at pushing learners to process cued information for content while others may be better suited at drawing attention to form was considered. Directions for future research into TE are suggested.

## Reading and writing

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**04-358 Bishop, Graham** (Open U., UK), **First steps towards electronic marking of language assignments.** *Language Learning Journal* (London, UK), **29** (2004), 42–46.

More and more students are required to submit word processed work by email attachment. This article looks at the advantages and practicability of electronic marking of such work by tutors. The article firstly discusses students' reaction to types of feedback then suggests that, by using a correction code created by superscript for identifying categories of mistakes, marking electronically by computer may be faster and more feasible than marking hard copy. The article describes how to create an electronic marking package from the PC tool bar and then explains how to make use of facilities such as inserting comments, tracking changes, word count, spell check and ticking. The article suggests electronic marking will improve the turnaround time of student's work and thus enable students to adopt the tutor's intended formative approach to assessment of work that is designed to enhance their learning, rather than a summative one caused by delayed feedback. The article ends by explaining how it is possible, using PC tools, to provide grading consistent with formative correction in the form of frequency ratings and other statistical information.

**04-359 Coniam, David and Wong, Richard** (Chinese U. of Hong Kong; *Email*: coniam@cuhk.edu.hk). **Internet Relay Chat as a tool in the autonomous development of ESL learners' English language ability: an exploratory study.** *System* (Oxford, UK), **32**, 3 (2004), 321–335.

This article reports a pilot study on the impact of unmoderated use of Internet Relay Chat (IRC) on the formal writing skills of teenage ESL learners. Previous research on the effectiveness of computer assisted language learning and computer mediated communication (CMC) has proved inconclusive about concrete benefits. The present study, drawing on second language acquisition theory, attempted to: (1) promote meaningful language use; (2) encourage a conscious focus on a grammar point during CMC; (3) promote negotiation of ideas. 26 students from an English medium girls' secondary school in Hong Kong took part. Writing samples were used to identify a common error type (finiteness); the experimental group (15 learners) received explanation of the study, instruction on the language point, and prepared visual prompts to place next to their computers. Pre questionnaires checked computer literacy. In August they used IRC to communicate in English for minimum five hours weekly, with the number of hours, partners, and topics covered checked in a post-study questionnaire. Writing samples from both groups were analysed, revealing little quantitative difference in error rates, but qualitative analysis

suggested the experimental group's errors were associated with greater complexity. Future studies could be improved methodologically by focusing on more precise language points, adjusted to individual needs, and allowing a longer time span.

**04-360 Cooke, Melanie, Wallace, Catherine, with Shrubshall, Paul.** **Inside Out/Outside In: a study of reading in ESOL classrooms.** *Language Issues* (Birmingham, UK), **16**, 1 (2004), 7–12.

This article reports on a study that investigated ways of teaching reading in English to Speakers of Other Languages (ESOL) classrooms. Two classes of adult learners, all immigrants to Britain, were observed over a term's teaching. The research used a micro-ethnographic approach. The focus here is mainly on one of several original research questions, that is, how are the linguistic, cultural and intellectual strengths and resources of ESOL learners taken into account in the choice of texts and reading methodology? The suitability of texts taken from commercially produced EFL textbooks and authentic texts is discussed in relation to the needs of these particular learners. Analysis of recorded classroom data and interviews with some of the students showed that the learners drew on a wide range of cultural, linguistic, general knowledge and life experience resources, frequently going 'beyond task', suggesting it presented too limited a cognitive challenge. This indicates untapped learning potential in adult ESOL classes and questions the role of teacher as 'knower'.

**04-361 Dewey, Dan** (U. of Pittsburgh, USA; *Email*: ddewey@pitt.edu). **A comparison of reading development by learners of Japanese in intensive domestic immersion and study abroad contexts.** *Studies in Second Language Acquisition* (New York, USA), **26** (2004), 303–327.

This study attempts to answer the need for research that compares language learning in contexts other than the formal academic classroom and that focuses on the effects of context (immersion (IM) and study abroad (SA)) on various aspects of reading acquisition. 15 subjects (L1 English) in each context group were assessed on reading comprehension, reading processes, gains over time, and contact with the language and culture. A significant difference was found between contexts in pre to post test gains on only one measure of reading comprehension. As regards reading processes, there were significant differences in changes over time in the amount of monitoring understanding, and responding and reacting to text content. Variability of gains in reading measures and contact with the language and culture outside class was greater for SA than the IM group. It is suggested that multiple data type collection, together with quantitative and qualitative analyses, can provide a clearer picture of the factors influencing reading development in different contexts.

**04-362 Ferris, Dana R.** (California State U., Sacramento, USA). **The grammar correction debate in L2 writing: where are we, and where do we go from here? (and what do we do in the meantime...?).** *Journal of Second Language Writing* (New York, USA), **13**, 1 (2004), 49–62.

The efficacy of teacher error correction in second language (L2) writing has aroused much controversy in recent years since Truscott (1996) claimed grammar correction was ineffective in leading to improvement. This state-of-the-art article briefly describes the author's published debate with Truscott. It then outlines her two new studies along with a critical re-examination of studies previously reviewed by Truscott plus several others. The author's secondary analysis leads her to conclude the previous research base was inadequate as few studies fully compared the overall effect of both correction and no correction on L2 writing development. She suggests design inconsistencies occurred throughout, as research on error correction reported dissimilar findings and may not have been asking the same questions. She explains how existing research predicts, but does not prove conclusively, that the presence of teacher feedback on error may be beneficial and its absence may be harmful. She concludes there is a need for longitudinal, carefully designed replicable studies which compare the writing of students receiving feedback with that of students receiving none. The article ends with six practical suggestions for the writing classroom, which include supplementary grammar instruction by tutors and the maintenance of error charts by learners.

**04-363 Gaskell, Delian and Cobb, Thomas** (U. de Québec à Montréal, Canada; *Email*: cobb.tom@uqam.ca). **Can learners use concordance feedback for writing errors?** *System* (Oxford, UK), **32**, 3 (2004), 301–319.

Feedback on sentence level errors in second language (L2) writing seems to have less effect than noticing and using examples in the environment. This paper reports attempts to provide such examples in less time and more noticeable form, using concordance information in a way accessible to lower intermediate L2 writers. Research questions focused on learner reaction to concordance use, ability to use concordances to correct errors, error reduction in free production, and learners' ability to use concordances independently. 20 adult Chinese EFL learners attending a lower intermediate English writing course at a university in Montreal, Canada, wrote ten assignments over a 15 week semester. Following a four week training period, they received instructor feedback, including online concordance links for five typical errors. (Ten typical errors had previously been identified and hyperlinks created.) Revising their texts for submission, students completed forms explaining their use of concordance information in corrections. Findings showed students' general willingness to use concordances, and ability to make correc-

tions based on them. Seven subjects made persistent use of the concordancer, and statistically significant error reduction was achieved in three areas. Conclusions include the need for further studies, allowing a longer training period, a longer time frame, a control group, larger corpora, sharpened research questions and instruments.

**04-364 Goldstein, Lynn M.** (Monterey Institute of International Studies, California, USA). **Questions and answers about teacher written commentary and student revision: teachers and students working together.** *Journal of Second Language Writing* (New York, USA), **13**, 1 (2004), 63–80.

Although providing teacher commentary on second language (L2) writing is time consuming, learners view it as both desirable and helpful. After briefly discussing teacher-student conferences this article looks at how teachers may provide effective written commentary on rhetorical and content issues of L2 writing in order to provide learners with feedback on how others read their work and how revisions might assist such readers. The article explains how commentary may be affected by the institutional and programme context such as teacher workload and attitudes and expectations regarding the value of student writing. It addresses ways of enhancing the effectiveness of commentary and deals with methods of intervention such as requesting cover sheets with annotated notes concerning the writer's intention and assumed audience, both of which help avoid teacher-appropriation of students' work. Also considered is student ability to comprehend and implement teacher suggestions in their revisions. The article concludes with an outline of strategies, such as commentary placement, which take into consideration student needs. It suggests making comments text-specific and asking students to write an autobiography of their previous experiences with teacher feedback.

**04-365 Hall, Kathy, Allan, Christine, Dean, Jacqui and Warren, Sue** (Leeds Metropolitan U., UK; *Email*: k.hall@lmu.ac.uk). **Classroom discourse in the Literacy Hour in England: a study of two lessons.** *Language, Culture and Curriculum* (Clevedon, UK), **16**, 3 (2003), 284–297.

The National Literacy Strategy with its accompanying daily Literacy Hour (LH) was introduced into all primary schools in England in 1999 and aims to enhance literacy standards. This paper examines the nature of interaction in the Literacy Hour, based on a collaborative micro-analysis of observational data from two poetry lessons conducted within the LH in two Year 6 classrooms (10–11 year olds) in two suburban schools in a northern English city. Taking a sociocultural perspective on literacy, the authors attempt to make explicit the subject positions available to pupils and teachers in both settings, to show what is available to be learned, and to demonstrate what counts as

valuable knowledge. They provide a brief background to the theoretical and policy context of their empirical work, and present examples of interaction which are then analysed. They conclude by speculating on the reasons for recitation being the main mode of classroom interaction, and how dialogic discourse can be encouraged.

