# Language teaching

**02–551 Albert, Steve J.** (New York U., USA). Linguistic anthropology and the study of contemporary France. *The French Review* (Carbondale, IL, USA), **74**, 6 (2001), 1165–175.

Linguistic anthropology approaches language as a culturally embedded phenomenon, examining the linkages between linguistic practices, shared perceptions of languages and their speakers, and broader sociopolitical contexts. This article discusses how theoretical developments within this discipline can be of interest to students of French civilisation and culture. Specifically, it seeks to demonstrate how the discursive practices in evidence during a recent debate over language policy can be analysed in order to shed light on the ideological construction of the French nation-state; on concerns regarding the 'globalisation' of mass culture; and on current debates regarding the nature of contemporary French society.

**02–552 Alm-Lequeux, Antonie** (U. of Otago, New Zealand). Using the Internet as a Zone of Proximal Development for teaching indirect speech: A Vygotskian approach. *Die Unterrichtspraxis/ Teaching German* (Cherry Hill, NJ, USA), **34**, 1 (2001), 1–9.

Vygotsky's socio-cultural learning theory underlines the importance of cognitive readiness and a 'scaffolded' learning environment. Both aspects are crucial for successful second language acquisition. An example is presented to show how such an environment can be created with the help of the virtual community on the Internet. This paper describes a theoretical framework for Internet-enhanced language instruction, which is then tested with an Internet-based work unit on the topic of journalism. The paper first discusses the Vygotskian concept of the Zone of Proximal Development (ZPD) and its relevance for second language acquisition theory. A number of aspects are then highlighted for consideration in the theoretical framework proposed. The author then discusses the implementation of Vygotskian principles in Internet-based education and describes how a course site may extend the contact with the target language and culture beyond the classroom. Sample activities are also described which correspond to three stages of progression through the ZPD: object regulation, other regulation, and self regulation.

**02–553 Alptekin, Cem** (Boğaziçi U., Istanbul, Turkey; *Email*: alptekic.boun.edu.tr). Towards intercultural communicative competence in ELT. *ELT Journal* (Oxford, UK), **56**, 1 (2002), 57–64.

This article questions the validity of the pedagogic model based on the native speaker-based notion of communicative competence. With its standardised native speaker norms, the model is found to be utopian, unrealistic, and constraining in relation to English as an International Language (EIL). It is utopian not only because native speakership is a linguistic myth, but also because it portrays a monolithic perception of the native speaker's language and culture, by referring chiefly to mainstream ways of thinking and behaving. It is unrealistic because it fails to reflect the *lingua franca* status of English. It is constraining in that it circumscribes both teacher and learner autonomy by associating the concept of authenticity with the social milieu of the native speaker. It is suggested that a new notion of communicative competence is needed, one which recognises English as a world language. This would encompass local and international contexts as settings of language use, involve native-nonnative and nonnative-nonnative discourse participants, and take as pedagogic models successful bilinguals with intercultural insights and knowledge. As such, it would aim at the realisation of intercultural communicative competence in English language teaching.

**02–554 Arbex, Marcia** (Federal U. of Minas Gerais, Brazil). La diversité culturelle dans les méthodes de FLE utilisées au Brésil. [Cultural diversity in textbooks used for teaching French as a foreign language in Brazil.] *Dialogues et cultures* (Brussels, Belgium), **44** (2001), 92–98.

Textbooks used for teaching French as a foreign language in Brazil are not specifically designed for Brazilian learners. Nonetheless, successive publications reveal developments in research and theory, and it is interesting and useful to examine these changes and to see how the textbooks are actually received and used by Brazilian teachers. A case in point is the way in which its proponents have claimed that the communicative approach, through its defining interest in the other, bolsters the learners' own identity and culture. The author examined six textbooks currently in use in Brazil to see if they actually do encourage learners to think about themselves, and to compare Brazilian and French culture. She found that three made little or no attempt to do so, whilst the other three, to a greater or lesser extent, do contain exercises or suggestions for activities – mostly written or vocabulary-related, or topics for debate – which can certainly be considered intercultural. However, the approach remains strictly Franco-centric: the starting-point is always some aspect of French civilisation which learners are asked to compare with their own, and only one textbook mentions that French is also spoken, for example, in Africa.



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**02–555 Armitage, Nicholas and Bowerman, Chris** (U. of Sunderland, UK; *Email*: nicholas.armitage@lineone.net). Knowledge pooling in CALL: Programming an online language learning system for reusability, maintainability and extensibility. *Computer Assisted Language Learning* (Lisse, The Netherlands), **15**, 1 (2002), 27–53.

This article concerns technical issues surrounding the creation of Computer Assisted Language Learning (CALL) software, and above all the programming of systems to enhance dramatically the effectiveness of research in this field. The basic argument is that the academic CALL community needs to adopt a different approach to research programmes, to improve knowledge pooling and accelerate the progress of the discipline. The article first looks at two key areas of technology which must significantly affect system design, perhaps prior to pedagogical considerations: first, the need to build systems which allow effective reuse and maintenance of their components, and offer the opportunity to add new components; and second, the need to build systems which keep data and design strictly separate, as this is the foundation upon which reuse and scalability are raised. The article then looks directly at how such systems can be built, in part using a project at Sunderland University as an example. It examines how each of these theoretical demands can be translated into a concrete system, thus illustrating how CALL software architecture might look in the round.

**02–556 Arnò, Lucia and Ferrario, Laura** (Università Cattolica del Sacro Cuore di Milano, Italy). Una proposta di *self-access* per studenti universitari di ingles – livello *elementary*. [A proposal for self-access for university students of English – elementary level.] *Rassegna Italiana di Linguistica Applicata* (Rome, Italy), **33**, 1 (2001), 73–110.

Nowadays emphasis is placed on the concept of autonomy and self-instruction as the aim of all forms of education, and self-access centres, usually multimedia laboratories for self-access, offer an ideal context for autonomy in learning. Such autonomy makes learners more responsible for their own learning activities, reducing dependency on the teacher. This paper presents the self-access centres at the Catholic University in Milan, with specific reference to a challenging approach for self-instruction among a group of elementary-level students of English as a Second Language. The paper clarifies terms, then describes the Centre, the students involved, and the aims of the English course. Consideration is also given to the new roles taken up both by teachers, who become language advisors, and by students, who should become aware of their responsibility for their learning. The core issues of the paper are the evaluation criteria followed while adapting the learning tools: listening exercises, CD-ROMs and websites of linguistic interest; an analysis of their format and contents is also provided. The humanistic approach is proposed as the most suitable approach for self-access centres, and the need for a future assessment of the teaching materials as well as the learning processes involved is highlighted.

**02–557 Auld, Glenn** (Ballarat U., Australia; *Email*: wamud@ozemail.com.au). The role of the computer in learning Ndjébbana. *Language Learning and Technology* (http://llt.msu.edu/), **6**, 2 (2002), 41–58.

While Computer Assisted Language Learning (CALL) is being superseded by an integrated approach to language learning and technology, it still has great potential to assist indigenous peoples in becoming print-literate in their own languages. This can also help to combat the disempowerment experienced by indigenous people as their world is penetrated by others with radically different backgrounds. This paper reports on research on an application of CALL implemented among the Kunibídji, a remote, indigenous Australian community. It focuses on the use of talking books in Ndjébbana, a language with only 200 speakers; the books were displayed on touch-screens at various locations in the community. Investigations into the roles of the computer to support language learning and cultural understanding are also reported. The computer was found to be a useful tool in promoting Kunibídji collaboration and cultural transformation.

**02–558 Balcom, Patricia A.** (Université de Moncton, Canada). An application of second language acquisition research to ESL grammar teaching: What to do with novel passives. *Canadian Journal of Applied Linguistics* (Ottawa, Canada), **4**, 1/2 (2001), 3–23.

This paper demonstrates how second language acquisition (SLA) research can inform textbook writers and language teachers. It begins with a summary of research which indicates that inappropriate passives are produced and accepted by learners with a variety of first languages and at different levels of proficiency. Researchers agree that the phenomenon is related to unaccusativity. It then presents an analysis of 40 English as a Second Language (ESL) grammar textbooks which shows that few even mention unaccusative verbs or inappropriate passives in their presentation of active and passive voice. Only 7.5% discuss unaccusative verbs, while 10% give examples of inappropriate passives (explicit mention) and 10% explain that certain verbs cannot passivise (implicit mention). Moreover, those texts which do attempt to deal with unaccusatives and inappropriate passives are not complete, and may mislead the learner. The paper concludes with suggestions for dealing with unaccusativity and inappropriate passives in the ESL classroom, based on the relevant SLA research as well as studies in lexical semantics.



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**02–559 Barton, Amanda** (U. of Manchester, UK). Teaching modern foreign language to single-sex classes. *Language Learning Journal* (Rugby, UK), **25** (2002), 8–14.

This paper addresses a number of questions concerning the potential of single-sex groups to raise pupil achievement in modern foreign languages. Discussion is based on the findings of classroom-based research: five mixed comprehensive schools in England were studied which taught foreign languages to segregated cohorts for at least one academic year. Four of the five schools set up the single-sex groups to address boys' underachievement. The study draws on findings over two years and involved the administration of 1500 questionnaires together with interviews with staff and students and class observation. Findings show a broad diversity of opinions about the effectiveness of such classes, with the greatest differences to be found among the teachers of boys' groups. In those cases where the setting was judged effective, teachers fostered a close relationship with pupils and saw improvements in targeted weak areas. It is suggested that single-sex groups are most effective when they allow teachers to practise a teaching style informed by pupil age, sex, and experience, and with which they and their pupils are comfortable.

**02–560 Basturkmen, Helen** (Auckland U., New Zealand; *Email*: h.basturkmen@auckland.ac.nz). Negotiating meaning in seminar-type discussion and EAP. *English for Specific Purposes* (Amsterdam, The Netherlands), **21**, 3 (2002), 233–24.

As a basis for course and materials design, English for Academic Purposes (EAP) teachers need descriptions of discourse in academic events. This paper reports on a study exploring patterns of discourse organisation in seminar-type discussions. Analysis was made of patterns of sequential organisation in discussions between students in UK university seminars. It revealed two main patterns of organisation: simple exchanges of pre-formed ideas and more complex exchanges that enabled ideas to emerge and be negotiated in interaction. This pattern shows interlocutors jointly organising and constructing text. To illustrate this more complex pattern, sample interaction is presented. It is argued that this particular kind of negotiation of meaning is important in enabling students to develop their own ideas in discussion. It is suggested that patterns of organisation whereby students negotiate meaning and co-construct discourse and the type of interlocutor behaviour underlying this can be used to complement conventional language description of discussion for EAP.

**02–561 Basturkmen, Helen** (U. of Auckland, New Zealand; *Email*: h.basturkmen@auckland.ac.nz). Towards a framework for analysing theory and practice in LSP. *IRAL* (Berlin, Germany), **40**, 1 (2002), 23–35.

In language teaching it is important to relate practice to fundamental ideas about the nature of language, learning, and teaching. The teaching of Languages for Specific Purposes (LSP) has been criticised for being all practice and no theory because there has been limited concern in the literature with fundamental ideas. This article identifies some gaps in the literature on LSP teaching. It argues the need to examine views of learning and the functions of teaching as well as theories of language use in teaching Languages For Specific Purposes, and proposes a conceptual framework as an agenda for examining theory and practice. The agenda is an examination of ideas of language (e.g., the role language plays in workplace, academic, professional environments), language learning, and ideas of the functions and roles of LSP teaching.

**02–562 Beck-Zangenberg, Christel**. Minding the Gap: Zusätzlicher Fremdsprachenunterricht als bilingualer Vorkurs zur spezifischen Vorbereitung auf den Sachfachunterricht in der Fremdsprache. [Minding the gap: Additional foreign language teaching as a bilingual pre-course for the specific preparation for content subject teaching in a foreign language.] *Neusprachliche Mitteilungen aus Wissenschaft und Praxis* (Berlin, Germany), **55**, 2 (2002), 80–86.

The author concentrates on the gap between language teaching and content subject teaching. Most schools with a bilingual programme prepare for the content-related element in the two years prior to beginning to teach the content language through a foreign language (L2). In this study English is the L2 in question and the teaching takes place at a German grammar school. Following on a brief discussion of English for Specific Purposes (ESP), the author examines how, by using the model of ESP, a pre-course could be designed as preparation for later Content and Language Integrated Learning (CLIL). Using practical examples, and drawing on the relevant literature, she examine the aspects of both carrier content and real content in such a course, and outlines how these may be incorporated into such a pre-course in the first and second year prior to commencement of CLIL. She also discusses the methodologies to be used.

**02–563 Bell, John and Forster, Mike** (U. of Cambridge Local Examinations Syndicate [UCLES], UK). Patterns of uptake of modern foreign language examinations in England 1984 to 1999. *Language Learning Journal* (Rugby, UK), **24** (2001), 48–52.

This paper considers the uptake of modern foreign languages (MFLs) by pupils in England in year 11 (age 15-16). Data were obtained from a questionnaire administered as part of a 1984 Assessment of Performance Unit survey and part of a database of GCSE (General Certificate of Secondary Education) examination results from 1997 and 1999. Particular



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attention is paid to uptake by gender and ability, and the number of languages studied by pupils at this age is investigated. Uptake is also considered by centre type because the UK National Curriculum applies only to pupils attending state-maintained schools. Finally, the effects of the introduction of the National Curriculum and subsequent modifications are also described. Analysis showed that there has been a large increase in the percentage of Year 11 pupils taking MFLs. However, the number taking two or more languages has declined dramatically. Finally, it is concluded that the gender gap in MFL uptake has narrowed over the period studied but still remains in favour of girls.

**02–564 Biber, Douglas** (Northern Arizona U., USA), **Conrad, Susan, Reppen, Randi, Byrd, Pat and Helt, Marie**. Speaking and writing in the university: A multidimensional comparison. *TESOL Quarterly* (Alexandria, VA, USA), **36**, 1 (2002), 9–48.

The dozens of studies on academic discourse carried out over the past 20 years have mostly focused on written academic prose (usually the technical research article in science or medicine) or on academic lectures. Other registers that may be more important for students adjusting to university life, such as textbooks, have received surprisingly little attention, and spoken registers such as study groups or on-campus service encounters have been virtually ignored. To explain more fully the nature of the tasks that incoming international students encounter, this article undertakes a comprehensive linguistic description of the range of spoken and written registers at U.S. universities. Specifically, the article describes a multidimensional analysis of register variation in the TOEFL (Test of English as a Foreign Language) 2000 Spoken and Written Academic Language Corpus. The analysis shows that spoken registers are fundamentally different from written ones in university contexts, regardless of purpose. Some of the register characterisations are particularly surprising. For example, classroom teaching was similar to the conversational registers in many respects, and departmental brochures and Web pages were as informationally dense as textbooks. The article discusses the implications of these findings for pedagogy and future research.