**04-366 Ivanič, Roz** (Lancaster U., UK; *Email*: r.ivanic@lancs.ac.uk). **Discourses of writing and learning to write.** *Language and Education* (Clevedon, UK), **18**, 3 (2004), 220–245.

This paper begins with a review of theories, metaphors, ideologies, and discourses which underpin pedagogic practice in literacy education. The main section draws on this review to identify six discourses of writing and learning to write consisting of sets of beliefs about writing and practices of writing and its assessment. A framework is then introduced based on these discussions which attempts to analyse educational data about writing pedagogy. The final section discusses how the framework might be applied to the study of a range of data concerning the teaching and learning of writing and the discourses at work in these practices. It is concluded that the view of language presented at the beginning of the paper implies a more comprehensive and integrated view of the nature of writing and learning to write, which in turn generates a writing pedagogy capable of combining elements from all the approaches to the teaching of writing discussed here.

**04-367 Kapp, Rochelle** (U. of Cape Town, South Africa; *Email*: rkapp@ched.uct.ac.za). **“Reading on the line”: an analysis of literacy practices in ESL classes in a South African township school.** *Language and Education* (Clevedon, UK), **18**, 3 (2004), 246–263.

It is argued that there remain significant gaps in the way academic literacy theory has been conceptualised in South Africa. School literacy has tended to be presented as self evident, and the implications of students studying in an additional language, English, have tended to be addressed in functional terms. Using data from a critical ethnographic study observing L2 English classrooms in an urban, black, working-class secondary school, a description is made of local instrumental literacy practices. Two major assumptions form part of the theoretical framework: that classroom discourse practices both reflect and construct outside realities, and that motivation to learn a language, and classroom literacy practices, are intimately connected to power relations and social identity. Results suggest the need for academic literacy intervention to take into consideration students’ language attitudes and motivation, as well as the need for subject specific knowledge of school discourse practices.

**04-368 Kubota, Ryuko and Lehner, AI** (U. of North Carolina, USA; *Email*: rkubota@

email.unc.edu). **Toward critical contrastive analysis.** *Journal of Second Language Writing* (New York, USA), **13**, 1 (2004), 7–27.

Until recently cultural difference was the main focus in the study of rhetorical patterns in written texts. This article provides the example of how English has been described as *writer responsible* and many Asian languages as *reader responsible*. It then explains how although contrastive rhetoric has expanded its focus towards genre analysis it still reinforces the notion of superiority of English rhetoric. Drawing on postmodern, post-structural and postcolonial theory, the article unpacks alternative conceptual foundations for contrastive rhetoric that include perspectives of power and discursive construction of knowledge. Following its outline of critical perspectives and pedagogical issues it explains how recommendations by traditional contrastive rhetoric tend to reinforce a cultural deficit view in which learners of English are seen as lacking. The article concludes that by politicising cultural differences in contrastive rhetoric it may be possible to create space for ways of understanding writers and texts in cross-cultural contexts.

**04-369 McNamara, Danielle S.** (U. of Memphis, USA; *Email*: d.mcnamara@mail.psyc.memphis.edu). **SERT: self-explanation reading training.** *Discourse Processes* (New York, USA), **38**, 1 (2004), 1–30.

An examination is made of the effects of providing reading strategy instruction to improve the effectiveness of self-explanation while reading. SERT includes monitored comprehension paraphrasing, predicting what the text will say, making bridging inferences, and elaborating by using prior knowledge. 42 undergraduate psychology and biology students were randomly assigned to the SERT training condition and a control condition. Participants read a total of five texts on a computer monitor, which presented them one sentence at a time, followed by a number of open-ended comprehension questions. SERT was seen to improve comprehension and self-explanation quality only for participants with low domain knowledge. However, the effects of SERT on low-knowledge participants’ comprehension emerged only for text based questions and not for bridging inference questions. SERT afforded low-knowledge participants the ability to use paraphrasing and general knowledge to form a coherent representation of the text.

**04-370 Mokhtari, Kouider, and Reichard, Carla** (Miami U., Ohio, USA; *Email*: mohktak@muohio.edu). **Investigating the strategic reading processes of first and second language readers in two different cultural contexts.** *System* (Oxford, UK), **32**, 3 (2004), 379–394.

The reported study investigated whether there are significant differences between the metacognitive awareness

and perceived use of specific strategies of first (L1) and second language (L2) readers when reading for academic purposes. College students in the US (141) and Morocco (209) (total 350), similar in age, level of education, and gender distribution, completed the authors' metacognitive awareness of reading strategies inventory (MARSI). The 30 item MARSI instrument, measuring awareness of Global Reading (GLOB), Problem Solving (PROB) and Support Reading (SUP) Strategies, was administered in class under similar conditions, with responses to statements marked on a Likert scale. Despite socio-cultural, environmental, and educational differences, and the differences between reading in L1 and L2, very similar patterns of strategy awareness and use were revealed. The Moroccan students reported more frequent use of certain types of strategy, with a clear preference for PROB, than the US students; however, the Moroccan students made less use of the visual features, perhaps reflecting the different organisation of their textbooks. In conclusion, the authors emphasise the need to consider L2 readers' differences neutrally or even positively, to dispel beliefs about the risk of L2 students' risk of failure, and to carry out systematic research on the relation between metacognitive awareness and reading strategy use.

**04-371 Mori, S.** (Kinki U., Japan; *Email*: squiddly@leto.eonet.ne.jp). **Significant motivational predictors of the amount of reading by EFL learners in Japan.** *RELC Journal* (Singapore), **35**, 1 (2004), 63–81.

Motivation is a key area in language learning, however little research has been done into the relationship between this and reading behaviour. This study involves 100 first-year non-English major students at a four year women's university in Japan. Students were tested on their reading proficiency at the beginning of the semester and also asked to complete a questionnaire in Japanese on their motivation and attitudes towards reading. Throughout the semester students had the opportunity to read extensive reading material from the Science Research Associates Multilevel Reading Laboratory (SRA). This material required them to answer questions on their reading and fill out a reading report. SRA reading materials were placed in the library so all students had access to them. The study found that reading proficiency scores were not significant predictors of the amount of reading students achieved. Additionally it seems that there was a correlation between student attitudes and reading such that the less students perceived themselves as hard working and active learners, the less they read. Students who thought stories were 'boring' or 'childish' read less than those who did not have this negative attitude. These results suggest that interest and enjoyment involved in the reading task have a positive influence on how much students read. Teachers can increase task-specific motivation by choosing tasks according to students' needs and values and by responding to students' suggestions.

**04-372 O, K-M.** (Dongduk U., Korea, *Email*: kmo@dongduk.ac.kr). **Individualized Teacher-Student Interaction in EFL Writing Class: Action Research.** *English Teaching* (Anseonggun, South Korea), **58**, 4 (2003), 99–126.

Research in writing within English as a Foreign Language has supported the idea of a recursive process approach. Students' interactions with teachers and peers are important factors when editing and revising written work. This study focusses on one to one interaction between student and teacher and the part this plays in students' progress in writing. Two female and one male students of English Language at a University in Seoul, Korea, participated in the two month study with the teacher researcher. Data was collected in the form of class feedback, audiotapes of guided interviews, writing tests, writing portfolios and the author's journal. Each weekly writing session lasted three hours and consisted of classwork using a coursebook plus individual teacher-student interaction. Each student brought an essay to class and with the teacher they discussed this writing line by line, then revised and peer reviewed the work. The one to one sessions between teacher and student were thought to be beneficial by all participants and the students made improvements in their writing proficiency. The author calls for further longitudinal studies in writing skills.

**04-373 Pulido, Diana** (Washington State U., USA; *Email*: dpulido@wsu.edu). **The relationship between text comprehension and second language incidental vocabulary acquisition: a matter of topic familiarity?** *Language Learning* (Malden, Massachusetts, USA), **54**, 3 (2004), 469–523.

This study investigates the role of text comprehension at various stages of L2 incidental vocabulary gain and retention in the presence of another factor known to affect the two processes: topic familiarity. 99 adult learners of L2 Spanish from three distinct university course levels read more or less familiar script-based narratives containing nonsense words. They then performed a free-written recall in the L1, with intake and gain measures administered at two time intervals. Analysis revealed a generally robust consistent role of passage comprehension in lexical gain and retention, but differential patterns of relationships in intake due to effects of topic familiarity. This finding strengthens the general claim of a reciprocal relationship between L2 vocabulary knowledge and reading comprehension, or reading success. It is suggested that empirical support provides comprehensible input and for comprehended input in instructed L2 environments.

**04-374 Sasaki, Miyuki** (Nagoya Gakuin U., Japan; *Email*: sasaki@ngu.ac.jp). **A multiple-data analysis of the 3.5-Year development of EFL**

**student writers.** *Language Learning* (Malden, Massachusetts, USA), **54**, 3 (2004), 525–582.

Few previous studies of L2 writing have investigated participants' own accounts of their L2 writing behaviour. This exploratory study is unique in that it reports on the within-participant changes of a relatively large number (11) of subjects' L2 writing processes over four years, investigates the effects of students' short term study in an ESL context, and also includes qualitative data from student interviews about the perceived causes of changes. Multiple data sources included written texts, videotaped writing behaviours, and stimulated recall protocols. Over the observation period, a) both the EFL (home-based) and the ESL students improved their English proficiency, English composition quality/fluency, and confidence in English writing and b) the ESL students' overseas/experiences were helpful for improving their writing strategy use and motivation to write better compositions.

**04-375 Walczyk, Jeffrey J., Marsiglia, Cheryl S., Johns, Amanda K. and Bryan, Keli S.** (Louisiana Tech U., USA; *Email*: Walczyk@latech.edu). **Children's compensations for poorly automated reading skills.** *Discourse Processes* (New York, USA), **37**, 1 (2004), 47–66.

The opening section of this paper describes the compensatory encoding model (CEM), which postulates that readers whose decoding of words or verbal decoding memory capacities is insufficient may compensate so that literal text comprehension is not negatively affected. However, such use of compensation may sap cognitive resources from higher level reading activities. Against this background, this research tested a compensatory encoding account of the effects of inefficient local processes on the comprehension of 63 third graders (L1 English). The efficiency of decoding, semantic decoding, and verbal working memory was tested, with subjects also reading aloud expository and narrative texts. Literal comprehension was assessed through multiple choice items and read aloud protocols transcribed and coded for the frequency with which subjects used compensations and for the detection of embedded anomalies. Consistent with the model, inefficient readers compensated by pausing, looking back, rereading, and sounding out words more often than efficient readers but had literal comprehension scores as good as their counterparts.

**04-376 Walter, Catherine** (Institute of Education, U. of London UK). **Transfer of reading comprehension skills to L2 is linked to mental representations of text and to L2 working memory.** *Applied Linguistics* (Oxford, UK), **25**, 3 (2004), 315–339.

The study investigates the transfer of reading comprehension skills from L1 to L2. The author seeks to answer two main questions related to success in L2

reading. The first question asks whether the transfer of mental structure building skills is associated with the level of success. The second question considers whether the development of L2 verbal working memory is linked to the transfer of reading comprehension skills. The study investigates two groups of French learners of English (at upper intermediate and lower intermediate proficiency levels). The author claims that performance in pro form resolution in two distance conditions provided strong support for the hypothesis that the lower intermediate group had failed to transfer to L2 the ability to build well structured mental representations of texts, while the upper intermediate group had succeeded in transferring this ability. The author calls for further studies which investigate reading skills transfer, particularly with students from outside the Indo European context, involving students whose L1 orthography is not phonological.

**04-377 Wang, Xiang** (Jiangsu U., PR of China). **Encouraging self-monitoring in writing by Chinese students.** *ELT Journal* (Oxford, UK), **58**, 3 (2004), 238–246.

This paper focuses on encouraging the technique of self monitoring. It considers its effects on Chinese students' English writing. The author also sets out to investigate whether, by giving students control over the feedback they receive, teachers are better able to provide more effective feedback. The study considers whether students can be trained to self monitor, how self monitoring affects writing and student attitude to the process. After initial training, the author collected data by testing and requiring the students to write essays. Questionnaire data investigated student response to annotating texts. In assessing the language and annotations of student writing, the study looked at annotations on content, organization and form. The paper claims that students can be trained to use self monitoring in their writing and that self monitoring helped in the revision process. In particular, the author sees self monitoring as an effective way for students to improve the organization of their compositions and claims it is particularly helpful for higher proficiency learners. The author calls for further studies at different levels to assess the benefits of self monitoring for lower level learners.

## Language testing

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**04-378 Arkoudis, Sophie** (U. of Melbourne, Australia; *Email*: s.arkoudis@unimelb.edu.au) and **O'Loughlin, Kieran.** **Tensions between validity and outcomes: teacher assessment of written work of recently arrived ESL students.** *Language Testing* (London, UK), **24**, 3 (2004), 284–304.

Validity and reliability are both key features in language assessment. This article focuses on concerns of teachers of English as a second language (ESL) in Australia who were asked to document students' progress but

found the administrative framework conflicted with local educational purposes. The article firstly outlines the fundamentally social nature of assessment and then explains Harre's (1999) view of power as a key feature in positioning theory. The article then describes the involvement of one of the authors in a curriculum day concerning both internal and external moderation and on which teachers worked in pairs to assess 18 ESL student texts without access to the assessment manual. The day was arranged to address concerns that teacher grading was unreliable. Results show how teacher concern over construct validity was affecting their own inter-rater reliability and how, although they were initially able to empower themselves to rework administrative descriptors to match local needs, their reworking was not endorsed by the Department of Education.

**04-379 Cheng, Lyang** (Queen's U. Canada; *Email: chengl@educ.queensu.ca*). **Rogers, Todd and Hu, Huiqin. ESL/EFL instructors' classroom assessment practices: purpose, methods and procedures.** *Language Testing* (London, UK), **24**, 3 (2004), 360-389.

In contrast to assessment in school classrooms less is known about the practice of teachers at tertiary level. This article reports a comparative study conducted in Canadian English as a second language (ESL) Hong Kong ESL and English as a foreign language (EFL) and Chinese EFL institutions into assessment carried out by 267 EFL and ESL instructors. The article provides results from a five part survey conducted during the first year (2000-2001) of a three year study. Respondents were asked to indicate their purposes for assessing and evaluating their students. Results revealed a greater number of instructors in Canada and Hong Kong reported using assessment for student centred purposes, whereas in Beijing the focus was on assessment for instructional purposes. Concerning assessment of skills, instructors in Canada and Beijing reported using a greater variety of methods to assess reading, speaking and listening than instructors in Hong Kong, while methods used in Canada for writing were significantly greater than in both Hong Kong and Beijing. The second year of this study will involve interviews with a sample of respondents into why they assess in the ways they do.

**04-380 Davison, Chris** (U. of Hong Kong, China; *Email: cdavison@hkucc.hku.hk*). **The contradictory culture of teacher-based assessment: ESL teacher assessment practices in Australian and Hong Kong secondary schools.** *Language Testing* (London, UK), **24**, 3 (2004), 305-334.

The varying degrees to which English language teachers in different countries are responsible for assessing in high-stakes contexts is a growing concern. This article reports the findings of a comparative study involving written work produced by Cantonese speaking students of English as a second language in the final years of

secondary schools in Melbourne, Australia and Hong Kong. The article explains how although assessment schemes exist in Australia and are being rapidly introduced in Hong Kong, there has been little research into the criteria and constructs which teachers in both places are currently using to carry out internal assessment. The article explores the extent to which constructs and criteria are shaped by the assessment cultures in which teachers work. It describes problems related to criterion referenced assessment, such as low agreement and rater manipulation of criteria, and limitations of construct referenced assessment. This study also explores the extent to which teachers in both countries shared beliefs about the construct being assessed. The article concludes with a framework describing teacher assessment ranging from the *assessor-technician* to the *assessor as God*. This framework also outlines needs for support and training for each category of assessor.

**04-381 Edelenbos, Peter** (U. of Groningen and The Netherlands Language Academy, The Netherlands; *Email: peter.edelenbos@talencademie.nl*) and **Kubaneck-German, Angelika. Teacher-assessment: the concept of 'diagnostic competence'.** *Language Testing* (London, UK), **24**, 3 (2004), 259-283.

This article focuses on skills and abilities required by primary school language teachers to diagnose foreign language growth in young children. The study provides data from classroom observation in The Netherlands and ethnographic studies in Germany. It firstly outlines recent interest and developments in teacher assessment then describes observational studies of teacher behaviour during assessment from 1987 to the present. The authors suggest a growing need for teachers to develop 'diagnostic competence' with which they are able to assess language growth followed by the provision of appropriate help. The study includes extracts from data obtained during lessons with grade four German learners of English as a foreign language that are used to portray three teacher profiles of assessment activities and processes. It then presents a preliminary description of levels of diagnostic competence that uses descriptors and examples. The article concludes it is important to secure teacher participation in language testing and by selecting material from research data it is possible to produce assessment training booklets.

**04-382 Laufer, Batia and Goldstein, Zahava** (U. of Haifa, Israel; *Email: batialau@research.haifa.ac.il*). **Testing vocabulary knowledge: size, strength, and computer adaptiveness.** *Language Learning* (Malden, Massachusetts, USA), **54**, 3 (2004), 399-436.