**02–565 Blondeau, Nicole and Couëdel, Annie** (Département Communication/ Français Langue Etrangère, Université Paris VIII-Vincennes à Saint-Denis, France). Pédagogie de projet, journal de bord et appréhension de la diversité culturelle. [Project-based pedagogy, learning diary and awareness of cultural diversity.] *Dialogues et cultures* (Brussels, Belgium), **44** (2001), 36–51.

Since the 1970s, the centre at Vincennes has been experimenting with ways of freeing teachers and learners from the strait-jacket imposed by textbooks by adopting an approach where groups of learners are free to work on projects of their own choosing. This article reports on action-research carried out in a number of groups during a 25-hour course with students from extremely varied social, linguistic and disciplinary backgrounds in 1998-1999 and is based on an analysis of their learning diaries. These reveal that the students encountered a range of organisational and interpersonal problems in order to work together effectively, many of which they attributed to their linguistic and intercultural differences and which could only be solved by negotiation of a better understanding of others' beliefs, values and practices and of their own cultural identities. These discussions were often emotionally highly-charged, and the requirement that each project group should report back to the whole class both gave structure to the programme and allowed the individuals and groups to compare their ideas and experiences. The article is richly illustrated with excerpts from the diaries and a film has also been produced by the learners in which they describe and discuss their impressions.

**02–566 Boulon, Joline** (Université Claude Bernard Lyon I, France; *Email*: boulon@univ-lyon1.fr). Aspects de la mise en oeuvre d'un projet de langue mené par l'apprenant: la place de la sensibilisation. [The place of language awareness in the setting-up of a learner-led language project.] *ASp (Anglais de Spécialité)* (Bordeaux, France), **31/33** (2001), 123–32.

This article describes a project involving language awareness activities set up at the author's institution. This English course for specialists in disciplines other than English incorporated a learner-led personal project, which, though conceived by the learner, was in keeping with the teacher's objectives. For the learners to work effectively, they had to be helped to discover and analyse for themselves the various forms and structures involved. The teacher therefore had to create clear and explicit guidelines describing the different tasks and activities to be tackled and leading the learners to improve their language and communication skills. The tasks had a particular importance in the project, since they were designed to lead the learners to become aware of particular structures.

**02–567 Boulton, Alex and Booth, Paul** (Centre de Télé-enseignement, Université Nancy II, France; *Email*: alex.boulton@clsh.univ-nancy2.fr). Communication in the void and communication avoided: A case study of on-line language teaching. *ASp (Anglais de Spécialité)* (Bordeaux, France), **31/33** (2001), 89–102.

Traditional courses are increasingly being supplemented with components posted on an in-house web site – particularly so in language teaching, which is justifiably proud of a long history of pedagogical research. However, the skills involved in classroom teaching and those used through the medium of Internet teaching are often highly dissimilar, which can



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lead to a number of problems. This article focuses specifically on computer-mediated communication and the way misunderstandings can arise, drawing on an on-going survey of learner-teacher communication breakdowns in on-line courses at the authors' institution. It considers the kind of learner-teacher mediation possible in the 'Internet void', and the kind of general communication problems that occur most frequently, and how they might be avoided. A questionnaire provided the main data source, completed via email by 63 students, and supplemented by teacher interviews and analysis of student homework. Results show that communication problems are exacerbated in distance education by a lack of student-teacher contact; and that, while teachers have various tools to aid learner comprehension of materials, it is harder to encourage greater participation and hence avoid communication breakdowns. With increasing numbers of students on-line, however, greater contact can be encouraged through email or the forum, leading to non-threatening dialogue that can help to minimise or prevent misunderstandings.

**02–568 Bray, Suzanne** (Université Catholique de Lille (FLSH), France; *Email*: suzanne.bray@flsh.fupl.asso.fr). Avantages et défis du cours de traduction multiculturel. [Opportunities and challenges of multicultural translation classes.] *Les Langues Modernes* (Paris, France), **3** (2001), 40–46.

This article is based on the author's own experiences as a teacher of French-English translation at a French university. As well as native French speakers, her classes have included exchange students from English-speaking countries and others who have neither English nor French as their first language. The author encountered some reticences and inter-cultural problems (including differences between British and American English) within the group, but sought to negotiate these challenges by setting up 'buddy pairs' and, in class, small bi- or multilingual groups to work on the same short text. Special arrangements were made for non-native French speakers, in terms of marking schemes, the use of dictionaries, and time allowed for working on texts at home. (Similar and reciprocal arrangements were made by some of the author's colleagues teaching translation into French.) The article concludes by calling for changes to French university curricula in order to take account of the increasingly international nature of the student body.

**02–569 Brett, Angela Gallagher** (U. of Southampton, UK). Teaching communication strategies to beginners. *Language Learning Journal* (Rugby, UK), **24** (2001), 53–61.

This article describes an eight-week project in which communication strategies were taught to 11-year-old beginners in German. Learners were instructed in a variety of: turn-taking phrases; requests for help, clarification and repetition; greetings and pause fillers. Information was gathered from questionnaires and audio recordings of pairs of learners collaborating on speaking tasks during classwork activities and during an oral test. The data analysis focused on the use of taught strategies in learners' speech and also on a number of other performance features which could have been indicative of strategic behaviour. The role of communication strategies outlined in the UK National Curriculum for modern foreign languages was also examined. At the end of the project, it was concluded that a range of strategic phrases could be successfully taught to most learners, although their use might be dependent on task and context. It was also concluded that beginners employ various problem-solving skills to maintain spoken communication in a foreign language. Finally, it is suggested that a number of difficulties exist in reconciling the use of communication strategies with the existing National Curriculum model for progression in speaking.

**02–570 Brooks, Frank B.** (The Florida State U., USA). "My theory is intact; however ...": Reflections on teaching Spanish to fifth graders. *Foreign Language Annals* (New York, USA), **35**, 1 (2002), 73–84.

In this article, an experienced foreign language (FL) methods instructor presents his 'private story' about teaching Spanish to fifth-graders as part of an elementary school's afternoon enrichment programme. For the author, this one-semester experience was transformative, causing him to reconsider the nature of what he now considers to be the rather sanitised FL methods courses in undergraduate teacher-preparation programmes. He discusses some ways he intends to alter his approach to the FL methods course, at the same time raising questions and making observations about classroom practices. For example, how can teachers acknowledge and explore the 'messiness' of classroom life to their students' benefit? What does the odd and sometimes exasperating way that students 'play' with language suggest in terms of classroom teaching approach? Professionally made FL training videos can lead to false expectations, even frustration. Visuals, hands-on objects, and realia, although important, can lead to problematic classroom behaviours if teachers are not prepared to react to them. Student verbal and nonverbal reactions to what teachers do need to be understood (is it simply that they don't want to learn?). Moreover, teachers need other teachers with whom they can express their frustrations and work collaboratively on language-learning issues.

**02–571 Bufe, Wolfgang** (U. of the Saar, Germany) **and Viallon, Virginie**. Rencontre de la didactique et de la communication: la vidéo sur le terrain. Vidéo et médiation interculturelle dans l'apprentissage des langues. [Didactic and communicative purposes of fieldwork with video.



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Video and intercultural mediation in language learning.] *Dialogues et cultures* (Brussels, Belgium), **44** (2001),145–57.

Two separate studies in which video was used for language learning are reported and compared in this article. One was carried out in Germany with German learners of French, the other in France with foreign learners of French. Both the institutions concerned have a long history of using video, and background details concerning previous projects and institutional and didactic contexts are provided. The roles of video, both as a mass medium and as personal camcorder, are discussed and analysed in communicative terms. In general, video is an invaluable source of both linguistic and sociocultural familiarisation and for contact with the world outside the classroom. However, there are important differences between video materials produced by professionals, which place students in the role of passive consumers, and materials produced by the learners themselves, in which they enter into active intersubjective communication. Placing the camcorder in the learners' hands legitimates and authenticates activities such as stopping native speakers and interviewing them in the street, and it also contributes to greater learner and teacher autonomy.

**02–572 Caldwell, Ann Marie** (St. Mary's U., USA). A FLAC model for increasing enrolment in foreign language classes. *The French Review* (Carbondale, IL, USA), **74**, 6 (2001), 1125–137.

This article describes a unique, team-taught course developed as part of an NEH-funded Foreign Languages Across the Curriculum (FLAC) pilot project. This course was conceived of as a trailer to a world literature course, but it was restructured so as to open it up to students from Novice to Advanced levels of proficiency on the ACTFL (American Council on the Teaching of Foreign Languages) proficiency scale. The author deals with the innovations that were made in content and in pedagogy to accommodate students at these various levels of proficiency. It is the author's intention that this experiment will serve as a model for other instructors who want to make the presence of French, or any other foreign language that has experienced a decline in enrolment, more visible on their campus.

**02–573 Castro, Obdulalia** (U. of Colorado, USA). El cambiante panorama demográfico de la población estudiantil en los departamentos de lenguas: Soluciones efectivas a nivel universitario y recomendaciones para su implementación en la escuela secundaria. [The changing panorama in the student population in FL departments: Effective solutions at university level and suggestions for their implementation in secondary schools.] *Hispania* (Ann Arbor, MI, USA), **85**, 1 (2002), 117–30.

In the University of Boulder, Colorado an interdisciplinary programme offers modified foreign language (FL) classes to an increasing number of special needs students. The difficulties catered for include memory retention, problems with phonological processing, extreme anxiety, and discipline. A brief history of the programme is given here, then a description of the modified classes, with particular reference to Spanish language learning. It is suggested that such classes are an effective means of responding to the problems presented by an increasingly diverse student body and also of attending to the requirements of the 'Americans with Disabilities Act'. The administrative processes involved in the running of the programme are then discussed. The concluding section provides a critical account of what has been learnt over the ten-year period the programme has been offered and argues for the need to establish similar programmes at the secondary school level.

**02–574 Coniam, David** (The Chinese U. of Hong Kong; *Email*: coniam@cuhk.edu.hk). Technology as an awareness-raising tool for sensitising teachers to features of stress and rhythm in English. *Language Awareness* (Clevedon, UK), **11**, 1 (2002), 30–42

This paper discusses language awareness activities for sensitising trainee English-language teachers to supra-segmental phonological features in English, with particular reference to features associated with the concept of 'stress timing'. After an initial discussion of stress timing and how it relates to English, the article discusses the use of quasi-authentic material drawn from a television programme – with which course participants were familiar – as the source material for the language awareness exercises on suprasegmental phonology. The article discusses why segmental phonology is given broad coverage on many English-language teacher training programmes but supra-segmental phonology is not; in part, it is argued, because segmental features are more easily explained and taught than suprasegmental ones. The article therefore makes a case for using material which is authentic and with which participants are familiar – hence the use of a popular television programme. Having made a case for use of the material described, the article then describes how participants are made aware of features of stress timing by using computer technology which allows graphics of the speech waveforms to be captured and subsequently analysed.

**02–575 Cope, Nicholas** (NCELTR [National Centre for English Language Teaching and Research], Macquarie U., Australia). Linking critical literacy and media literacy in an academic preparation programme. *Prospect* (Macquarie U., Sydney, Australia), **17**, 1 (2002), 71–89.

The literature shows that curriculum design for critical literacy development is commonly organised on a theme-based principle. This article, in contrast, emerges from experience in an academic preparation programme in which the organising principle for critical reading



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module design is not theme but text-type, specifically news reports of the 'hard news' genre in Australian English-language newspapers. Prefaced with a sketch of the context in which this alternate approach evolved and an outline of the view of 'criticality' that underlies it, this article offers an account of the theoretical evolution of the approach through reviewing insights from the literature on critical literacy and media discourse analysis. Insights from both literatures are distilled in a set of 'Critical Reading Guidelines' specifically tailored to 'hard news' texts. The rationale in the context of an academic preparation programme is also addressed: developing critical media literacy is seen as an effective means of advancing standards of academic literacy among non English-speaking background students on the threshold of Australian university study.

**02–576 Crawford, Jane** (Queensland U. of Technology, Australia). Do languages have a place in the curriculum? A Queensland perspective. *Babel (AFMLTA)* (North Adelaide, Australia), **36**, 3 (2002), 12–16, 37.

This article first discusses the place of foreign languages (FLs) in the curriculum in Europe and Australia and the advantages of plurilingualism over monolingualism. FL learning is designated one of eight key areas of learning in the curriculum in Australia, but, despite beginning instruction in year 6, less time in Queensland is allocated FL learning than the other seven key areas. In addition to devaluing FL learning, less time is likely to lead to lower levels of proficiency. The article then moves on to report on a survey of Queensland FL teachers' views of the year 6 initiative and their views about good practice in FL teaching. It was found that the transition between primary and secondary school was problematic, with primary FL teaching aiming to foster positive attitudes rather than facilitate language acquisition. A lack of continuity meant that secondary school FL classes were often mixed level. Use of the target language in class was limited because primary teachers' expectations were generally low and because secondary teachers focused on teaching grammar through English. Nevertheless, FL teaching was believed to be a valuable undertaking and the primary initiative vital if students are to succeed in developing intercultural communication skills.

**02–577 De Bacigaluppi, Maria V. Barbot, De Urtubey, Silvia Herman and Pastor de la Silva, Raquel** (Universidad Nacional de Tucuman, Argentina). Les représentations interculturelles dans l'activité de lecture en classe de FLE. [Intercultural representations and the reading process in French as a foreign language.] *Dialogues et cultures* (Brussels, Belgium), **44** (2001), 69–77.

Reading in a foreign language involves more than simply recognising words and structures, since the learner-reader's interpretation of the text in pragmatic and discursive terms depends on the socio-cultural representations which are brought into play. This article suggests a framework for describing and categorising such representations and exemplifies its use with a detailed analysis of the ways in which a group of Argentinian learners of French read and reacted to a specific newspaper article. The learner's personal sociocultural representations, background knowledge and affective factors may all be triggered by elements in the text and these interplay with representations the learner attributes to the author and to the teacher as mediator of the text. Three hypotheses are put forward to explain how representations function in the foreign language classroom: the contract with the media (the learners accepted the journalist's claim to be knowledgeable and objective), the influence of the educational context (they did not question the choice of this particular article, nor did they want the teacher to lose face) and the projection by learners of their own representations onto the author's intentions (they failed to recognise irony).