The authors describe the development and trial of a bilingual computerised test (CATSS) of vocabulary size and strength, the latter measured as a combination of four hierarchical modalities or aspects of knowledge of meaning: passive recognition, active recognition, passive

recall, and active recall. In the first section of the paper the rationale behind CATSS is explained. Tests were administered to 435 high school and university ESL learners, who were presented with 30 items at the level to which they were assigned and in all four strength modalities. The analysis tested whether the difficulty hierarchy was valid and which strength modality correlated best with classroom language performance. Findings reveal the hypothesised hierarchy was present at all frequency levels, that passive recall was the best predictor of classroom language performance, and that growth in vocabulary knowledge was different for the different strength modalities. It is concluded that knowledge of form-meaning link is not an all-or-nothing phenomenon but rather depends on what the learner is required to do with the knowledge. CATSS has the capacity to provide this crucial information for researchers and educators.

**04-383 Lee, Soyong** (Inha U., South Korea; *Email: soyoungl@inha.ac.kr*). **A study on comparability of paper-based and computer-based reading tests scores.** *English Teaching* (Anseongunn, South Korea), **59**, 2 (2004), 165–178.

As a preliminary attempt to find out more about test mode effect, this study compares paper- and computer-based scores on a reading test for college students. A study is also made of the effects of computer ability and experience, and preference for test mode. The first part of the paper is a review of studies that address validity issues in computerised testing and the effects of test mode on language test performance. The second section focuses on a study of 36 college students enrolled in a college English programme taking both test modes in a counterbalanced order. Using repeated-measures ANOVA analysis, a significant test mode effect was obtained. Findings from a questionnaire focussing on the relationship between test scores and subjects' attitudes to, and experiences with, computers supported this result. It is suggested that it is crucial to realise that neither test mode will necessarily produce equivalent measures of student reading performance and that more consideration needs to be given by test developers to providing scaling information to allow for possible equivalence to be achieved.

**04-384 Leung, Constant** (Kings College, London, UK; *Email: leung@kcl.ac.uk*) **and Mohan, Bernard.** **Teacher formative assessment and talk in classroom contexts: assessment as discourse and assessment of discourse.** *Language Testing* (London, UK), **24**, 3 (2004), 335–359.

Formative teacher assessment is increasingly recognised as pedagogically desirable since it is capable of promoting learning. This article points out how such *for-learning* assessment has its own specific concerns that differ from summative *of-learning* assessment. The article explains how two teachers, Robena and Andy, assigned their students reading comprehension tasks

and provided them with formative encouragement that guided their group via an oral decision-making discussion to provide formative assessment to each other. Both studies were carried out in multi-ethnic, multilingual elementary level classes in the UK. Analysis of data reveals an emphasis on formative assessment of student-student interaction, teacher use of scaffolding and student decision making discourse. The article provides and then discusses a quantitative analysis of all student discussion data from the point of view of assessment in general, from teaching and learning, and from research methodology and discourse theory.

**04-385 MacDonald, Kim** (St Francis Xavier U, Canada; *Email: kmcdona@stfx.ca*), **Nielsen, Jean and Lai, Lisa.** **Selecting and using computer-based language tests (CBLTs) to assess language proficiency: guidelines for educators.** *TESL Canada Journal/Revue TESL du Canada* (Burnaby, Canada), **21**, 2 (2004), 93–104.

The growing use of computer based language tests (CBLTs) leads to a need for clear guidelines to help educators select appropriate tests for assessing their students' second- and foreign-language proficiency. After defining their intended audience (general, not exclusively postsecondary), the authors present their rationale for creating the guidelines (provision of appropriate criteria, saving time for educators), and the development procedure used. The table (provided as an appendix) presents questions to be asked as a means of prioritising criteria, and the three columns for responses of *yes*, *no*, and *unsure*. Assessment criteria are then presented and discussed, with issues divided into five categories: (1) basic assessment: purpose of assessment, reliability, validity, access and understanding of published specification table; (2) scoring: psychometric model used, scoring methods, item omission, cut points; (3) design: item banking, security, type/length/timing of exam; administrative: transient factors, stable factors, learner characteristics/disabilities, overall ease of use; (4) technical (hardware): computer hardware status, back-up; (5) technical (software): delivery system, user friendly-interface and display, support. While the guidelines will quickly be outdated by technological advances, they provide a useful starting point. In conclusion, the need for further research on issues in the field of CBLT assessment is highlighted.

## Teacher education

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**04-386 Benson, Carol** (Stockholm U., Sweden; *Email: Carol.benson@biling.su.se*). **Do we expect too much of bilingual teachers? Bilingual teaching in developing countries.** *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **7**, 2&3 (2004), 204–221.

Given the unique character of bilingual students and the programmes that support them, primary bilingual

teaching is a challenging job in any country. However, bilingual teachers in developing contexts are especially challenged; they are often undertrained and underpaid, and must function in under resourced schools with undernourished students. Meanwhile, they are expected to teach beginning literacy in the mother tongue, communicative language skills in the exogenous (ex-colonial) language, and curricular content in both, requiring that they be as bilingual and biliterate as possible. In addition, they must bridge the linguistic and cultural gap between home and school, become respected members of the community, and manage any opposition to educational use of the mother tongue. Using examples from Bolivia and Mozambique, developing countries from two different continents both of which are in the process of implementing bilingual programmes, this paper discusses the training needs of bilingual teachers as well as the built in strengths they possess on which their training should capitalise. The outcomes of this discussion are a set of suggestions for alternative teaching models that could optimise teacher effectiveness in such contexts, as well as a template for a training curriculum that builds on teachers' strengths while addressing their weaknesses.

**04-387 Butler, Y. G.** (U. of Pennsylvania USA). **What level of English proficiency do elementary school teachers need to attain to teach EFL? Case studies from Korea, Taiwan, and Japan.** *TESOL Quarterly* (Alexandria, VA, USA), **38**, 2 (2004), 245–278.

This paper examines the perceived English proficiency of elementary school teachers in Korea, Taiwan and Japan. Teachers were asked to self evaluate proficiency as well as to specify the minimum level of proficiency that they felt was needed to teach English at the elementary school level. A further quantitative survey was conducted. The teachers evaluated their proficiencies in productive skills (speaking and writing) as weaker than those in receptive skills (listening and reading). The author reports that the majority of teachers in all three countries perceived substantial gaps between their English proficiency and the minimum level needed to teach. The widest gaps were in productive domains in general and in oral grammar in particular. The paper argues that it is important that these perceived shortfalls are addressed and the author calls for research to identify what kinds and levels of English are required by elementary school teachers. The author further suggests ways of creating appropriate guidelines and assessment, as well as more systematic support for teachers.

**04-388 Erben, Tony.** **Emerging research and practices in immersion teacher education.** *Annual Review of Applied Linguistics* (Cambridge, UK), **24** (2004), 320–338.

Due to their unique place and function in society as well as their position on the educational ladder, universities

have had a rather belated encounter with immersion education. In fact, it was not until the late 1970s (Day & Shapson, 1993) that universities in Canada were obliged to address a range of pedagogical issues as a direct result of the growth of immersion education in schools, the increasing number of immersion graduates from schools, and the overall educational success of immersion programmes. Naturally, these issues are contextually framed and dependent on the historical development of immersion in each country where immersion education occurs. In countries with larger and longer immersion education traditions, the influence on universities has been greater. Three issues of particular importance are raised in this article: (1) the linguistic needs of immersion school graduates at university, (2) principles of immersion pedagogy use at the university level, and (3) immersion teacher education. The latter issue, is especially pertinent to broader questions of the preparation of second language teachers. The author concludes by stating the importance of accepting that immersion pedagogy is located in a range of socio-political, cultural, economic, and educational debates. An annotated bibliography is provided.

**04-389 Gray, Carol** (U. of Birmingham, UK). **Exploring the language teacher's mind – helping student teachers see beneath the surface.** *Language Learning Journal* (Oxford, UK), **29** (2004), 23–31.

In recent years alternative routes towards qualification as a teacher in the UK have appeared. This article highlights the need to identify features of input in Initial Teacher Education (ITE) from tutors in higher education (HE). The article describes a recent reform to ITE in the UK that emphasises time spent in schools working with experienced teachers and suggests tutors in HE are ideally positioned to assist in this reform. It adds that collaborative analysis between tutors and trainee teachers needs to emphasise learning how to learn how to teach, as opposed to being told how to teach. The article discusses the nature of teacher craft knowledge then provides a practical example of a lesson planned and taught by a HE tutor which demonstrated how to exploit the relationship between the cognitive and behavioural dimensions of teaching. It concludes that part of the role of the HE tutor is to support the student teacher in both the development of self awareness and the discourse to allow articulation and discussion.

**04-390 Hornberger, Nancy H.** (Pennsylvania U., USA; *Email*: nancyh@gse.upenn.edu). **The continua of biliteracy and the bilingual educator: educational linguistics in practice.** *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **7**, 2&3 (2004), 155–171.

The continua model of biliteracy offers a framework in which to situate research, teaching, and language

planning in linguistically diverse settings; bilingual teacher education represents a conjunction of all three of these and hence, a good candidate for applying the continua model. This paper uses selected experiences in language teacher education as practised at the University of Pennsylvania Graduate School of Education to illustrate the potential of the continua model as a heuristic in continually (re)writing the bilingual or language educator's knowledge base in response to the demands of educational policy and practice. A series of vignettes serves as a means for exploring dilemmas confronting bilingual (and language) educators and ways in which the continua model might shape a response. The paper concludes with a few comments on bilingual educators as researchers, teachers, and language planners and on the need, now more than ever, for bilingual educators to be advocates.

**04-391 Pomphrey, Cathy** (London Metropolitan U., UK). **Professional development through collaborative curriculum planning in English and modern languages.** *Language Learning Journal* (Oxford, UK), **29** (2004), 12-17.

This article addresses the tendency of modern foreign languages (MFL) as a discipline to neglect consideration of the context of language learning as a whole. It describes how PGCE students of English and MFL collaborated to gain a more complete understanding of language and language teaching and learning, and outlines areas of similar and different practice between the two subjects. It then describes how planning a poetry lesson enabled student teachers of English to consider the potential of the text and their MFL peers to look at the relationship between author, text and reader. The article next explains how each group of student teachers prepared lesson plans based on selected poems in the target language. Evidence from the study suggests teachers of English moved towards a focus on formal structure while MFL specialists were more able to consider the role of context in language study. The article concludes by stating how the next step would be to track case studies through the PGCE year in order to consider the effects of the collaboration.

**04-392 Sharkey, Judy** (U. of New Hampshire, USA). **ESOL teachers' knowledge of context as critical mediator in curriculum development.** *TESOL Quarterly* (Alexandria, VA, USA), **38**, 2 (2004), 279-299.

This article investigates the role of context in teacher's knowledge production and the complexity of educational factors and communities. The paper features data from nine elementary ESOL teachers, a school district coordinator, and a university researcher. The author uses qualitative methodology, including field notes and transcripts, to present findings regarding teacher knowledge and voice in an ESOL curriculum development project. The analysis concentrates on the role of social and institutional context in teacher

learning. The paper addresses both concrete and socio-cultural factors. The paper indicates that teachers' knowledge of context served as a critical mediator in curriculum development in three principal ways: establishing trust and gaining access, articulating and defining needs and concerns, and identifying and critiquing political factors that affect teachers' work. The author considers implications for teachers educators who design and implement curriculum courses. The paper argues for greater use of practising teachers in helping trainee teachers to understand the relations between educational policy and classroom reality.

**04-393 Varghese, Manka** (Washington U., Seattle, USA; *Email: mankav@u.washington.edu*). **Professional development for bilingual teachers in the United States: a site for articulating and contesting professional roles.** *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **7**, 2&3 (2004), 222-237.

Professional development for bilingual teachers has traditionally been viewed as a neutral site for training teachers. In the present study, a professional development for bilingual teachers in the United States is explored through ethnographic methods, specifically focusing on both the content delivery, and the interactions between teacher educators and teachers. The present study shows how professional development can become a site for the articulation and contestation of bilingual teacher professional roles. Specifically, it demonstrates how conceptualisations of the roles of bilingual teachers are often mired with differences and lack uniformity, especially because of the different backgrounds and settings teacher educators and teachers operate within. It points to the need to understand the different perspectives within the bilingual educational community. This research places bilingual teacher education within current understandings of learning and professional development, emphasising the situated nature of teaching and learning. Bilingual teachers must be understood as agents who make choices and have differentiated understandings of their profession, rather than as individuals who replicate the content and way they have been trained. This is especially important when we understand the multifaceted roles of bilingual teachers such as language policy agents and advocates, as language policy agents and advocates.

**04-394 Wade, Suzanne E.** (U. of Utah, USA; *Email: Wade@ed.utah.edu*) **and Fauske, Janice R.** **Dialogue online: prospective teachers' discourse strategies in computer-mediated discussions.** *Reading Research Quarterly* (Newark, USA), **39**, 2 (2004), 134-160.

This study examines the range of discourse strategies and genres used by prospective secondary teachers to align themselves with peers, to establish their identities as teachers and to socialize/exclude other participants when debating educational issues in computer mediated

discussion (CMD) groups. Data was collected from 29 students (15 males and 14 females, mostly American) attending a teacher education course in a large US university. After an introductory classroom module, volunteers participated for one month in five electronic discussion groups devoted to the inclusion of students who suffer exclusion because of disabilities or for their language, culture and gender. The resulting “chunks” of discourse were coded according to the participant’s stance towards interlocutors and subject matter; a long excerpt was then used to identify identity building strategies. Results indicate, surprisingly, that none of the patterns were gender specific and that most participants took an inclusive, supportive relational stance, as signalled by frequent use of we/our and emphasis on agreement, advice and explanations. Peers’ views were challenged only indirectly and discourse features normally associated with one gender were employed also by the other gender. This experience offers a valuable awareness raising tool for teacher trainees and trainers alike; on the other hand, its implications as to the effects of monitored/unmonitored and structured/unstructured CMD require further investigation.

## Bilingualism

DOI: 10.1017/S0261444805262390

**04–395 Abendroth-Timmer, Dagmar** (U. of Bremen, Germany). **Evaluation bilingualer Module aus Schülerperspektive: zur Lernbewusstheit und ihrer motivationalen Wirkung.** [Evaluation of bilingual modules from the learners’ perspective: learning awareness and its motivational effect.] *Zeitschrift für Interkulturellen Fremdsprachenunterricht* (Alberta, Canada), **9**, 2 (2004), 27.

This article is primarily concerned with the evaluation of bilingual modules developed for English, French and Spanish and used in a secondary school in Germany. The non language subjects included drama, sport and sociology. The main purpose of the project was to examine motivational factors, which determined learners’ attitudes and perspectives in the context under investigation. In addition, issues related to language learning awareness and multilingualism were considered. The study followed a qualitative research design. It consisted of two sets of questionnaires, learners’ diaries and semi-structured interviews. The collected data revealed that the participants perceived bilingual modules as difficult. At the same time, they saw bilingual learning as challenging and helpful as, in contrast to traditional language teaching, it offered more opportunities for intensive and authentic communication. In addition, all participants demonstrated a large degree of language awareness and were fully convinced about the importance of multilingualism in society. However, motivation and attitudes differed considerably among learners. Hence, the authors claimed that bilingual education

across the curriculum should place more emphasis on individual cognitive and affective variables.

**04–396 Creese, Angela** (Birmingham U., UK; *Email: a.creese@bham.ac.uk*). **Bilingual teachers in mainstream secondary school classrooms: using Turkish for curriculum learning.**

*International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **7**, 2&3 (2004), 189–203.

In England an inclusive language and educational policy is implemented which intends to give bilingual/EAL (English as an additional language) students access to a national curriculum studied by all students. Bilingual/EAL children are placed in English mainstream secondary school classrooms where their language and learning needs are to be met by a working partnership between the subject teacher and EAL teacher. The bulk of the language support in English schools is non bilingual and is delivered in English. However, there is sizeable number of bilingual EAL teachers in England’s multilingual schools. The focus of this paper is an ethnographic study of six Turkish/English bilingual EAL teachers from three London secondary schools, using observations, interviews, classroom transcripts and government/school policy documents as data sources. The paper describes how bilingual EAL teachers work within secondary school subject discipline classrooms where the primary focus is curriculum learning. It shows these bilingual EAL teachers resisting the support role usually played by EAL teachers in favour of a more traditional subject teacher role of transmitter and explainer of curriculum content. This decision to work within the dominant pedagogic framework of secondary schooling in effect keeps the bilingual/EAL teacher and children at the centre of classroom life. The paper concludes by asking some of the questions raised by this approach.

**04–397 Dauster, Judith.** **Bilingualer Unterricht an verschiedenen Schulformen und seine Akzeptanz bei Schülern und Elter.** [Bilingual teaching in various schools and its acceptance by pupils and parents.] *Neusprachliche Mittelungen aus Wissenschaft und Praxis* (Berlin, Germany), **3** (2004), 156–167.

This article reports on a research project which evaluated models of bilingual education (BE) from the point of view of pupils and their parents. The study was located in three types of secondary schools in Saarland (Germany). To begin with, the author described BE models implemented in three types of schools: a grammar school (*Gymnasium*), a comprehensive school (*Gesamtschule*) and a modern secondary school (*Realschule*). Subsequently, research design and data collection are described. In order to obtain opinions from parents, 176 questionnaires were distributed. Pupils who were taught French in bilingual modules, were invited to participate in semi-structured interviews

lasting between 20 and 30 minutes. The analysis of data demonstrated that parents as well as pupils were in general satisfied with the bilingual provision offered in schools. The author concludes that the practice of BE in Saarland has been very successful. However, only a small number of pupils are granted access to bilingual teaching. Thus, in order to avoid elitism, the author claims that the provision of BE should be expanded.