**02–578 de Florio-Hansen, Inez** (Universität Gesamthochschule Kassel, Germany; *Email*: deflorio@uni-kassel.de). Italienischunterricht in der Bundesrepublik Deutschland: *Andante con moto*. [Italian teaching in Germany: *Andante con moto*.] *Bulletin suisse de linguistique appliquée* (Neuchâtel, Switzerland), **73** (2001), 65–93.

This paper attempts to give a general account of the different contexts in Germany, i.e., public schools, adult evening classes, and university language centres, in which Italian is studied. However, the survey is not limited to statistical data, but also focuses on the learning objectives as well as on the methods of teaching Italian as a second or foreign language. The paper also reviews the state-of-the-art of research into teaching and learning Italian (and other 'minor' foreign languages) in Germany. Finally, some desiderata of research which might have a rather direct impact on Italian language classes are also pointed out.

**02–579 Elgar, Ann Gillian** (U. of Brunei Darussalam; *Email*: annelgar@fass.ubd.edu.bn). Student playwriting for language development. *ELT Journal* (Oxford, UK), **56**, 1 (2002), 22–28.

This article recommends the use of a particular type of drama activity – playwriting, and subsequent play-reading – in English language teaching. It reviews the potential of playwriting activities for language development as described in the literature, and describes the organisation of playwriting and playreading activities within the framework of a language development course taught to first-year undergraduate students of TESL (the Teaching of English as a Second Language) at the University of Brunei Darussalam. Playwriting provides a natural context for the integration of the four skills, as students write and rewrite their scripts and rehearse their lines. As an example of an authentic



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and recognised text type – a play for the theatre – the playwriting activity results in a text of more than transitory value, which is written not for the teacher, but for the benefit of current and unknown future audiences.

**02–580 Erling, Elisabeth J.** (U. of Edinburgh, UK; *Email*: berling@zedat.fu-berlin.de). 'I learn English since ten years': The global English debate and the German university classroom. *English Today* (Cambridge, UK), **18**, 2 (2002), 8–13.

This paper relates the author's personal teaching experience concerning specific features of the so-called New Englishes in the German university classroom and questions their current description as manifestations of error. After a brief sociolinguistic profile of students of English at the Freie Universität in Berlin, the author isolates a number of features of German English and contrasts these with those of more global versions of English. It is suggested that the common features revealed are actually a symptom of a change in the language which is coming about in non-native contexts but which is being held back or discouraged by the standard English tradition. The argument made is that, in today's world, as German English speakers have to interact in the second language with all types of English speakers, and in different contexts, their language education should prepare them for this. It is concluded that language teachers need to adopt a more flexible approach towards the standard, which allows a wide range of styles corresponding to the more fluid, ever-changing English language and which supports students in their global uses of English.

**02–581 Fan, May and Xu, Xunfeng** (The Hong Kong Polytechnic U., Kowloon, Hong Kong; *Email*: egmfan@inet.polyu.edu.hk). An evaluation of an online bilingual corpus for the self-learning of legal English. *System* (Oxford, UK), **30**, 1 (2002), 47–63.

Based on a relatively simple but innovative idea of inserting hyperlinks at the sentence level between parallel texts, a bilingual corpus of legal and documentary texts in English and Chinese has been created and made available online together with a web-based concordancer. In addition to introducing such a corpus, this paper reports a study which seeks to evaluate the usefulness of the corpus in the self-learning of legal English. The participants were a group of Chinese students doing a degree in Translation in a university of Hong Kong, where English Common Law is still used after the handover in 1997 when the sovereignty of Hong Kong was restored from Britain to China. The instruments for data collection included two comprehension tasks, a questionnaire and a follow-up interview. Findings of the study indicate that students considered the bilingual corpus useful as they needed both language versions in the understanding of legal provisions though they were found to rely more on Chinese. Interesting data in relation to how users of the bilingual corpus switched between the two languages have also been obtained. This paper also investigates how the inherent characteristics of legal English contribute to the comprehension difficulty of second language learners irrespective of the help obtained from the bilingual corpus.

**02–582 Ferrari, Angela and Sulmoni Vaissade, Valeria** (Università di Ginevra, Genève, Switzerland). Note sull'insegnamento dell'italiano nei licei ginevrini. [The teaching of Italian in Genevan high schools.] *Bulletin suisse de linguistique appliquée* (Neuchâtel, Switzerland), **73** (2001), 123–35.

This article explores the position of the teaching of Italian in Geneva high schools, paying particular attention to the changes due to the reformation of the study programmes according to the ORRM '95. After a detailed description of the new set of choices within which Italian stands, the article explores how many pupils choose Italian, and primarily, what percentage of these takes Italian as a major. This analysis allows the authors to focus on a series of problems connected with teaching second languages in the present 'maturité' system (school-leavers' final set of examinations taken at ages 18/19), and has also helped profile several types of 'new' Italian pupils. The authors also make a number of suggestions useful in elaborating the new Italian teaching programmes (which so far have only been sketched out), and in choosing a new L2 Italian students' book (the one presently in use having been found unanimously 'unsatisfactory'). The article concludes by considering the university courses offered to teachers as refreshers, as well as the opportunities offered to French speakers intending to study the Italian language and Italian literature.

**02–583 Fischer, Fiorenza and Grassi, Corrado** (Wirtschaftsuniversität Wien, Austria). L'italiano in Austria. [Italian in Austria.] *Bulletin suisse de linguistique appliquée* (Neuchâtel, Switzerland), **73** (2001), 49–64.

This article illustrates the position of Italian as a foreign language in Austria. Its present status reflects the glorious past when Italian was not only one of the official languages of the Empire, but also the language of culture and one of the languages at Court. As there has never been large-scale immigration from Italy, Italian has maintained its image as the language of the opera and arts. But its use today is also determined by economic motives, since Italy is Austria's second most important commercial partner after Germany. The article also analyses the need for a knowledge of Italian in Austrian society, and offers a description of current Italian language teaching in Austrian schools.

**02–584 Gibson, Howard and Shutt, Judy** (Bath Spa University Coll., UK). Tuning in, turning on and dropping out: An investigation into the reasons for



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non-completion of adult foreign language courses in colleges of FE. *Language Learning Journal* (Rugby, UK), **25** (2002), 59–64.

A study was made of the reasons for non-completion of language courses, focusing on a number of further education (FE) colleges in the south-west of England and the reasons for withdrawal from adult French and German classes. The main source of data was semi-structured and recorded interviews with students, all of whom were registered as having withdrawn from courses. Twenty-two subjects were selected to provide an appropriate balance of gender, age, and target language. Most cited a variety of reasons for non-completion, ranging from initial information about their course, the teaching methods and the managerial skills of the tutor, their confidence and prior knowledge of the target language and grammar, through to issues such as homework and break times. The paper concludes with several recommendations based on these outcomes.

**02–585 Goh, Christine C. M.** (National Inst. of Ed./Nanyang Technological U., Singapore). Discourse intonation of English in Malaysia and Singapore: Implications for wider communication and teaching. *RELC Journal* (Singapore), **32**, 1 (2001), 92–105.

The teaching of pronunciation has for a long time concentrated on segmental features. Increasingly, however, writers and researchers have called for greater emphasis to be placed on the teaching of supra-segmentals because of their influence on intelligibility. This article reiterates that call for the teaching of English prosody, particularly intonation, to learners of English, which it does by examining discourse intonation features of English spoken in Malaysia and Singapore. Using the discourse intonation model by David Brazil as a theoretical framework, the article describes seven common intonation features and discusses how these may affect communication with English speakers from other countries. It also examines implications for teaching, with particular reference to national English language programmes. There are strong indications that intonation features of English such as prominence and tone do not have the same phonological realisations and communicative value in Malaysia and Singapore as they do in British English. It is suggested that, in view of the role intonation plays in organising discourse, there should be clear directions and support to enable teachers to teach it effectively; and that Brazil's framework might be used as a point of reference or a 'model' (although not a target or 'norm'). Although the discussion is based on Malaysia and Singapore, it may be of interest to other readers in Southeast Asia, where the acquisition of good English pronunciation has become increasingly important in national curricula.

**02–586 Gohard-Radenkovic, Aline** (Université de Fribourg, Switzerland). Comment évaluer les compétences socioculturelles de l'étudiant en situation de mobilité? [Assessing the sociocultural competence of exchange students.] *Dialogues et cultures* (Brussels, Belgium), **44** (2001), 52–61.

In order to benefit from their stay abroad, exchange students need to acquire sociocultural and not merely sociolinguistic or linguistic competence, a fact which is accepted by proponents of the communicative approach, but which has not been integrated in terms of materials or methodology. This article examines some of the problems and obstacles involved in developing an approach aiming at the acquisition of cultural competence. These include the highly interdisciplinary nature of the enterprise and the lack of sociological and anthropological elements in teacher training, the tradition of quantitative assessment of knowledge, ethical issues related to inherently ideological aspects of teaching culture, and the fact that most social and communicative practices can only be understood and acquired on the basis of a knowledge of underlying values, representations and norms. Individuals construct their personal culture according to their needs and opportunities. Assessing cultural competence therefore necessitates investigating both their knowledge of culture in general and the specific situations which they themselves have experienced. The author argues that the aim of pedagogy is to provide the learner with the intellectual and observational tools necessary for perceiving and analysing the practices of the target culture.

**02–587 Guerrero, Maria C. M. de and Villamil, Olga S.** (Inter American U. of Puerto Rico; Email: r_guerrero@prw.net). Metaphorical conceptualisations of ESL teaching and learning. *Language Teaching Research* (London, UK), **6**, 2 (2002), 95–120.

The use of metaphor is widespread among language teachers and in language learning theory. Metaphors also play a significant role as vehicles for reflection and awareness raising among educators. This study, framed within a socio-cultural theory approach, explored the basic conceptualizations of English as a Second Language (ESL) teaching and learning reflected in metaphorical representations of an ESL teacher. Nine distinct conceptual metaphors for an ESL teacher emerged (co-operative leader, provider of knowledge, challenger/agent of change, nurturer, innovator, provider of tools, artist, repairer, gym instructor), with entailed views of the ESL learner and the teaching/learning processes. Appropriation of various theoretical models of language learning was observed in the participants' metaphors. The authors discuss the various metaphor types, and conclude that metaphor might effectively be used as a tool to increase self-reflection and critical awareness among working and prospective second/foreign language teachers.

**02–588 Guillot, Marie-Noëlle** (U. of East Anglia, Norwich, UK; *Email*: m.guillot@uea.ac.uk). Corpus-



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based work and discourse analysis in FL pedagogy: A reassessment. *System* (Oxford, UK), **30**, 1 (2002), 15–32.

The purpose of this paper is to pinpoint specificities of computer-aided corpus-based work in FL pedagogic contexts and to assess how they can feed into language teaching and learning practices generally, despite the ostensible pedagogic and processing shortcomings of corpus-based work in these kinds of context. The techniques for text analysis that it outlines by way of example suggest that, despite the acknowledged limitations of this kind of work for dealing with language in discourse, some of its features are peculiarly apt for sensitising students to language as discourse and to language features in discourse.

**02–589 Hallet, Wolfgang**. Auf dem Weg zu einer bilingualen Sachfachdidaktik. Bilinguales Lernen als fremdsprachige Konstruktion wissenschaftlicher Begriffer. [On the path to a didactics of bilingual content teaching. Bilingual learning seen as the foreign-language construction of scientific concepts.] *Praxis des neusprachlichen Unterrichts* (Berlin, Germany), **49**, 2 (2002), 115–26.

Content and Language Integrated Learning (CLIL) includes elements of both content learning and language learning. The author of this article maintains that bilingual learning can only be thought of as an indivisible cohesive whole which includes elements of both. To illustrate this thesis he examines how everyday words become scientific concepts, or how bilingual concept formation takes place in bilingual teaching. An extended discussion of this process is given using the example of 'rain' – how the everyday term 'rain' becomes extended to include the larger, more abstract concept of precipitation, and further related concepts such as the hydrological cycle, weather and climate. Hallet then examines how such concepts are created, drawing largely on the models of Wygotski and Peschl. The author concludes that bilingual CLIL must take up a middle role between on the one hand the concepts and theories from scientific study and on the other hand the construction of scientific terms in the learner. In addition it has the task of combining the foreign-language system of scientific terms with the partly-first language, partly-second language everyday system of concepts of the learner.

**02–590 Hart, Nicolaas** (Kwassui Women's Coll., Nagasaki, Japan; *Email*: hartnicolaas@netscape.net). Intra-group autonomy and authentic materials: A different approach to ELT in Japanese colleges and universities. *System* (Oxford, UK), **30**, 1 (2002), 33–46.

Globalisation and the information-technology revolution demand that Japanese citizens develop a working knowledge of English to participate in the global communication process. This requires a radical departure from traditional language teaching practices. Japanese students need to develop learner autonomy and the skills to use authentic language texts in a cooperative learning context so that they can develop the intellectual and social skills to use English as an authentic global language among Japanese language speakers. Students at a women's college in western Japan used an Australian junior high school social science text and personal and internet resources to put these principles into practice. Small permanent groups of students chose their own areas of study in designated topic areas, engaged in collaborative research, and presented their group findings in posters supported by oral and written reports. Diaries provided students with an effective means of reporting their understanding of the learning strategies employed to the teacher. The group discussions of the collected strategies helped students expand their working knowledge of English.

**02–591 Ho, Man Sing** (Hong Kong Inst. of Education). A critical review of the Hong Kong secondary school Chinese language curriculum: Orientation, learning theory, and the domains of learning. *Asia Pacific Journal of Language in Education* (Hong Kong), **4**, 1 (2001), 19–31.

This paper reviews the published Chinese language curriculum for Hong Kong secondary schools from a number of perspectives including curriculum orientation, learning theory, learning domains and the exemplification of teaching and learning practice. The paper explores the language features of the curriculum and the relationship between language development and morality, the structure of language proficiency and the underlying principles of teaching and learning. The review reveals problems in the curriculum resulting from an unclear conceptualisation. The relationship between Chinese language and other school subjects needs to be developed; general teaching and learning principles need to be applied to Chinese language education in the schools; the syllabus content needs to be reviewed from the point of view of learning domains and objectives, and their inter-relationships clarified. The article concludes by proposing that a well-defined nature, a clear direction and a quantifiable workload in teaching Chinese language could help to resolve the problems identified.