**04-398 Kielhöfer, Bernd. Strukturen und Entwicklungen bilingualer Sprachfähigkeit in der zweisprachigen Grundschule – eine Evaluation an der Berliner Europa-Schule Judith Kerr.** [Patterns and developments of bilingual language competency in a bilingual primary school – an evaluation carried out in a Judith Kerr Europe-school in Berlin.] *Neusprachliche Mittelungen aus Wissenschaft und Praxis* (Berlin, Germany), **3** (2004), 168–175.

This paper discusses results from a study carried out in a primary school in Berlin, which provides bilingual education (BE) in French and German. This research project focused on the patterns and quality of linguistic competence achieved by 72 pupils over a period of four years. Approximately 50% of the participants were of French origin. Data was collected in three stages. First, in order to obtain samples of spoken language, the subjects participated in a short small talk. Then, they were asked to describe verbally a cartoon strip. The conversations were recorded and transcribed. Then, for the final stage, on the basis of the same cartoon, the subjects were asked to write a story. Subsequently, a team of researchers analysed the following areas of language production: prosody, fluency, interaction, orthography, punctuation, grammar, lexical, and syntactical aspects. The results revealed great discrepancies between individuals not least because of language exposure outside of the school. Nevertheless, the authors arrived at the conclusion that all pupils achieved a good linguistic competence in both languages. They could easily communicate in every day situations and developed good pronunciation.

**04-399 Morgan, Brian** (York U., Toronto, Canada; *Email: bmorgan@yorku.ca*). **Teacher identity as pedagogy: towards a field-internal conceptualisation in bilingual and second language education.** *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **7**, 2&3 (2004), 172–188.

This article explores the transformative potential of a teacher's identity in the context of bilingual and second language education (SLE) programmes. The first section examines several theoretical options by which this potential might be conceptualised. Drawing on post structural notions of discourse, subjectivity and performativity, the author emphasises the contingent and relational processes through which teachers and students come to understand themselves and negotiate

their varying roles in language classrooms. Simon's (1995) notion of an 'image-text' further develops this dynamic, co-constructed understanding and shifts it more specifically towards pedagogical applications: the strategic performance of a teacher's identity in ways that counteract stereotypes held by a particular group of students. These post structural ideas on teachers' identities are then evaluated in reference to the knowledge base of bilingual and SLE. The author then proposes a field internal conceptualisation by which such theories might be rooted in the types of practices characteristic of language education programmes. The next section of the article describes the author's personal efforts to realise these concepts in practice. 'Gong Li – Brian's Imaginary Lover' is a story of how the author's identity became a classroom resource, a text to be performed in ways that challenged group assumptions around culture, gender, and family roles in a community, adult ESL programme serving mostly Chinese older people in Toronto.

**04-400 Rymes, Betsy** (U. of Georgia, USA; *Email: brymes@coe.uga.edu*). **Contrasting zones of comfortable competence: popular culture in a phonics lesson.** *Linguistics and Education* (New York, USA), **14** (2004), 321–335.

The author contrasts the current US national skills-based reading agenda with the complex forms of technology and entertainment available to children. It is suggested that, faced with 'future shock' (Toffler, 1970), adults tend to retreat into their 'Zones of Comfortable Competence' (ZCC), while children's expertise with new media, and their participation in multiple discourse communities, can force adults out of their ZCCs, into the role of novice. Drawing on concepts of communicative competence (Hymes, 1974), language socialization, and Vygotsky's understanding of learning within a Zone of Proximal Development, the author analyses classroom interaction, showing that ZCCs create rote predictability rather than communication. The interaction discussed is part of a two-year case study of a second language (L2) learner from Costa Rica, beginning when the subject was repeating second grade owing to reading difficulties. As participant-observer the author read with him, recorded his reading group, and, during the second year of the study, observed sessions with an ESOL teacher using a phonics programme. The extract analysed makes clear the disparity between teacher and student ZCCs, and the need to raise awareness of these zones. Suggestions are made for curricular planning, departing from the predictability of the phonics lessons, and for teachers to position themselves as novices when popular culture emerges in lessons.

**04-401 Theis, Rolf and Werkman, Robert.** **Kann der Englischunterricht von bilingualen Modellen lernen? Eine empirische Untersuchung.** [What the traditional approach to teach English as a foreign language can learn from

bilingual models? An empirical investigation.] *Neusprachliche Mittelungen aus Wissenschaft und Praxis* (Berlin, Germany), **3** (2004), 145–155.

Recently, a boom of bilingual projects to teach English as a foreign language has been observed in Germany's secondary schools. However, little attention has been paid to investigate, what makes the bilingual education (BE) so effective as compared to traditional teaching. This paper reports on results obtained from a quantitative research project, which investigated and compared competence in English achieved by 585 pupils of different age groups from bilingual and non bilingual schools. First, pupils were given a test, which consisted of 20 sentences. Subsequently, they were asked to identify the incorrect sentences and explain the underlying rules. In so doing, linguistic intuition and linguistic knowledge were examined. The data demonstrated that in all age groups, the bilingual pupils clearly outperformed the non bilinguals. The reasons for this are manifold. First of all, bilingual pupils have more English lessons. Secondly, the study revealed that bilingual modules are, to large extent, taught in accordance with the principles of content based learning. The authors arrived at the conclusion that secondary schools have to rethink the traditional approach to teaching English. Following the example of bilingual modules, they should attempt to introduce content based teaching, which could potentially increase learning success.

**04-402 Valdés, Guadalupe** (Stanford U., USA; Email: gvaldes@stanford.edu). **Between support and marginalisation: the development of academic language in linguistic minority children.** *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **7**, 2&3 (2004), 102–132.

Within the last several years, researchers working with linguistic minority children have focused increasingly on the development of the types of language proficiencies that are required to perform successfully in academic contexts. Most practitioners and researchers agree that, in order to succeed in schools, such learners must be given the opportunity to acquire academic, rather than everyday, language. Unfortunately, in spite of the growing interest in the kind of language that will result in school success, there is no single definition or even general agreement about what is meant by academic language. This paper examines the conflicting definitions and conceptualisations of academic language and argues that limited understandings of bilingualism and of the linguistic demands made by academic interactions will lead to the continued segregation of linguistic minority children even after they have reached a level of stable bilingualism. The author argues for an opening up of discussions about academic language and discourse to the voices of the mainstream English profession.

## Sociolinguistics

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**04-403 Ammon, Ulrich. Sprachenpolitik in Europa- unter dem vorrangigen Aspekt von Deutsch als Fremdsprache (2).** [Policy towards languages in Europe with special reference to German as a foreign language (2)]. *Deutsch als Fremdsprache* (Leipzig, Germany), **41** (2004), 3–10.

This paper is the second part of an article which examines policies towards languages within the European Union (EU). This part focuses on the development of strategies to establish German as an official language in European institutions since the German reunification. While a number of activities such as the foundation of Goethe Institutes in many European countries and the delegation of German teachers considerably supported the spread of German in the member states, it seems that the major aim has not been achieved. Language conflicts with Finland and Sweden, which in times of their EU presidency refused to employ German translators in official EU meetings, are good examples of the disregard of German. Subsequently, the author discusses limitations and chances of a successful language policy for European institutions. He arrives at the conclusion that English is and will always be the dominant language of the EU. However, other European languages must not be ignored. The employment of trilingual EU staff and the provision of translation services in all EU languages are some of the steps which could contribute to the equal status of languages of the Member States.

**04-404 Bray, Gayle Babbitt** (U. of Iowa, USA; Email: gayle-bray@uiowa.edu), **Pascarella, Ernest T. and Pierson, Christopher T.** **Postsecondary education and some dimensions of literacy development: An exploration of longitudinal evidence.** *Reading Research Quarterly* (Newark, USA), **39**, 3 (2004), 306–330.

This exploratory study analyzed longitudinal data from 18 institutions to track the literacy development of 1,054 students during the first three years of college. Reading comprehension and attitude toward literacy activities were assessed at the beginning and end of the study. Students responded annually to questionnaires about college experiences and provided background data. Linear regression procedures were used to predict growth on the outcome measures. With potential confounding influences on literacy growth controlled, students of colour made smaller reading comprehension gains than white students, and women made smaller improvements in literacy attitude than men. For the overall sample, growth in comprehension was predicted by credit hours completed, number of assigned books read, instruction perceived as effective, and the number of natural sciences and engineering courses taken. Number of assigned and unassigned books read and involvement in course learning and library experiences predicted improved attitude toward literacy activities.

However, the major finding of the study was that the college experience factors associated with literacy growth varied depending on students' race, sex, and levels of reading comprehension and attitude toward literacy activities prior to college. Areas for possible future research are indicated.

**04-405 Dufon, Margaret A.** (California State U., USA). **Producing a video for teaching pragmatics in the second or foreign language.** *Prospect* (Sydney, Australia), **19**, 1 (2004), 65–83.