**02–592 Imgrund, Bettina**. Potenzieller Wortschatz und seine Nutzbarkeit zu Beginn des bilingualen Geschichtsunterricht in Klasse 9. [Potential vocabulary and its usefulness at the beginning of bilingual history teaching in class 9.] *Neusprachliche Mitteilungen aus Wissenschaft und Praxis* (Berlin, Germany), **55**, 2 (2002), 96–104.

The aim of this study was to evaluate the advantages and disadvantages of potential vocabulary knowledge in students at year 9 involved in bilingual (French) history teaching programmes at two German grammar schools, and to test to what extent the potential vocabulary also implies and/or influences the availability of German



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terminology. Potential vocabulary is defined as based on the available real (already learnt) vocabulary as well as the ability to analyse this for meaningful elements (morphemes), as well as cross-linguistic analytical abilities. After outlining the research carried out in the field of vocabulary work in bilingual teaching the author presents the findings from the field of potential vocabulary. Then her attempt at a typology of lexis in texts in a French history text book is sketched in detail, from the corpus chosen, the key elements to be examined (here proper nouns, foreign words, parallel words and compound nouns), the student responses to a multiple choice format questionnaire, and finally the author's discussion of these results and their implications for bilingual teaching.

**02–593 Ingram, David and O'Neill, Shirley** (Griffith U., Nathan, Australia). The enigma of cross-cultural attitudes in language teaching: Part 2. *Babel (AFMLTA)* (North Adelaide, Australia), **36**, 3 (2002), 17–22, 37–38.

The 'enigma' in foreign language (FL) teaching is that while FL teaching often aims to develop positive cross-cultural attitudes, there is little evidence that it succeeds. This article presents and discusses the findings of a large-scale pilot survey of Year 10 pupils and their teachers in Brisbane. *[See also abstract 02-258.]* Questionnaire responses from four groups of students with varying experience of FL learning were compared. Generally, students' attitudes were reasonably favourable, although it was not the case that the longer pupils had been studying the more positive their attitudes were. Pupils' responses to questions about their attitudes to FL pedagogy may explain this: they favoured increased use of target language, use of information and communication technology (ICT), contact with native speakers and a focus on real world communication with input on the target culture. Reading and writing were not popular activities. Teachers' responses revealed a mismatch between their stated goals and how these goals are realised in the classroom as well as a significant mismatch between teachers' and learners' preferred classroom methods. The authors call for a review of teacher education and outline possible changes in classroom practice, concluding that teaching method is an essential element in the fostering of positive cross-cultural attitudes.

**02–594 Ingram, Mark** (Goucher College, USA). Interdisciplinary perspectives in the French civilisation class. *The French Review* (Carbondale, IL, USA), **74**, 6 (2001), 1152–164.

This article begins from the premise that the French civilisation course is uniquely situated to provide students with skills in social and cross-cultural analysis. The article describes how to draw on social science research in order to encourage this. It also discusses use of multimedia techniques for introducing French social science scholarship to undergraduates. It concludes by describing how the author has drawn on his research on Fifth Republic cultural policy in preparing a Special Topics course. Throughout, the author argues for the value of a critical, comparative, and interdisciplinary approach to teaching French civilisation.

**02–595 Jackson, J.** (Chinese U. of Hong Kong; *Email*: jjackson@cuhk.edu.hk). The China strategy: A tale of two case leaders. *English for Specific Purposes* (Amsterdam, The Netherlands), **21**, 3 (2002), 243–59.

This article centres on the case discussion leadership in two English-medium strategic management courses in Hong Kong. As well as a review of the videotapes, transcripts, and field notes of the discussions, the perceptions of the case leaders and their students were investigated to better understand the learning situation from their perspectives. By means of a typology of questions, the case leaders' questions and student responses in *The China strategy: a tale of two firms* case discussions were coded and analysed. The analysis brought to light several questioning and grouping techniques that case leaders might employ to maximise the participation and learning of Asian students in these events. It is suggested that ethnographic research such as this can lead to more relevant and authentic English for Specific Purposes courses. It can also play an important, and largely overlooked, role in promoting more culture-sensitive and productive content courses.

**02–596 Jannuzi, Charles** (Fukui U., Japan; *Email*: jannuzi@edu00.f-edu.fukui-u.ac.jp). Can native literacy practices impact EFL learning? The example of Japan. *Literacy Across Cultures (LAC)* (Fukui, Japan), **5** (2001), 33–42.

*Katakana eigo* is a Japanese term referring to English rendered into a written form that uses one of the two syllabaries of written Japanese. On the one hand, it aids a legitimate process: the borrowing and subsequent nativisation of terms from English into Japanese. On the other hand, its use in English as a Foreign Language (EFL) teaching and learning (because of its cross-lingual, second to first language orientation) may well hinder literacy and language development in the second language. This paper looks at why *katakana eigo* is used in EFL learning in Japan. The reasons centre mostly on teachers' and learners' responses to the complex nature of the writing system of English. The author then goes on to cover *katakana eigo* in relation to the pedagogical stances possible. Finally, the author lists and describes methods and activities that could help to make *katakana eigo* and other such graphic translation 'crutches' unnecessary in the EFL classroom in Japan (and in other countries where non-alphabetic writing systems are used).

**02–597 Jenkins, Jennifer** (King's Coll., London, UK; *Email*: jennifer.jenkins@kcl.ac.uk). A sociolinguistically based, empirically researched



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pronunciation syllabus for English as an International Language. *Applied Linguistics* (Oxford, UK), **23**, 1 (2002), 83–103.

The starting point of this paper is the recent shift in the use of English, such that non-native speakers (NNSs) using English for international communication now outnumber its native speakers. This shift, it is argued, has serious implications for English language teaching pedagogy. Principal among these is the need for empirically established phonological norms and classroom pronunciation models for English as an International Language (EIL), in which intelligibility for NNSs rather than for native speaker (NS) receivers is the primary motivation. Three sets of data drawn from NNS-NNS interaction are provided in order to exemplify the kinds of empirical evidence that are necessary lo enable us to make informed claims about phonological intelligibility in EIL. Then follows the author's proposal, based on such evidence, for a revised pronunciation syllabus for EIL, the *Lingua Franca Core*. This core approach, it is suggested, is better able to promote both intelligibility and regional appropriateness among EIL interlocutors, as well as being more teachable, than either of the two most commonly adopted classroom models, Received Pronunciation and General American. Finally, the importance of developing learners' accommodation skills as an integral part of pronunciation teaching for EIL is discussed.

**02–598 Katz, Stacey** (U. of Utah, USA). Teaching articles: How students can master the French determiner system. *The French Review* (Carbondale, IL, USA), **75**, 2 (2001), 290–304.

This article discusses why students of French have difficulty mastering the French determiner system. Concentrating on definite, indefinite, and partitive articles, it provides pedagogical guidelines to aid instructors in presenting this topic as well as a series of activities to be used in class. The activities are based on Lee and VanPatten's theory of structured input and output, Swain's conception of metatalk, and some general applications of low-level discourse analysis. The author suggests that, if students are led to induce the linguistic concepts of identifiability and countability, they will gain an understanding of how to use articles correctly in discourse.

**02–599 Kayser, Amy** (Zayed U., United Arab Emirates; *Email*: Amy_Kayser@zu.ac.ae). Cultural appropriateness of networked-based language teaching in a Middle Eastern female Islamic context. *Computer Assisted Language Learning* (Lisse, The Netherlands), **15**, 1 (2002), 55–67.

This paper discusses current networked-based language teaching (NBLT) practices and considers the difficulties of employing them in a non-Western cultural context. The reported benefits of NBLT are outlined, then three areas of cultural sensitivity in a non-Western cultural context are highlighted: (a) use of the Internet, i.e., potentially exposing students to culturally inappropriate material; (b) cross-cultural communication, and (c) privacy, i.e., constructing a project to be shared with a larger community on the web may be problematic. In order to illustrate these points, the use of electronic open-mediums at a technologically advanced all-female Middle Eastern university is discussed. The paper argues that NBLT can be used for authentic and meaningful activities in this setting, but that adaptations based on cultural considerations must be made.

**02–600 Khuwaileh, Abdullah A.** (Jordan U. of Science & Technology). The effect of interactional classroom peer work on the treatment of mistakes in students' academic essays. [0 efeito do trabalho colaborativo interacional em sala de aula no tratamento dos erros em ensaios acadêmicos de alunos.] *The ESPecialist* (São Paulo, Brazil), **22**, 2 (2001), 169–89.

There is a wide body of theoretical and practical research on the importance of writing skills in teaching and learning Academic English, most of which has focused on error analysis, testing, needs and evaluation of writing. However, the purpose of this study was to measure the effect of classroom peer work on the development of students' ability in academic essay writing, a topic which is relatively neglected. By focusing on the treatment of writing mistakes, the study gives more attention to the students' role in developing their ability to identify and treat errors through a three-stage process carried out under the supervision of their teacher (the researcher). Therefore, the study aims at reducing if not eliminating these mistakes through classroom interaction. After establishing a control group and an experimental one, it was found that maximising the students' role in learning essay writing impacted very positively on their ability to write essays free of mistakes and even to speak to an audience. It is suggested that the three-stage interactional process of essay writing can be applied in other similar English language teaching situations. The process is highly recommended for teaching paragraph writing, term papers and skill integration not only for Arab learners of English, but also for other speakers of English who have different first languages.

**02–601 Knutson, Elizabeth M.** (U.S. Naval Academy, USA). Fostering student-student interaction in a whole group setting. *The French Review* (Carbondale, IL, USA), **74**, 6 (2001), 1138–151.

Second and foreign language instructors are understandably interested in maximising students' opportunities to speak during classroom interaction, and research in second language acquisition has demonstrated the potential benefits of learner-learner interaction. While pair or small group work is the more obvious vehicle for increased student talk, classroom



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interaction in a whole group instructional setting can also be structured to optimise communicative speaking and listening among learners. This article examines the dynamics of traditional classroom discourse patterns and argues that it is important, both from the standpoint of language learning and from a social interactional perspective, to provide opportunities for more autonomous and communicative talk among students in whole group interaction. Suggestions are provided for instructional strategies and classroom activities which foster the development of learners' interactional competence and sense of communicative responsibility towards classmates.

**02–602 Korzen, Iørn** (Copenhagen Business School, Frederiksberg). L'insegnamento dell'italiano in Danimarca. [The teaching of Italian in Denmark.] *Bulletin suisse de linguistique appliquée* (Neuchâtel, Switzerland), **73** (2001), 95–111.

This article examines the history and the present situation regarding the teaching of Italian in Denmark. In the 18th and 19th centuries, it was common for Danish artists and aristocrats to take a Grand Tour and often stay in Italy for several years. However, at that time language studies in Denmark were dominated by another language of culture, namely French. But since the 1960s, Denmark has experienced a veritable boom as regards the teaching of Italian. In the 60s and 70s, Italian became an independent subject at the universities of Copenhagen, Aarhus and Odense (it was later abolished in Odense), as well as at the Copenhagen Business School, and, since then, the number of students and teachers has increased steadily. It was introduced in upper secondary school on an experimental basis in 1967, but is now a regular alternative to French, Spanish, German and Russian there. It is also in great demand in evening classes and in the adult education system, normally occupying the fourth or fifth place after English, French, Spanish and, usually, German.

**02–603 Kumaravadivelu, B.** (San José State U., California, USA). Toward a postmethod pedagogy. *TESOL Quarterly* (Alexandria, VA, USA), **35**, 4 (2001), 537–60.

As a consequence of repeatedly articulated dissatisfaction with the limitations of the concept of *method* and the transmission model of teacher education, the second language (L2) profession is faced with an imperative need to construct a postmethod pedagogy. This article conceptualises the parameters of a postmethod pedagogy, offers suggestions for implementing it, and then raises questions and concerns that might come up in implementing it. Visualising a three-dimensional system consisting of the parameters of particularity, practicality, and possibility, it is argued that a postmethod pedagogy must (a) facilitate the advancement of a context-sensitive language education based on a true understanding of local linguistic, sociocultural, and political particularities; (b) rupture the reified role relationship between theorists and practitioners by enabling teachers to construct their own theory of practice; and (c) tap the sociopolitical consciousness that participants bring with them in order to aid their quest for identity formation and social transformation. Treating learners, teachers, and teacher educators as co-explorers, the author discusses their roles and functions in a postmethod pedagogy; and concludes by raising the prospect of replacing the limited concept of method with the three pedagogic parameters of particularity, practicality, and possibility as organising principles for L2 teaching and teacher education.

**02–604 Lamsfuß-Schenk, Stefanie**. Bilingualer Geschichtsunterricht: Die Perspektive des Sachfaches. [Bilingual history teaching: The perspective of the content subject.] *Neusprachliche Mitteilungen aus Wissenschaft und Praxis* (Berlin, Germany), **55**, 2 (2002), 87–96.

Bilingual history teaching has not had much attention from history pedagogy, but has mostly been discussed and examined within the framework of foreign language teaching. The aim of this article is to make clear that history represents a favourable subject for the integration of content and language learning. The original aims and principles of history teaching are outlined initially; these include the creation of a consciousness of history, the choice of teaching materials using the principle of problem orientation, as well as the more recent discussion about a European sense of history. The author then presents some possibilities for the integration of history and language learning, i.e., the particular relevance of language as a medium for history, multi-perspectivity, and the promotion of strategies, techniques and learner autonomy. The reading strategies of bilingual students are shown to be particularly appropriate to the demands of reading an historical source, and the promotion of learner autonomy presents a useful tool for the integration of historical and linguistic learning within problem-oriented history teaching.

**02–605 Lee, Bouriane** (Centre for Pedagogical Research, U. of Kyongsang, South Korea). Pratiques de classe pour une communication interculturelle. [Classroom activities for intercultural communication.] *Dialogues et cultures* (Brussels, Belgium), **44** (2001), 78–83.

Despite globalisation, important differences still exist between different cultures and their communicative practices. This article first describes and discusses a number of communicative practices and values which characterise Korean society and which can create obstacles for Korean learners of foreign languages. These include culture-specific notions of modesty and politeness, and the verbal and non-verbal behaviours (*nunchi)* which realise them, a suspicion of fluent



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speech, a codified emphasis on interactional rather than transactional discourse, and the subordination of the individual to the group. It is argued that only an explicitly ethnographic classroom approach, based on the study of a wide range of authentic texts, can enable learners to perceive and acquire the attitudes and behaviours necessary for successful intercultural communication. The second part of the article consists of an appendix giving details of a number of characteristics of Korean morphosyntax which instantiate sociocultural values and representations.

**02–606 Lee, Lina** (U. of New Hampshire, USA). Enhancing learners' communication skills through synchronous electronic interaction and task-based instruction. *Foreign Language Annals* (New York, USA), **35**, 1 (2002), 16–24.

Online interactive exchange offers the learner many opportunities to use the target language to negotiate both meaning and form in a social context that is crucial for second language acquisition. This paper discusses a pilot study using synchronous electronic chats combined with task-based instruction (TBI) to enhance learners' communication skills. TBI focuses on the two-way exchange of information on real-life topics. This pilot study shows that computer-mediated communication using less structure-controlled but more open-ended exchange had a significant impact on the process of language learning. Students benefited from online task-based activities because they had to access different functional skills to construct and negotiate meaning collaboratively. However, foreign language educators need to be aware that the quick cyberspace interactions impeded students from producing correct and coherent discourse, especially during learner-learner interaction. One corrective technique is to make students re-examine and revise their exchanges with guided instruction.

**02–607 Lepetit, Daniel** (Clemson U., USA). Subjonctif: descriptions et manuels. [The subjunctive: Descriptions and textbooks.] *The French Review* (Carbondale, IL, USA), **74**, 6 (2001), 1176–192.

The teaching of the subjunctive continues to pose a dilemma for many teachers, given that the descriptions which they are offered are both incomplete and controversial. This article explores that dilemma. The author first offers an overview of relevant literature on the subjunctive. The article then analyses the way the subjunctive is treated in two textbooks that are representative of French teaching as directed at beginner students in American colleges.

**02–608 Liontas, John I.** (U. of Notre Dame, USA; *Email*: jliontas@nd.edu). CALLmedia digital technology: Whither in the new millennium? *CALICO Journal* (San Marcos, TX, USA), **19**, 2 (2001), 315–30.

Ongoing technological advancements in the design and use of multimedia digital technology for improving comprehension of culturally authentic texts necessitate a clear understanding of the theory and pedagogy behind their use. Achieving effective and responsible use of Computer-Assisted Language Learning (CALL) with digitized multimedia-based instructional learning materials (termed here *CALLmedia D-learning*) is therefore essential to the organisation of such learning. This paper deals with the theoretical considerations and didactic concerns involved in the integration of new interactive digital technologies into the instructional process. It first summarises the benefits derived from CALLmedia digital technology with regard to language instruction, learners, and teachers. It then advances specific arguments for its integration with 'conventional' instructional classroom practices. Based on recent research on learning with CALL and multimedia, it concludes by considering practical pedagogical implications for multimedia-based digital learning and related research using such technology.

**02–609 Lipton, Gladys C.** (U. of Maryland, USA). The FLES advantage: FLES programmes in the third millennium. *The French Review* (Carbondale, IL, USA), **74**, 6 (2001), 1113–124.

The arguments in favour of an early start for the study of foreign languages (FLs) are convincing and well-documented. This article first explores the key research components for FLES (Foreign Languages in Elementary School). It then provides an overview of some of the major contemporary issues, i.e., the impact of National FL Standards on FLES programmes, the dilemma concerning the nature and purpose of such programmes, the choice of FLs offered (or one sole language), the issue of involving *all* students, and the recruitment and professional development of FLES teachers. The article then highlights what is seen as the important role of FLES in the third millennium and in the new K-12 trends and national FL standards. Four major FLES programme models are identified: (1) *Sequential FLES*, i.e., the study of one FL for two or more years, for the effective and systematic development of language abilities and culture(s); (2) *Sequential FLEX*, i.e., the study of one FL for two or more years, with more limited goals in the development of language abilities and culture(s); (3) *Exploratory*, i.e., the study of more than one FL, with the goal of survival fluency and basic cultural awareness; and (4) varying *Immersion programmes*, i.e., the study of the various subject areas of the curriculum, taught through an FL. Finally, the essential elements for outstanding FLES programmes are described, including: the recognition that all four programme models are valid and contribute in different ways to a K-12 FL sequence; the need to offer an FLES programme to all pupils before the age of 10; the need for multiple entry/exit points for pupils, in order to address individual preferences and multiple intelligences; and the desirability of offering more than one FL.



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**02–610 Lu, Dan and Julien, Richard** (Hong Kong Baptist U.). The delivery of EAP courses within the changing linguistic landscape of Hong Kong: A time for reassessment. *RELC Journal* (Singapore), **32**, 1 (2001), 106–19.

Efforts to make English for Academic Purposes (EAP) courses more effective and pedagogically enriched have a long pedigree. While there is much research concerning various aspects of this branch, there is little consensus on which kinds of programmes can guarantee a high degree of language proficiency. This paper reviews some of the contemporary research findings in relation to the general linguistic expectations and outcomes of EAP courses in Hong Kong, and examines the applicability of some of the field-tested experiences in the Hong Kong context. The study reveals that EAP courses in Hong Kong are a hybrid of general English Second Language and EAP programmes. Owing to the students' insufficient oracy skills, one training focus is to upgrade their listening and speaking competence. Hence, there is an argument for the training of basic language skills receiving priority in general EAP courses. Although team-teaching between language instructors and subject teachers may be a desirable model for teaching, it is of limited use in Hong Kong for various reasons. Flowing from the research, some teaching strategies are examined, which include the use of a variety of general sources rather than the use of subject-specific materials, integrating field observation with the analysis of student needs.

**02–611 Lynch, Tony and Anderson, Kenneth** (Inst. for Applied Language Studies [IALS], U. of Edinburgh, Scotland, UK; *Email*: A.J.Lynch@ed.ac.uk). The value of an additional native speaker in the English language classroom. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh, Scotland, UK), **11** (2001), 69–80.

Learners of English in Britain soon realise that the language they hear in the classroom is different from native speech outside. Previous participants on the IALS summer pre-sessional English for Academic Purposes (EAP) programme had asked for more opportunities to talk with native speakers, in order to practise their oral communication skills. With that in mind, a non-teacher course assistant was taken on in 1996, who would take part in Speaking classes and also chat with students in breaks. This article reports the findings of a study of student/teacher and student/assistant talk, based on recordings made in one type of Speaking lesson, which suggests that – even in class – interaction with the assistant gave the students the opportunity for different sorts of talk than with the teacher. The article also discusses students' perceptions of the assistant's role, and summarises the ways in which that role has now been extended in the pre-sessional programme.

**02–612 Magnan, Sally Sieloff and Tochon, François V.** (U. of Wisconsin, Madison, USA). Reconsidering French pedagogy: The crucial role of the teacher and teaching. *The French Review* (Carbondale, IL, USA), **74**, 6 (2001), 1092–112.

At the turn of the millennium, the authors pause to reconsider the question 'Why study French?' along with the question 'What does it mean to teach French?'. This article reviews four rationales for French study: humanistic benefits, utilitarian arguments, intellectual and linguistic development, and pleasure. Although French students may identify attaining oral fluency as their top priority, teachers define this fluency through a sociocultural and humanistic, literate lens. Beliefs about acquisition are changing. Recent research questions the role of consciousness in input processing, emphasises the effect of mediation, and highlights the importance of teacher thinking in adapting curricular contents to learning environments. The European field of Didactics, whose history goes back to Comenius (seventeenth century), offers insight into French pedagogy. To bring culture to the core of the curriculum and to revalorise the role of the teaching, why not enter the field of Didactics?

**02–613 Malena, Anne** (Alberta U., Canada). Altérité et intégration: Le rôle de la traduction. [Otherness and integration: The role of translation.] *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **58**, 3 (2001), 386–401.

Languages and literature departments are being asked more and more often to reflect on the best way to maintain the intellectual integrity of their programmes in view of the departmental reforms imposed upon them by budgetary constraints. Based on the example of the restructuring efforts undertaken by the department of Modern Languages and Cultural Studies at the University of Alberta, this article discusses the mediating role played by translation in this kind of situation. Using translation as a metaphor, some suggestions are made for languages and literature departments in North America. Programme integration, bringing together language, linguistics, translation and literature/culture, must respect the alterity of each programme and ensure students' cultural literacy while preparing them intellectually for a workplace characterised more than ever by intercultural exchange.

**02–614 Mallows, David** (Hammersmith & West London Coll, UK; *Email*: david.mallows@hwlc.ac.uk). Non-linearity and the observed lesson. *ELT Journal* (Oxford, UK), **56**, 1 (2002), 3–10.

This paper attempts to argue that the concentration on aims as a central tenet of classroom observation for teacher development is tied to the Newtonian mechanistic discourses which – despite the rival claims of the 'new' science of Chaos and Complexity – still



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dominate the world of English Language Teaching (ELT). The author outlines the main ideas behind these theories, and relates them to second language acquisition. He then explains why he thinks the change in discourse is of such importance, and uses fractal images, with their visual depiction of complex systems, to illustrate the futility of the prominence of aims in lesson preparation and delivery.

**02–615 Mankel, Mirco**. BILD: Ein Europäisches Projekt zur Verbesserung der Ausbildung bilingualer Sachfachlehrer. [BILD: A European project to improve the training of bilingual content subject teachers.] *Neusprachliche Mitteilungen aus Wissenschaft und Praxis* (Berlin, Germany), **55**, 2 (2002), 75–80.

This article looks closely at the BILD (Bilingual Integration of Languages and Disciplines) projects, begun in 1997, against the background of the stated aims and the results. Four European institutions took part in the project: the University of Nottingham, IUFM Strasburg, Bergische Universität/Gesamthochschule Wuppertal and the Teacher Training College Wroclaw in Breslau. Some of the aims included establishing common ground in Content and Language Integrated Learning (CLIL), the explicit expression of the contents of bilingual curricula, an attempt to set up flexible modules for trainees in CLIL in all four partner countries, and the setting up of a learning materials bank. Alongside these, three concrete questions arose and were discussed during each of the three years of the project: how access to texts can be enabled during the early phase of bilingual learning; how learning strategies can be developed and implemented in the bilingual classroom; and how CLIL learners can be led to a higher level of autonomy. The article discusses the results of the project and how they are presented on CD-ROM. The structure of the CD-ROM and how it can be used by both learners and teachers are described.

**02–616 Massi, María Palmira** (Universidad Nacional del Comahue Patagonia, Argentina; *Email*: mpmassi@ciudad.com.ar). Implementing Discourse Analysis for intermediate and advanced language learners. *Literacy Across Cultures (LAC)* (Fukui, Japan), **5** (2001), 3–13.

Discourse Analysis (DA) comprises the study of language in use, unifying different levels of linguistic description and explanation. Moreover, DA enables an account of language use that is not only strong from a descriptive perspective (linguistics' traditional forte), but one that also has explanatory dimensions, since DA can help to account for the psychological, social, and psycho-social rationales that motivate language choice for communication. DA's cross-disciplinary scope and depth better enable advanced learners and teachers in training to apply competencies at understanding language use to various real world communicative contexts. This article introduces and discusses some of the theoretical and methodological bases of DA. It is hoped that the discussion will inform language teachers and teacher trainers so that they can pass on to their students an enhanced ability to systematically explore communicative language use across a myriad of contexts and social purposes.

**02–617 Miklič, Tjaša and Ožbot, Martina** (Università di Ljubljana, Slovenia). L'insegnamento dell'italiano in Slovenia. [The teaching of Italian in Slovenia.] *Bulletin suisse de linguistique appliquée* (Neuchâtel, Switzerland), **73** (2001), 113–21.

This article aims to present an overview of the main characteristics and the major issues pertaining to the teaching of Italian in Slovenia. After determining the extralinguistic factors to be taken into account in analysing the situation and after presenting some fundamental geo-ethnic facts about the country, the authors offer a presentation of the current state of affairs, distinguishing between three different Italian-teaching contexts. First, the complex situation of the plurilingual area of the Slovene coast, where Italian has the status of the so-called 'language of the social environment', is discussed, and an attempt is made to explain why the idea of bilingualism could not be realised in the expected way. Second, the teaching of Italian as a second or third foreign language in the rest of Slovenia is presented. Finally, the situation concerning Italian at university is outlined.

**02–618 Montet, Margot and Morgan, Carol** (U. of Bath, UK). Teaching Geography through a foreign language: How to make text accessible to learners at different levels. *Language Learning Journal* (Rugby, UK), **24** (2001), 4–11.

Content and Language Integrated Learning (CLIL) is the term increasingly used for describing the teaching of a non-language subject through the medium of a foreign language. This study exemplifies this in respect of Year 9 students (in their third year of French) learning geography through the medium of French. As part of their linguistically rich programme the students also received an initial experience of German, Italian and Russian. A feature of the study was its approach to differentiation whereby different levels of material were produced to support as wide a range of students as possible. This included the preparation of simplified texts, but with cultural integrity always maintained. The study also embeds the project in a network of current research themes relevant to languages education, e.g., 'social constructivism', 'intake' and 'output', showing how the project draws on each. The 'process' benefits appeared considerable, making the study useful both for other teachers considering this form of provision and for those in teacher education and research who might work with them.



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**02–619 Müller-Schneck, Elke**. Bilingualer Geschichtsunterricht in der gegenwärtigen Diskussion: Kriterien für die Auswahl und Analyse von Materialien. [Bilingual history teaching in contemporary discussion: Criteria for the choice and analysis of materials.] *Neusprachliche Mitteilungen aus Wissenschaft und Praxis* (Berlin, Germany), **55**, 2 (2002), 105–11.

This article describes the situation with respect to materials as well as basic conditions of bilingual history teaching. Surveys (with reference to Germany) have shown the majority of bilingual history teachers to be dissatisfied with the teaching materials available. They often, with considerable effort, create their own materials. The author outlines briefly what Content and Language Integrated Learning entails (among which the important statement that bilingual history is history teaching, and not foreign language teaching!). Criteria for choosing and analysing materials can be grouped into several categories and sub-categories, e.g., the category content can be further subdivided into the following areas: integration of subject and language; ideological intentions and values; contents, perspectives of portrayal; multicultural aspects; and formal criteria. Materials can also be looked at from the point of view of communication variables, institutional and socio-cultural frameworks, possibilities for evaluation and reflection and also whether they are student-oriented or not.

**02–620 Nakamori, Takayuki** (Yokohama Nat. U., Japan; *Email*: tark@indigo-plala.or.jp). Teaching relative clauses: How to handle a bitter lemon for Japanese learners and English teachers. *ELT Journal* (Oxford, UK), **56**, 1 (2002), 29–40.