Research has indicated that explicit teaching of pragmatics in the foreign or second language classroom can be particularly effective, but that naturalistic, contextualised, interactions are needed to provide learners with examples of authentic language use. Drawing on her experience of developing video materials for teaching the pragmatics of Indonesian to US learners, the author discusses the advantages of the video medium, and gives guidelines for the choice of events, locations, actors, how to present context, and for maintaining authenticity. Non-naturalistic events such as role-plays, simulations, and scripted dramas are avoided, in favour of authentic, and even spontaneous, interactions filmed on location. Different types of events, including service and social encounters, and situations in which learners interact should be included to sensitise learners to the way language varies across contexts. Lessons are drawn for the development of videotaped materials for the teaching of pragmatics in other languages.

**04-406 Intachakra, S.** (Thammasat U., Thailand; Email: songthama@tu.ac.th). **Contrastive pragmatics and language teaching: apologies and thanks in English and Thai.** *RELC Journal* (Singapore), **35**, 1 (2004), 37–62.

The emergence of the notion of English as an International Language promotes the use of English between non-native speakers and moves away from a native speaker standard as the only goal for learners. Cross-cultural encounters between either two non-native speakers or between native and non-native speakers can both lead to misunderstandings due to pragmatic differences between languages. This paper describes and compares two speech acts in English and Thai, namely apologies and thanks. A corpus of British English and Thai expressives was gathered using observation and field notes of differing interactions. These were each categorised into strategies and sub-strategies. The study highlights some subtle differences between conversational interaction in the two speech communities. There are more strategies for apologizing in English than in Thai in terms of frequency and also quantity. One explanation for this is that in cases where no harm is done to others, Thais are reluctant to express an apology whereas a British English speaker would feel the need to apologize. In comparing thanks in British English and Thai it again became apparent that British informants expressed gratitude in a wider variety

of occasions, whereas Thais might give a gift. The author ends by suggesting that curriculum developers should be aware of conversational routines and language teaching materials could include exercises to highlight the differences between speech acts in English and the students' mother tongue.

**04-407 Kerkes, Julie** (California State U., Los Angeles, USA). **Preparing ESL learners for self-presentation in institutional settings outside the classroom.** *Prospect* (Sydney, Australia), **19**, 1 (2004), 22–46.

Unfamiliarity with rules of pragmatic appropriacy may have serious consequences for adult learners of English as a Second Language (ESL) in gatekeeping encounters. Recent research indicates that pragmatic competence may be improved through explicit classroom instruction. This paper reports research on job interviews at a branch of a US national employment agency. Interviews with 48 job candidates, split equally between genders, native and non-native speakers, applicants for light industrial and for clerical posts, were observed, recorded and transcribed, and participants' perspectives investigated through follow-up and debriefing interviews, in order to identify: (1) verbal interactions differentiating successful and failed job interviews; (2) aspects of successful interactions for ESL learners to incorporate in their own interviews. Candidates differing most from staffing supervisors in gender and background experienced the highest failure rate. While commonly occurring verbal acts, each relating to the written application, were identified as creating an impression of untrustworthiness, certain candidates overcame disadvantage through verbal compensatory characteristics. The article concludes with suggestions for preparing job candidates through: (1) prescriptive teaching of strategies for applications and interview questions and (2) examination of characteristics achieving positive self-presentation, candidate-interviewer rapport and demonstrating flexibility.

**04-408 Kozlova, Iryna** (Georgia State U., USA). **Can you complain? Cross-cultural comparison of indirect complaints in Russian and American English.** *Prospect* (Sydney, Australia), **19**, 1 (2004), 84–105.

This paper investigates indirect complaints in Russian and American English (AmE), and politeness strategies used by native speakers (NSs) of these languages when complaining. Data were collected by tape-recording conversation between 14 Russian NSs and 21 NSs of AmE, including the author as participant observer, in naturalistic settings in the USA. 112 conversation samples containing indirect complaints were extracted and analysed qualitatively to identify differences in the realisation of this speech act. The structure is found to be similar, including, in various orders, five elements – introduction, details, evaluative statement, problem solution and conclusion. Stylistic differences

include humour and a problem solution component, characterised by optimism, in AmE, and the use of repetition, expressing powerlessness, and pessimism in the Russian genre of 'laments'. Different ways of achieving solidarity – Russian speakers were found to prefer positive politeness strategies; the AmE speakers negative – may lead to intercultural miscommunication. The article concludes by discussing the need for teachers of Russian and AmE to emphasise common functions through student analysis of speech act structure, and to instruct Russian NSs to include a problem solution component and an optimistic attitude, while AmE NSs should be informed about the purpose of lamenting.

**04-409 McLean, Terence** (Grant MacEwan College, Edmonton, Canada; *Email*: mcleanky@telusplanet.net). **Giving students a fighting chance: pragmatics in the language classroom.**

*TESL Canada Journal/Revue TESL du Canada* (Barnaby, Canada), **21**, 2 (2004), 72–92.

Although proficiency in a second language (L2) requires pragmatic competence, the language classroom environment and materials lack authentic content and situations to develop this. With the aim of developing pragmatically better informed teaching materials, this article discusses the value of the pragmatic discourse completion task (DCT) in promoting discussion in the L2 classroom. The 18 graduate students who participated were all Mandarin L1 speakers, in Canada for less than one year, following university-level English studies in China. Ten scenarios were chosen from 24 used in the original DCT, representing speech acts of requests, refusals, and apologies. Presented with the DCT as a tool for discussion, not assessment, participants completed it, and then elaborated on their answers in informal paired interviews. Three interviews, covering the widest range of individual differences (gender, marital status, age range 23–34, TOEFL score 550–640) were transcribed and analysed. Certain DCT scenarios were found to stimulate greater discussion, including workplace pragmatics: topics of workplace culture and power relationships even led participants to ask questions of the interviewer. Explicit consciousness-raising activities are proposed for developing pragmatic competence, with further examples described as helping learners to make informed pragmatic choices: presentation of metapragmatic language, provision of samples of natural discourse (television situational comedies are one source), and involving learners in sociocultural research.

**04-410 Newton, Jonathan** (Victoria U. of Wellington, New Zealand). **Face-threatening talk on the factory floor: using authentic workplace interactions in language teaching.** *Prospect* (Sydney, Australia), **19**, 1 (2004), 47–64.

This paper discusses the value of using recordings of authentic factory-floor interactions for English

as a Second Language or training in intercultural communication. Following a discussion of authenticity, and of difficulties with obtaining and using authentic materials, the article explains the source of the data examined. The corpus of tagged recordings was made in New Zealand, where 13 per cent of workers in factory-floor settings are from a non-English-speaking background, and require training in communicative skills and pragmatic competence. Interactions analysed in the article were from a multicultural team of 22 members, 16 male, whose various first languages are sometimes used in the workplace. Discussion focuses on three face-threatening speech episodes extracted from 35 hours of transcribed data, each characterised by bald-on-record expletives and jocular abuse, and lacking conventional politeness strategies. It is argued that such talk performs positive face work, marking membership of the team. The author argues for the need for new migrant workers to meet such material, and suggests approaches to such data in training materials: focusing on awareness raising, and using them as a starting point for creating alternative versions; suggestions and sample tasks are offered for (1) awareness-raising, (2) interpretation, (3) communication practice.

**04-411 Nichols, Susan** (U. of South Australia). **Literacy learning and children's social agendas in the school entry classroom.** *Australian Journal of Language and Literacy* (Norwood, Australia), **27**, 2 (2004), 101–113.

This paper presents three case studies, each focusing on a particular child's participation in the social context of classroom literacy activities. It looks at literacy from the children's perspective in order to better understand their own encounters with school literacy and their own social goals. The cases are taken from a longitudinal Australian research project following eight children over three years, from pre-school to the second year of school. The examples of interaction analysed and discussed here are taken from the children's first year of school. They demonstrate their use of power, their competition for adult attention, and their strategies for maximising advantage.

**04-412 Yates, Lynda** (La Trobe U., Australia). **The 'secret rules of language': tackling pragmatics in the classroom.** *Prospect* (Sydney, Australia), **19**, 1 (2004), 3–20.

Norms of everyday interaction within a speech community may prove exasperating to the outsider, and cause misunderstanding when breached. The article begins with an overview of sociopragmatic and pragmatic aspects of language, the importance of interpersonal pragmatics, and the role of explicit instruction in raising learners' awareness of these. Three recent studies, highlighting features of interactive practices in Australian workplaces, are reported. In the first, trainee teachers from Anglo and from Chinese backgrounds were recorded teaching in Australian

secondary classrooms, and their use of devices associated with formal politeness analysed, revealing variations in use of mitigating devices for directives. Two other studies used roleplay data to explore performance of complex negotiating tasks. Such studies provide useful information for NNSs. Pragmatic knowledge can be taught receptively, in order to demystify the 'secret rules', even if productive use is not desired or appropriate. A model for integrating the teaching of pragmatics is proposed, following a cycle of: (1) explicit models for illustration, (2) noticing activities, (3) explicit metapragmatic comment, (4) reflection and comparison, (5) practice and experimentation, (6) exploration and debriefing, (7) development of ability to research interactive practices.