This article discusses the advantages and disadvantages of what has become the standard approach to teaching relative clauses, that is, the two-sentence connection. In order to overcome the disadvantages of this method, a 'hierarchical teaching method' is proposed. This method begins by introducing noun phrases that contain relative clauses, before comparing them with similar structures in the learner's first language. Before producing a full sentence, it practises using noun phrases in communicative contexts by fitting them into appropriate positions in a sentence. An experimental study is also described, which demonstrates the new method to be more effective than the standard one. Some practical advice is also offered on how to implement this method in the classroom.

**02–621 Noël-Gaudreault, Monique** (U. of Montreal, Quebec, Canada). Une situation didactique d'écriture en milieu allophone. [Learning to write in a foreign language environment.] *Dialogues et cultures* (Brussels, Belgium), **44** (2001), 99–105.

This article describes the aims, methodology, organisation and results of an action-research process in which a class of 'difficult' teenagers from a variety of linguistic backgrounds collectively composed a novel in French set in the middle ages. The main aims were to improve the learners' spoken and written French and to enhance the critical capacities, attitudes and creativity through group work and self-expression. The production process consisted of cycles of brain-storming, planning, editing and revision. Research was carried out on the Internet on topics such as war, courtly love and disease and there was close collaboration between the French and History teachers. Although individual learners did not always contribute to the same degree, there was real enthusiasm, especially for the regular sessions when the students read aloud their own work and, despite limited time, the six-chapter novel was successfully completed by the end of the year.

**02–622 Olk, Harald** (Canterbury Christ Church U. Coll., UK). 'This side of the Rhine': Implausibility in translation texts. *Language Learning Journal* (Rugby, UK), **24** (2001), 12–16.

The translation of informative texts about the second language (L2) culture is common practice in tertiary-level language teaching, because it combines language practice with the development of cultural knowledge. This article argues that this practice may be questionable since translation as a language exercise is often conducted in a non-communicative format, and this direct reproduction approach may not take into account the particular cultural perspectives inherent in those texts. This point is illustrated with examples from data gathered to explore aspects of translation practice in a German department at a UK university. These suggest that direct reproduction of German source texts, originally intended for German readers, resulted in English texts which would have been under-explicit for English readers and were referentially geared towards a German audience. By contrast, translations of British newspaper articles about German issues were often overexplicit, contained information redundant or even confusing for German readers and were characterised by paraphrastic expressions where authentic German texts would have used specific terms. The article concludes that non-communicative translation of texts about the L2 culture cannot easily be reconciled with current concerns about authenticity and successful communication in language teaching and may mislead students about the functionality of their target texts. It is suggested that the translation of culturally loaded texts should be conducted in a communicative format, encouraging students to explore ways in which source texts are geared towards source-culture readers and to consider possibilities of adapting them for a target-culture audience.

**02–623 Pachler, Norbert** (U. of London, UK). Foreign language learning in England in the 21st century. *Language Learning Journal* (Rugby, UK), **25** (2002), 4–7.



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This paper presents a personal opinion on the current and future state of foreign language (FL) learning in England after the recommendations in the latest DfES (Department for Education and Skills) policy statement on language learning. A number of items are extracted from the statement and commented upon. It is argued that a major rethink about the purposes of FLs in the curriculum is required, followed by changes to content and methodology. Rather than concentrate on any specific FL, the main focus should be on language apprenticeship and cultural awareness. For the author, the DfES proposal generally signals a retrograde step, leaving large sections of future generations of young people with a minimum exposure to FLs but also likely to curtail considerably the diversity of FLs currently available in secondary schools in England. The proposal is thought to be incompatible with the high objectives the government has for its education system and at odds with other European systems, which accord greater importance to FL knowledge and skills.

**02–624 Pally, Marcia** (American Lang. Inst., New York U., USA; *Email*: mp28@is.nyu.edu). Skills development in 'sustained' content-based curricula: Case studies in analytical/critical thinking and academic writing. *Language and Education* (Clevedon, UK), **15**, 4 (2001), 279–305.

This article first suggests a framework for the analytical/critical thinking skills needed in academic/professional work, then describes a pedagogical approach to guide English as a Second/Foreign Language (ESL/EFL) students to those skills and observes its effects in case studies from 1998–99. The approach, Sustained Content-Based Instruction (CBI), suggests that students learn analytical/critical thinking skills when they confront actual academic/professional tasks in which skills are modelled, explained and practised. As these skills include the synthesis, comparison and challenging of sources as well as learning appropriate rhetorical conventions, they are best learned when students study a subject over time in language classes that simulate university courses. The case studies involve 13 students from the Americas, Africa, Asia and Europe in eight classes at two four-year institutions. Student work examined includes summaries, papers, research charts and exercises that guide students to questioning texts. The findings here suggest benefits from sustained CBI. Papers by lower level students who had sustained CBI showed stronger argumentation than papers by advanced students who had not. The accretion of information in sustained CBI helped students question texts and support their challenges. Students were better able to synthesise sources, categorising information from many texts which in turn helped them discover their own views, support them, and note where more research is needed.

**02–625 Péchou, Anne and Stenton, Anthony** (Université Toulouse I, France; *Email*: Stenton@univ-tlse1.fr). Encadrer la médiation: le cas de la prononciation. [Framing mediation: The case of pronunciation.] *ASp (Anglais de Spécialité)* (Bordeaux, France), **31/33** (2001), 153–62.

Visual memory is the most efficient sensorial memory, but can it be used to help students improve their pronunciation? This paper outlines an innovative approach to the question involving computer screen typographical experiments combined with high quality digital sound recordings. Convincing the learners of the seriousness of the problem through use of a francophone videobank of displaced tonic accent errors was just a starting point. The development of an authoring system for generating pronunciation classification exercises is the fruit of several years of research in the language of social sciences and a corpus of errors: vowel/diphthong discrimination and the place of the stress. Early prototype testing which includes self-study and distance learning applications indicates progress in helping remediation and diagnosis.

**02–626 Puren, Christian** (IUFM de Paris – Université de Technologie de Compiègne, France; *Email*: puren@paris.iufm.fr). Quelques considérations sur « la politique européenne des langues ». [Some observations on 'European language policy'.] *Les Langues Modernes* (Paris, France), **3** (2001), 4–12.

The author presents the main programmes and policy initiatives emanating from the European Commission and the Council of Europe regarding the teaching and learning of modern languages. The European Union's Socrates, Comenius, and Lingua programmes are mentioned briefly. Council of Europe initiatives in this area are channelled through its Council for Cultural Cooperation (CDCC) and two sub-bodies: the Modern Languages Section and the European Centre for Modern Languages. The rise of the communicative approach and, later, of task-based learning are seen partly as responses to key documents issued by the CDCC, reflecting changing perceptions of foreign-language needs and the nature of contacts between Europeans. The author identifies two main strands in European language policy, namely *diversification* - the emphasis on learning several languages, regional languages, etc. – and *standardization* ('normalisation') – the development of common objectives, methods, and mutually recognised qualifications. He concludes by deploring the bureaucratic, top-down nature of many European initiatives and calls for the greater involvement of teachers in policy-making. Key web addresses are given for those wishing to pursue this topic further.

**02–627 Rao, Zhenhui** (U. of South Australia; *Email*: raozy001@students.unisa.edu.au). Chinese students' perceptions of communicative and non-communicative activities in the EFL classroom. *System* (Oxford, UK), **30**, 1 (2002), 85–105.



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This article reports the views of 30 Chinese university students on the appropriateness and effectiveness of communicative and non-communicative activities in their English-as-a- Foreign-Language (EFL) courses in China. Using multimethod, qualitative research procedures, the researcher discovered that the perceptions of these students sometimes surprised their teachers, and that the students' perceived difficulties caused by Communicative Language Teaching (CLT) had their source in the differences between the underlying educational theories of China and those of Western countries. The results suggest that, to update English teaching methods, EFL countries like China need to modernise, not westernise, English teaching; that is, to combine the 'new' with the 'old' to align the communicative approach with traditional teaching structures. It is apparent from the study that only by reconciling communicative activities with non-communicative activities in English classrooms can students in non-English speaking countries benefit from CLT.

**02–628 Resche, Catherine** (Université Panthéon-Assas, Paris 2, France; *Email*: catherineresche@club-internet.fr). Metaphors in English for economics: For a language-based approach with L2 learners. *ASp (Anglais de Spécialité)* (Bordeaux, France), **31/33** (2001), 239–59.

Investigating English for economics also implies studying its metaphoric dimension. This paper focuses on the need for a language-based approach to metaphor within the framework of second language (L2) acquisition in the field of English for Specific Purposes. First, the functions and types of metaphors encountered in different sources of economic discourse are examined. The benefits derived from establishing not only notional but also lexical networks are then considered. Next the semantic and syntactic problems that require special attention are analysed in order to stress the numerous hurdles that L2 learners have to overcome to fully understand metaphors. Obviously the aim is not to encourage them to coin new metaphors or even to re-use extended metaphors. The limits of this approach are clearly stated: its goal is to help L2 learners to improve their understanding of metaphors and to be able to incorporate only the most current phrase metaphors in their own discourse in English on economic matters.

**02–629 Rose, Kenneth R.** (City U. of Hong Kong; *Email*: ken.rose@cityu.edu.hk). Compliments and compliment responses in film: Implications for pragmatics research and language teaching. *IRAL* (Berlin, Germany), **39**, 4 (2001), 309–26.

Film has been used widely as a resource in second and foreign language classrooms – mainly for the teaching of listening and speaking skills – and some have argued that it represents a useful resource for teaching pragmatics. Film is also an essentially unexplored potential resource for research on discourse and pragmatics. A central issue in the use of film for language teaching and research is that of validity: how well does film language represent the ways that people actually talk? This paper examines a corpus of compliments and compliment responses excerpted from 40 American feature films, comparing their realisation to naturally-occurring data from the available speech act literature. Results indicate that film language appears to be most representative of naturally-occurring speech from a pragmalinguistic perspective – particularly where major categories such as syntactic formula in compliments is concerned – and less so in terms of sociopragmatics.

**02–630 Sampon-Nicolas, Annette** (Hollins U., USA). Pour la nature: Le cours de littérature prend l'air. [In defence of nature: Literature classes taking the air.] *The French Review* (Carbondale, IL, USA), **74**, 6 (2001), 1218–228.

Declining numbers of students in literature classes has been a problem for several years now. This article suggests that what is needed to rekindle in students a passion for literature is to transform the approach to classes and break down the barriers between disciplines. The author puts forward an approach to French classes which takes its cue from nature, in tandem with opening up avenues of exploration of nature in other areas too – all of which are suggested as a way of attracting students and breathing new life into the curriculum generally. A three-pronged approach is outlined: nature in literature, environmental problems, and self-expression in regard to nature.

**02–631 Sicard, Frédérique** (Collège Arthur Rimbaud, Montpellier, France; *Email*: sicard-fraisse.f@voila.fr). Enseignement de l'arabe en école élémentaire: compte rendu d'expérience (Montpellier, 1996-2001). [The teaching of Arabic in French primary schools: An account of the experiment at Montpellier (1996-2001).] *Les Langues Modernes* (Paris, France), **3** (2001), 47–55.

This article reports on an experimental project to introduce the teaching of Arabic into two primary schools in Montpellier (southern France), and the attempts to coordinate it with local secondary schools and language-teaching policies. The schools are situated in areas with a high North-African immigrant population, but the Arabic classes are compulsory for children from all backgrounds. The main aims of the project are (a) to familiarise pupils with language learning at an early age, (b) to enhance Arabic language skills and status within the local community, and (c) to foster cross-cultural understanding and social integration. The variety of Arabic taught is the standard Moroccan dialect (in line with the make-up of the local immigrant population), with the emphasis on the spoken language. Although one school has now dropped out of the experiment owing to organisational problems and



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the reticence of some local residents, the author believes that the initiative should continue to be supported, citing the enthusiasm of the pupils, the growing demand for Arabic teachers and teaching, and the realisation that respect for community languages is indispensable to social integration.

**02–632 Spodark, Edwina** (Hollins U., USA). Integrating online techniques into undergraduate French language instruction. *The French Review* (Carbondale, IL, USA), **74**, 6 (2001), 1206–217.

The students who are coming to language classes today have grown up in a digital universe. They have high technological expectations of their French classes and teachers. Although French courses taught exclusively via distance learning may work on advanced levels for professional development, in the majority of undergraduate language courses only a thoughtful integration of distance learning techniques, judiciously selected and implemented by knowledgeable teachers, will accomplish the pedagogical goals that promote overall successful language learning for the largest number of students. This article describes the uses of online techniques that were incorporated into an undergraduate Advanced French Grammar course.

**02–633 Takagaki, Yumi** (Prefectoral U. of Osaka, Japan). Des phrases, mais pas de communication. Problème d'organisation textuelle chez les non-Occidentaux: le cas des japonais. [Sentences, but no communication. Non-Westerners' problem with textual organisation: The case of the Japanese.] *Dialogues et cultures* (Brussels, Belgium), **44** (2001), 84–91.

Although Japanese learners of French are capable of forming correct sentences, the present author suggests that they are incapable of producing organised texts, whether written or spoken. Their discourse is extremely incoherent and difficult to understand, since it contains repetitions and redundant expressions, anecdotes, asides and digressions. On the basis of his analysis of students' essays and letters, of which a number of examples are provided, the author argues that this is due to differences between the circular argumentative structure of Japanese and the linear, logical norms of French. Contributory factors include the lack of any descriptive models which could be used for comparing and teaching rhetorical structures, the tendency of Japanese students to write their texts in Japanese first and then translate them sentence by sentence, and the influence of *Zuihitsu*, a Japanese literary genre free of any thematic or organisational constraints. Possible solutions include cloze tests, exercises involving unscrambling or re-organising existing texts and the imitation of highly typical examples.

**02–634 Trinder, Ruth** (Vienna U. of Economics & Business Administration, Austria; *Email*: rtrinder@isis.wu-wien.ac.at). Multimedia in the Business English classroom: The learners' point of view. *Computer Assisted Language Learning* (Lisse, The Netherlands), **15**, 1 (2002), 69–84.