## Applied linguistics

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**04-413 Biber, Douglas and Cortes, Viviana** (Northern Arizona U., USA). **If you look at . . . : lexical bundles in university teaching and textbooks.** *Applied Linguistics* (Oxford, UK), **25**, 3 (2004), 371-405.

This study investigates the use of multi word sequences in both university classroom teaching and textbooks. The authors employ an exploratory corpus approach to the identification of multi word sequences and refer to them as 'lexical bundles'. This research (on classroom teaching and textbooks) is linked to their previous research (on conversation and academic prose). The authors begin by describing structural patterns. They then present a functional taxonomy, including stance expressions, discourse organizers, and referential expressions. The study itself suggests that teaching uses more stance and discourse organizing bundles than is the case with conversation. In addition, classroom teaching uses more referential bundles than academic prose. The authors argue that their results indicate that lexical bundles function as basic building blocks of discourse rather than complete grammatical structures. The paper argues that the study has identified language features which play a fundamental role in communicative repertoire.

**04-414 Davies, C. E.** (U. of Alabama, USA), **Developing awareness of crosscultural pragmatics: The case of American/German sociable interaction** *Multilingua* (Berlin, Germany), **23**, 3 (2004), 207-231.

The notion of communicative competence reflects a growing awareness of the significance of pragmatics in language learning; indeed competence in pragmatics may compensate for deficiencies in grammatical skills and also lead native speaker listeners to have a more positive view towards the learner. In considering cross-cultural awareness between Americans and Germans, this paper makes three main pedagogical points for teachers of English and German as second languages in the U.S. and Germany. It argues first of all that teaching

should be organised around speech activities such as 'small talk' rather than speech acts such as 'requests'. Secondly, teachers should help learners to develop the ability to look for patterns rather than teaching discrete rules. Finally, cultural themes such as the public and the private self should be seen as opportunities to discuss diversity. In this way learners can bring their cultural knowledge to each new situation. Pragmatic competence, it is argued, should be given the highest priority in the classroom from the time a student begins learning. The paper goes on to discuss culture and conversational style and cross cultural awareness in the classroom within small talk, joking, and the role of prosody in the quest to draw teachers' attention to the importance of crosscultural pragmatics.

**04-415 Kaufman, Dorit. Constructivist issues in language learning and teaching.** *Annual Review of Applied Linguistics* (Cambridge, UK), **24** (2004), 303-319.

Constructivism has emerged in recent years as a dominant paradigm in education and has had a major intellectual impact on the development of pedagogy, especially in mathematics and science. Rooted in the cognitive developmental theory of Piaget and in the sociocultural theory of Vygotsky, constructivist notions have had an impact on the development and application of technologically enhanced microworlds and on linguistic investigation into literacy and narrative development. To date, constructivism has had little impact on language pedagogy; however, the advent of content based pedagogical paradigms as an anchor of language education has opened new opportunities for integration of interdisciplinary collaborative approaches for language teaching and learning. Furthermore, the current emphasis on standards based accreditation and reconceptualization of teacher education programmes will likely expand the horizons of language pedagogy, bringing constructivist approaches to the foreground in language teacher education and opening new avenues for linguistic and interdisciplinary classroom based research. The author concludes that collaborative research among language, mathematics, and science educators and researchers will carry forward the emerging commonalities in those areas.

**04-416 Kern, Richard, Ware, Paige and Warschauer, Mark. Crossing frontiers: new directions in online pedagogy and research.** *Annual Review of Applied Linguistics* (Cambridge, UK), **24** (2004), 243-260.

Research on networked language learning is now entering its second decade. While earlier research tended to focus on the linguistic and affective characteristics of computer assisted discussion in single classrooms, more recent research has increasingly focused on long distance collaboration. This type of learning environment is challenging to arrange, because it involves diverse learners who operate with different cultural backgrounds, communicative expectations, and

rhetoical frameworks. These features, as well as the fact that the communication takes place both inside and outside of class and on students' own schedules, also pose special research challenges. This paper summarizes what knowledge has been gained about learning and instruction in long distance online exchanges, focusing on three key themes: (a) linguistic interaction and development, (b) intercultural awareness and learning, and (c) development of new multiliteracies and their relations to identity. In each area, research has indicated that there is no single effect of using online communication, but rather that processes and results vary widely depending on a range of logistical, pedagogical, and social factors. The authors conclude that the research indicates that the internet should be thought of as a new departure in language teaching, as it takes students into a new realm of collaborative inquiry and construction of knowledge. The authors provide an annotated bibliography of related work.

**04-417 Liszka, S. A.** (U. of London, UK; Email: salisza@yahoo.co.uk). **Exploring the effects of first language influence on second language pragmatic processes from a syntactic deficit perspective.** *Second Language Research* (London, UK), **20**, 3 (2004), 212–231.

Every utterance has a number of possible interpretations in terms of its linguistic formation. The addressee uses pragmatic knowledge to successfully recover the correct interpretation and Relevance Theory claims that the first interpretation in line with certain criteria will be taken as correct. This paper focuses on the contrast between the English present perfect, simple present and simple past. Data from five native speakers of English was compared to language from 12 advanced German, Japanese and Chinese L2 English speakers, whose first language tense aspect distinctions differed from English. All participants were post graduate students in the U.K. The task consisted of real and invented verbs which participants were required to change into past simple or present perfect forms, according to the sense of the given sentence. Invented verbs were included to discover if L2 English speakers used the same generative process as native speakers. The results suggest that the three L2 groups did not produce present perfect forms in a native like way with German speakers showing preference for simple past and Japanese and Chinese speakers alternating between this and the present. It is argued that the students' L1s may influence the L2 acquisition of the present perfect, with lack of pragmatic knowledge causing a failure to achieve optimal relevance in a native like way.

**04-418 McArthur, T.** **Is it *world* or *international* or *global* English, and does it matter?** *English Today* (Cambridge, UK), **20**, 3 (2004), 3–15.

The three words *world*, *international* and *global* have in recent times all been used in the media, particularly with reference to politics, economics and communication. This paper considers the history and collocates of the

words. For example the set *world shipping*, *international shipping* and *global shipping* are synonymous and thus freely interchangeable, yet *world peace*, *international peace* and *global peace* are not. Relationships between the words are complex and when each is combined with *English* the result may on occasion be synonymy and at other times a range of contrasts. McArthur traces the history of the phrases from the 1920s onwards, drawing on a range of written sources to support his contrasts. He concludes that English is more 'universal' than any language has ever been, and states that, while we cannot expect uniformity or neutrality in English use, there is now more conformity than was previously the case.

**04-419 Ying, H. G.** (U. of Colorado at Denver, USA; Email: HongGuang.Ying@cudenver.edu). **Relevance mapping: a study of second language learners' processing of syntactically ambiguous sentences in English.** *Second Language Research* (London, UK), **20**, 3 (2004), 232–255.

This paper explores second language learners' interpretations of syntactically ambiguous sentences involving *that*-clauses. It begins by discussing research on parsing and ambiguous sentences. The tree structures of *that*-clauses are examined along with Relevance Theory, the suggestion that humans pay attention to information that appears relevant and process this in a context which maximises its relevance. 40 Chinese speaking learners of English in China (20 advanced and 20 intermediate level) and 20 native speakers in the U.S.A. took part in the study. All 60 subjects were required to read 17 sentences, each of which had two interpretations: one involving a complex relative clause and the other a complement, e.g. 'The receptionist informed the doctor that the journalist had called about the event.' A second experiment used the same sentences but preceded each with a context setting sentence favouring the relative clause interpretation. The results of the first experiment indicated no differences between the intermediate and advanced level learners in terms of their interpretation of the *that*-clause as a complement, thus both groups showed the minimal processing effort constraint of Relevance Theory. However when a contextualising sentence was provided the advanced group outperformed the intermediate group in choosing the relative clause interpretation. Language proficiency levels appeared to affect inferential processing with the extra information provided having the effect of reducing the overall computational effort required and of guiding the learners towards the meaning.

**04-420 Zegarac, V.** (U. of Luton, UK; Email: vladimir.zegarac@luton.ac.uk). **Relevance Theory and *the* in second language acquisition.** *Second Language Research* (London, UK), **20**, 3 (2004), 193–211.

This paper begins by describing Relevance Theory, the idea that people pay attention to information which seems relevant and that the most accessible



interpretation should be followed first. The implications of this are used to consider data on the use of the definite article by Serbian and Croatian learners of English at a U.K. University, since their native languages do not have an article system. Research on 'the' in foreign learners of English shows a developmental pattern with the negative transfer effect of no article most evident in the initial stages of learning but remaining evident

even after eight years. The author suggests that rather than providing a detailed set of rules for the use of 'the', an approach influenced by Relevance Theory would shift the emphasis from the idea of a particular referent of 'the' to that of a 'good enough idea of a particular referent'. The paper concludes by indicating that the theory has clear implications for future research and language learning.