The benefits of multiple modalities, online support tools, and instant feedback are believed to have the potential of increasing learner control, motivation, and autonomy. However, a closer look at what is actually available on the market, in this instance the sub-market of Business English multimedia programmes, reveals that many such learning tools fall short of the claims that have been made for them, at least in the eyes of pedagogues. As teachers and students do not always see eye-to-eye regarding the usefulness of particular learning tools and activities, it seems paramount to let the final user and ultimate target group have their say, as well. The present study therefore focuses on the reactions and comments of 30 students of Business English during and after a semester-long use of a CD-ROM presenting the language of negotiating, and discusses the strengths and weaknesses of the programme as perceived by the respondents. The learners expected more interactivity, more artificial intelligence, and more individualisation from the multimedia programme. They also showed a more guarded attitude towards the alleged benefits of computer-assisted learning than that reported by other user evaluations and attitude surveys.

**02–635 Truscott, Sandra and Morley, John** (U. of Manchester, UK). Cross-cultural learning through computer-mediated communication. *Language Learning Journal* (Rugby, UK), **24** (2001), 17–23.

This article discusses a project in which electronic conferencing was used to replace the conventional seminar as a means of heightening cross-cultural awareness. Participants were UK undergraduate students, partnering a group of counterparts from other countries in Europe who were studying in the UK. Central to the research was the notion of the 'critical incident', designed to illustrate culture clashes between individuals of different backgrounds. The students were provided with a scenario in which a breakdown in relationship or communication had taken place and were invited to comment on both the incident itself and other students' reactions to it. The discussion was not moderated in any way. The project leaders found that participation levels were higher than for previous conventional seminars; that non-British students contributed as much as home students, despite their linguistic disadvantage; that students were more willing to disclose quite intimate details of their experiences; and that they were able to reflect more deeply on the quality of their ideas and the language in which they were expressed. A 'narrative' also emerged, in which exploration of cultural conflict led to conflict within the discussion itself, but this conflict was resolved spontaneously by participants themselves. The project leaders were sufficiently encouraged by the results to wish to pursue this method of learning further.



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**02–636 Tseng, Yueh-Hung** (Hua-Lien Teachers' Coll., Taiwan; *Email*: tseng@sparcz.nhltc.edu.tw). A lesson in culture. *ELT Journal* (Oxford, UK), **56**, 1 (2002), 11–21.

This paper argues for a new interpretation of culture which potentially challenges traditional views of culture common in discussions of foreign and second language learning, and proposes ways to restructure the curriculum around this new interpretation. Three different perspectives on culture are developed: (a) culture creates differences and tension, both of which propel learning; (b) culture is not a fact but a process in learning; (c) culture can be used in a monolingual/monocultural and multilingual/multicultural setting. The theoretical perspective explained here is grounded on the premise that knowledge, or meaning generation, is constructed as the result of a transaction between an individual's conception of the world (individual culture) and the world outside the individual (social culture). From this standpoint, culture resides in, rather than being separate from, each individual. This progressive theory of culture allows a restructuring of the curriculum in ways that highlight learner participation, the importance of social transaction, and the role of tension in promoting learning. This alternative interpretation of culture, as something actively created by learners through interactions that focus on meaning-making, requires a pedagogical model that encourages teachers to use cultural differences as a source of productive tension.

**02–637 Turnbull, Miles and Arnett, Katy** (Ontario Inst. for Studies in Ed., U. of Toronto, Canada; *Email*: mturnbull@oise.utoronto.ca). Teachers' uses of the target and first languages in second and foreign language classrooms. *Annual Review of Applied Linguistics* (Cambridge, UK), **22** (2002), 204–18.

This article reviews recent theoretical and empirical literature regarding teachers' uses of the target (TL) and first (L1) languages in second (SL) and foreign (FL) language classrooms. Theoretically, the article explores several issues related to teachers' use of the L1 and the TL in the classroom: exposure to TL input, student motivation, cognitive considerations, code-switching, and appropriate teacher use of the L1. A review of recent discourse analysis studies examines how much, when, and why FL and SL teachers use the L1 and TL in their pedagogy. The article also presents findings from studies that have considered teachers' self-reports and teachers' and learners' beliefs and attitudes regarding the use of the L1 and the TL in FL and SL classrooms. The paper concludes with recommendations for future research.

**02–638 Turner, Karen** (U. of London, UK). The National Literacy Strategy – what's in it for modern language teachers? *Language Learning Journal* (Rugby, UK), **24** (2001), 37–42.

This paper considers recent UK government documentation relating to the National Literacy Strategy and its relevance to the teaching of modern languages (MLs) in secondary schools. It suggests ways in which MLs teachers might benefit from and contribute to the strategy. The first section briefly outlines the primary-level literacy strategy, suggesting that it can provide learners with grammatical knowledge that will help them with learning a foreign language when they reach secondary school. It is argued that talk about language helps learners to clarify their conceptual understanding of language in general. In the second section, reference is made to the literacy strategy at Key Stage 3 (ages 11-14); it is suggested that opportunities for MLs and English teachers to work together are being lost. The strategy fails to acknowledge the significant contribution of learning a foreign language to learners' understanding of language in general. In Key Stage 3, MLs teachers have a contribution to make to whole-school language policies and an opportunity to review classroom practice by reference to the cross-curricular reading requirements.

**02–639 Venning, Wendy** (St Francis de Sales Coll., Australia). Towards a definition of Communicative Language Teaching. *Babel (AFMLTA)* (North Adelaide, Australia), **36**, 3 (2002), 30–33, 38.

Despite the frequency of the term Communicative Language Teaching (CLT), no shared definition exists. This article explores subjective definitions of CLT, comparing the views of some Queensland primary language teachers with those of a group of Japanese junior high school teachers of English. Both groups identified group and pair work as a key feature, although in Japan paired tasks often resembled drills and several Japanese informants equated CLT with team-teaching alongside native speaker teaching assistants. Teachers from both groups experienced a dilemma when deciding how and when to correct errors in oral work. Both groups also believed that CLT should be learner- rather than teacher-centred. Large classes represented a constraint for both sets of teachers, while Japanese teachers also had to contend with backwash from formal senior high school entrance examinations. In the final section, key features of CLT are identified from the study and the research literature and are summarised in a table under these headings: syllabus, teaching and learning processes, learners' roles, materials and texts, teacher roles, and the role of culture. The author concludes that for discussion between teachers and researchers to be meaningful terminology requires careful definition.

**02–640 Vilar Sánchez, Karin** (U. of Granada, Spain). Functionally organised grammars can improve language learning. *Die Unterrichtspraxis/Teaching German* (Cherry Hill, NJ, USA), **34**, 2 (2001), 169–77.



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This paper compares the treatment of one specific communicative function (the expression of concessive relation) in six recent grammar books of German as a foreign language. It shows that the presentation of grammar in these books is deficient because in each of them only a part of the existing means for the realisation of this function is commented on (mainly the prototypical ones). Moreover, if alternative means are explained, they are distributed in different chapters so that the access to the information costs extra time and energy. An alternative presentation of grammar for non-native speakers, i.e., grammar that leads from function to form, is therefore proposed.

**02–641 Villa, Daniel J.** (New Mexico State U., USA; *Email*: dvilla@nmsu.edu). Integrating technology into minority language preservation and teaching efforts: An inside job. *Language Learning and Technology* (http://llt.msu.edu/), **6**, 2 (2002), 92–101.

The recent explosion in technology, in particular in computer and digitizing systems, has many implications for heritage language maintenance and learning. In particular, authentic language usage can be easily recorded and preserved for those goals. That same explosion, however, can lead to a less than appropriate implementation of technology for language maintenance and learning. Further, certain cultural boundaries can make it difficult to have access to authentic language usage, particularly by out-group individuals who work on indigenous languages. This paper presents a pilot study that attempts to both implement technology in an appropriate manner and surmount the problems faced by out-group language researchers by training an in-group member, in this case a speaker of Navajo, in the methodology and technology necessary for recording and preserving her heritage language. The results of this work are discussed, as well as the role of computer and digitizing technology in language maintenance and teaching.

**02–642 Villanueva, Luisa** (Université Jaume I, Spain). Vers une approche intégrée de l'enseignement des langues en Espagne: l'exemple du Pays Valencien. [Towards an integrated approach to language teaching in Spain: The example of the Valencia Region.] *Les Langues Modernes* (Paris, France), **3** (2001), 21–30.

Taking the Valencia Region as her case study, the author gives an account of the various teaching and research bodies, publications, and theoretical issues concerned in the implementation of the Spanish educational reform begun in the 1980s, insofar as it has affected the modern languages curriculum. The role of the *FLE* (French as a Foreign Language) research groups is particularly highlighted. Such groups were able to identify, from a linguistic and pedagogical point of view, gaps and inconsistencies in the ministerial proposals for the implementation of communicative language teaching, and proceeded to develop an integrated approach, in which the contributions of first-, second-, and foreign-language pedagogy were brought together in an interdisciplinary way. The communicative approach itself has been enriched by the findings of text linguistics, and by the encouragement of learners' metalinguistic awareness, on the basis of their own practical knowledge.

**02–643 Villez, Barbara** (Université Paris 8, France; *Email*: Famvillez@aol.com). Refléxions sur l'enseignant comme agent-médiateur en anglais de spécialité. [Reflections on the teacher as a mediating agent in English for Specific Purposes.] *ASp (Anglais de Spécialité)* (Bordeaux, France), **31/33** (2001), 179–87.

A class in language for specific purposes is a place in which a certain number of mediations occur and develop. Among these are the learning strategies which should allow the learner to negotiate efficiently with the language. However, university conditions do not always facilitate efficient learning. Besides, students often come to class not having mastered appropriate learning strategies and they can also present considerable motivation problems. The teacher can then play the role of a mediator between these different elements, especially at the beginning of a class, when she or he is the centre of attention. The article discusses the mediations teachers can initiate and how, according to theories of play/game ('jeu'), they might act as a mediating agent between play, the learner, and the language under study.

**02–644 Walz, Joel** (U. of Georgia, USA). Critical reading and the Internet. *The French Review* (Carbondale, IL, USA), **74**, 6 (2001), 1193–205.

Critical reading, which involves analysing a text to find hidden meanings and poor argumentation, has become increasingly important with the rise of the Internet. French teachers can choose sites and design activities that will help students find deeper meanings in Web texts. The approach proposed in this article concentrates on an analysis of context through URLs and domain names, a study of vocabulary from a global approach, and an examination of the content of texts looking primarily for manipulation, bias, and logical argumentation.

**02–645 Watrowski, Rafał** (Germanistische Institut, Poznań, Poland). Kulturkunde oder Sprachunterricht? Zu ausgewählten Grundlagen eines neuen Konzepts. [Cultural studies or language teaching? On selected principles of a new concept.] *Info DaF* (München, Germany), **29**, 1 (2002), 50–58.

Literature on cultural studies shows there to be little consensus in the areas of terminology, ideology, methodology or didactics, on what exactly cultural studies should entail. The author outlines a concept first developed for first year students of German at the



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university in Poznań in 1998/1999 and later augmented to become part of the third and fourth year syllabus. The concept, entitled LiKuTrOL – literature and culture transfer-oriented language teaching – collated findings from the areas of literary studies, cultural studies, musicology, language pedagogy, general pedagogy and media studies, and handled them creatively. The result is a new framework in which cultural products become the medium, the topic, the starting point and the aim of communication. LiKuTrOL uses primary literary texts and works of art from the world of visual and aural aesthetics. The author outlines how this framework ties in with the aims of teaching and learning; he also describes how literature and music/visual arts may be used in the classroom, what types of 'text' might be chosen, and why some forms are more suitable than others.

**02–646 Weinberg, Alysse** (U. of Ottawa, Canada; *Email*: weinberg@uottawa.ca). Virtual misadventures: Technical problems and student satisfaction when implementing multimedia in an advanced French listening comprehension course. *CALICO Journal* (San Marcos, TX, USA), **19**, 2 (2001), 331–57.

What are the advantages and problems related to using multimedia technology in an advanced French listening comprehension course? What are some of the typical vicissitudes, trials and tribulations encountered when teachers decide to introduce multimedia activities in their classes? This article illustrates the advantages and difficulties of using multimedia from the point of view of both the teacher and the learners. An experimental course, which was normally based only on the presentation of audio and video material, also exposed the 12 participating students to multimedia material. The author outlines the difficulties encountered by the professor who had to select material, create activities, and administer the daily management of the course, touching on hardware and support issues. In general, the reaction of the students to the new media and the teaching approach was positive: in spite of technical difficulties and some frustration, the students were very satisfied with the richness of the multimedia activities and the programs on offer.

**02–647 Wenden, Anita L.** (York Coll., City U. of New York, USA; *Email*: wldyc@cunyvm.cuny.edu). Learner development in language learning. *Applied Linguistics* (Oxford, UK), **23**, 1 (2002), 32–55.

The notion of learner-centred instruction in foreign and second languages (FLs/SLs) grew out of the recognition that language learners are diverse, in their reasons for learning another language, their approach to learning, and their abilities. This article is about learner development, a learner-centred innovation in FL/SL instruction that responds to learner diversity by aiming to improve the language learner's ability to learn a language. First, an overview of concepts and practices that defined learner-centred language teaching are provided. Then, the foundational ideas that shaped early practice in learner development and the changes in the field that resulted as these ideas were implemented in language programmes in various world regions are described. An evaluation of the theory and practice in learner development from the perspective of selected theories in second language acquisition follows. The conclusion provides suggestions for future development.

**02–648 Wolff, Dieter**. Einige Anmerkungen zur Curriculum-Entwicklung im bilingualen Sachfachunterricht. [Some remarks on curriculum development in bilingual content subject teaching.] *Neusprachliche Mitteilungen aus Wissenschaft und Praxis* (Berlin, Germany), **55**, 2 (2002), 66–75.

Alongside questions of methodology and how to measure performance there are more and more questions being raised in respect of curriculum development for Content and Language Integrated Learning (CLIL). This article addresses this question in particular: whether it makes sense to develop independent curricula for the various language and subject combinations, or whether it is sufficient to make recommendations to the content subject teacher on how to structure language teaching, or likewise to the foreign language teacher on how to teach the content subject. The article first considers the state of CLIL curriculum development on a European-wide basis, and, more specifically, as interpreted by certain German *Länder*. The state of didactic reflection on CLIL is then considered. The article concludes by introducing some important considerations and suggestions for an integrated curriculum for CLIL. The author is of the opinion that CLIL needs a didactic theory as well as an integrated curriculum.

**02–649 Wong, Jean** (The Coll. of New Jersey, USA; *Email*: jwong@tcnj.edu). 'Applying' conversation analysis in applied linguistics: Evaluating dialogue in English as a Second Language textbooks. *IRAL* (Berlin, Germany), **40**, 1 (2002), 37–60.

This article examines telephone dialogues in English as a Second Language (ESL) textbooks against the backdrop of what is reported about real telephone interaction in conversation analysis research. An analysis of eight textbooks reveals that the fit between what conversation analysts say about natural telephone conversation and the examples found in textbooks is unsatisfactory. Elements such as summon-answer, identification, greeting, and how-are-you sequences, often found in naturally occurring telephone exchanges, are absent, incomplete, or problematic in the textbook dialogues. The article argues that, as the focus in language pedagogy increasingly turns toward the development of teaching materials informed by studies in discourse analysis, it may be important for materials writers and language teachers to pay attention to



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interconnections between language (or talk), sequence structure, and social action. The juxtaposition of natural telephone conversation with textbook 'conversation' displays the tension between linguistic competence and linguistic performance, between understanding language as process and language as product.

# Language learning

**02–650 Akiyama, Yasuhiro** (Toho Junior-Senior High School, Tokyo, Japan; *Email*: jmyasu@a1.mbn.or.jp). Japanese adult learners' development of the locality condition on English reflexives. *Studies in Second Language Acquisition* (New York, USA), **24**, 1 (2002), 27–54.

This study explores the developmental pattern observed when Japanese adult learners acquire the locality condition on English reflexives. Experimental tasks were designed specifically to deal with the methodological problems of earlier research and then administered to Japanese learners of English at five proficiency levels ($n$ = 411) as well as English and Japanese control groups ($n$ = 40). Results from the learner groups indicate that the locality condition is acquired significantly better with sentences containing embedded *that*-clauses (type E-1) than with sentences containing embedded infinitival clauses (type E-2). This asymmetry exists even at beginning stages of learning and persists through later stages. For type E-2 clauses, there is an appreciable percentage of advanced learners (about 35% in this study) who failed to acquire the locality condition, which, it is argued, is extremely difficult to account for within the Universal Grammar models proposed thus far.

**02–651 Aoki, Naoko** (Osaka U., Japan). The institutional and psychological context of learner autonomy. [Le contexte institutionnel et psychologique de l'autonomie de l'apprenant.] *AILA Review* (Milton Keynes, UK), **15** (2001), 82–90.

This paper is a case study of how institutional and psychological contexts outside the classroom can influence student teachers' attitudes towards autonomy-oriented learning arrangements. The author describes the institutional and psychological context surrounding the courses she taught, where learner autonomy seemed to be a favourable alternative for student teachers of Japanese as a second language, and examines how one student's comments reflected the context. It was found that the overall atmosphere or style of the institution, the place and history of the programme in the institution, the place of the teacher in the institution, whether learners feel the programme is their own, learners' goals in being in the class, and tools available to learners to achieve the goals were directly or indirectly reflected in learners' perception of the learning arrangements.

**02–652 Bagarić, Vesna** (Pedagoski fakultet u Osijeku, Croatia; *Email*: vesna.bagaric@os.tel.hr). Jezična svjesnost i učenje engleskog i njemačkog kao stranih jezika. [Language awareness and the learning of English and German as foreign languages.] *Strani Jezici* (Zagreb, Croatia), **30**, 3 (2001), 107–21.

This study set out to explore the nature of the relationship between language awareness (particularly focusing on grammatical awareness) and students' success in learning English and German as foreign languages (FLs). The sample – $N$=135 for English and $N$=84 for German – consisted of secondary school students who had been studying English or German for at least six or seven years. Data about the level of their grammatical awareness and their language competence were elicited by means of tests specially designed for this study, and were analysed using descriptive statistical methods and correlations. Results revealed a positive correlation between learners'awareness (at the level of both noticing and understanding) and their success in learning English/German. The article ends by proposing a possible model of learning FLs resulting from the application of the language awareness approach.

**02–653 Barcroft, Joe** (Washington U., USA; *Email*: barcroft@artsci.wustl.edu). Acoustic variation and lexical acquisition. *Language Learning* (Malden, MA, USA), **51**, 4 (2001), 563–90.

This study examined how acoustic variation affects second language (L2) lexical acquisition in consideration of four hypotheses: *degraded input*, *elaborative processing*, *independent modulation*, and *robust versus strong connectivity*. Absolute beginners in L2 Spanish attempted to learn 24 Spanish words. Each word was presented in one of three degrees of acoustic variation: no variation (six repetitions of neutral only), moderate variation (two repetitions each of neutral, loud, and whispered), and strong variation (one repetition each of neutral, loud, whispered, excited, childlike, and nasal). Immediate and delayed lexical production post-tests were administered. Scores were submitted to an analysis of variance. No significant differences between the learning conditions were observed. The results are interpreted based on two approaches, one modular and one interactive.

**02–654 Basturkmen, Helen, Loewen, Shawn and Ellis, Rod** (U. of Auckland, New Zealand; *Email*: h.basturkmen@auckland.ac.nz). Metalanguage in focus on form in the communicative classroom. *Language Awareness* (Clevedon, UK), **11**, 1 (2002), 1–13.

It has been observed that participants take time out during communicative activities to give attention to linguistic items arising incidentally within these contexts. This has been termed 'focus on form' (Long, 1991) and studies of classroom discourse have identified ways classroom participants focus on form reactively



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and pre-emptively. A number of general strategies have been identified in focus on form (e.g., recasts, clarification requests). However, previous studies have not identified the actual language used to accomplish focus on form. This article investigates one aspect of language use in focus on form – metalanguage. It reports on a study to identify how metalanguage was used and the relationship between the use of metalanguage and the occurrence of student uptake moves (that is, the subsequent use of the targeted linguistic item in student production) in focus on form. Data gathered from 'communicative' lessons, i.e., lessons oriented towards exchanging messages, showed that metalanguage did occur, albeit in largely non-technical forms; and the study indicates that the use of such metalanguage may play a role in making linguistic forms more explicit and thus noticeable.

**02–655 Batstone, Rob** (Inst. of Ed., U. of London, UK; *Email*: r.batstone@ioe.ac.uk). Making sense of new language: A discourse perspective. *Language Awareness* (Clevedon, UK), **11**, 1 (2002),14–29.

In current theoretical work on second language learning there is virtually universal agreement that some form of engagement with input acts as a necessary foundation. Beyond this, notwithstanding much debate and disagreement, many scholars have for long been arguing for a form of communicative engagement with language as the one most likely to stimulate a focus on language form for learning purposes. This paper challenges such a view, arguing that at least in the initial stages of learning a new form and its associated functions, communicative needs and learning needs are fundamentally opposed. What is needed instead is an orientation to language which is based on prior familiarity with specific forms and meanings which can be used in discourse as 'anchors' to facilitate making sense of new language. In such a discourse learners are oriented to target language as an object rather than as a communicative resource. The characteristics of such a 'learning discourse' are outlined, and some of the key concepts often associated with input processing – 'relevance', 'choice' and 'input' – are considered and reappraised in light of the arguments raised.

**02–656 Batstone, Rob** (Inst. of Ed., U. of London, UK; *Email*: r.batstone@ioe.ac.uk). Contexts of engagement: A discourse perspective on 'intake' and 'pushed output'. *System* (Oxford, UK), **30**, 1 (2002), 1–14.

Second Language Acquisition (SLA) research has come under fire in recent years for focusing too much on cognitive processes (such as 'noticing', intake' and 'pushed output') and too little on the contexts of engagement within which such processes may (or may not) occur (e.g., Firth & Wagner, 1997, *Modern Language Journal* **81**, 286-300). These concepts are nevertheless of considerable importance for understanding second language learning. Rather than abandoning them in search of alternative paradigms, this article suggests that perhaps the emphasis given previously to cognitive factors needs to be balanced by examining how these processes are ultimately dependent on particular contextual conditions. Two aspects of contextual engagement are focused on here: 'communicative contexts' and 'learning contexts'. The former are seen as seriously flawed in respect to the needs of the initial language learner. Instead, learning contexts need to be fashioned which enable learners to exploit contextual cues for intake, and take advantage of an interpersonal context which supports rather than inhibits the risk-taking which necessarily accompanies learners' early attempts to deploy new forms in their own output.

**02–657 Belz, Julie A.** (The Pennsylvania State U., USA; *Email*: jab63@psu.edu). Social dimensions of telecollaborative foreign language study. *Language Learning and Technology* (http://llt.msu.edu/), **6**, 1 (2002), 60–81.

Previous research on network-based foreign language (FL) study has focused primarily on: (a) the pedagogy of technology in the language curriculum, or (b) the linguistic characterisation of networked discourse. This paper explores socio-institutional dimensions of German-American telecollaboration and the ways in which they may shape FL learning and use. Telecollaborative partnerships represent particularly productive sites for the examination of social aspects of FL study since, by definition, they entail tight sociocultural and institutional interface. Within the theoretical framework of *social realism*, any human activity is thought to be shaped by both macro- and micro-level sociological features. These include social context and institutional setting, situated activity and individual agency, respectively. The analysis here intertwines the socially and institutionally contingent features of language valuation, computer know-how, Internet access, and learning accreditation, and the micro-level features of situated classroom interaction and individual psycho-biography, in order to provide a rich and multi-faceted characterisation of FL learning and use on both ends of a German-American telecollaborative partnership.

**02–658 Berman, Robert** (U. of Alberta, Canada) **and Cheng, Liying**. English academic language skills: Perceived difficulties by undergraduate and graduate students, and their academic achievement. *Canadian Journal of Applied Linguistics* (Ottawa, Canada), **4**, 1/2 (2001), 25–40.

This article reports on an English for Academic Purposes (EAP) needs survey conducted at a major Canadian university among first-year Bachelor's- and Master's-level students. The survey reveals that native speakers (NS) and non-native speakers (NNS) of English perceive that the language skills necessary for academic study are of different levels of difficulty.



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Furthermore, English language difficulties appear to negatively affect the academic achievement of NNS graduate students as compared to their NS peers. However, such difficulties, although acknowledged to exist by NNS undergraduates, do not appear to affect their academic performance as compared with that of their NS counterparts.

**02–659 Bishop, Graham** (Open U., Milton Keynes, UK). Using quality and accuracy ratings to quantify the value added of a dictionary skills training course. *Language Learning Journal* (Rugby, UK), **24** (2001), 62–69.

Based on previous research into dictionary use, a short course in dictionary skills for 15 mature student second language (French) learners is described and discussed. Using experimental and control groups, the present work reports on the effectiveness of the training by assessing the value it adds to students' written work. A test instrument was devised to measure objectively accuracy and quality of language and to enable inter- and intra-student comparisons to be made between two draft compositions. Findings show an average improvement in accuracy and quality close to previously-reported figures. Pedagogical implications are offered and centre on the effectiveness of certain intensive correction and comparison procedures.

**02–660 Braidi, Susan M.** (West Virginia U., Morgantown, USA; *Email*: sbraidi@wvu.edu). Re-examining the role of recasts in native-speaker/nonnative-speaker interactions. *Language Learning* (Malden, MA, USA), **52**, 1 (2002), 1–42.

This study examines the occurrence and use of recasts in adult native-speaker/nonnative-speaker interactions in a non-classroom setting. The study focuses on native-speaker recasts in three types of negotiations – one-signal negotiated interactions, extended negotiated interactions, and non-negotiated interactions – and on recasts in response to nonnative speaker levels of grammaticality (single vs. multiple errors) resulting from four conversation tasks. The results show that recasts occur in different patterns from those reported in earlier research, but that these recasts are nevertheless used at rates consistent with previous research. These findings raise questions concerning current criteria for determining the existence of negative evidence in patterns that can be used by learners.

**02–661 Bruen, Jennifer** (Dublin City U., Ireland). The parallel development of oral proficiency and use of language learning strategies. *Die Unterrichtspraxis/Teaching German* (Cherry Hill, NJ, USA), **34**, 2 (2001), 158–68.

This study assesses changes in the use of language learning strategies by 18 Irish students of German over the course of their four year undergraduate degree. The Strategy Inventory for Language Learning was used to assess the use of strategies by the students in year 2 and again in year 4. The 18 students were classified as having 'higher' or 'lower' levels of proficiency based on their grades in their oral examination in year 2, and this procedure was repeated in year 4. Strategic behaviour was compared for (a) those achieving 'higher' levels of proficiency in both years, (b) those achieving 'lower' levels of proficiency in both years, (c) 'improvers', i.e., those with 'lower' levels of proficiency in year 2 and 'higher' levels in year 4, and (d) 'disimprovers', i.e., those with 'higher' levels of proficiency in year 2 and 'lower' levels in year 4. More effective language learners use progressively more language learning strategies over time, in particular, more cognitive, metacognitive, and social strategies. Orally less proficient students use fewer metacognitive and affective strategies.

**02–662 Bruton, Anthony** (U. of Seville, Spain). What exactly are positive and negative evidence in SLA? *RELC Journal* (Singapore), **31**, 2 (2000), 120–33.

While terms and their relation to the practices they supposedly represent continue to be loosely defined in second language acquisition (SLA), the theoretical debates and empirical comparisons surrounding them will have limited consequence. The purpose of this paper is to identify the range of differing linguistic behaviours included under *positive* and *negative evidence* with a view to offering a greater clarification of the two terms from a learner's perspective. What potential positive and negative evidence are ultimately taken to mean in the paper are potential evidence to a learner of what is admissible in the language and what is not. Unfortunately, evidence can be potentially enlightening just as it can be potentially misleading, and an attempt is made to identify both the former and the latter cases. If the evidences and situations that can lead to potential confusion are better understood, then students are more likely to be offered actual evidence that can lead them nearer to the truth.

**02–663 Carter, Beverly Ann** (U. of the West Indies, Trinidad and Tobago). From awareness to counselling in learner autonomy. [De la conscience au conseil en autonomie de l'apprenant.] *AILA Review* (Milton Keynes, UK), **15** (2001), 26–33.

This paper underscores the need for teachers to be aware of the educational background of their learners when promoting autonomy in language learning. It contends that the first phase of an intervention to promote autonomy must be an investigation of the learners' previous educational background in order to gauge its influence on their willingness to assume responsibility for their learning. Drawing on data from the autobiographies of a group of advanced foreign-language learners which show that the learners have traditionally relied very heavily on their teachers as managers of their learning, the paper discusses the implications of such findings. It contends that autonomy can be fostered by engaging the learners in a



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counselling programme using a context-sensitive model to meet the needs identified in the analysis of their autobiographies.

**02–664 Champagne, Marie-France, Clayton, Terry, Dimmitt, Nicholas, Laszewski, Matthew, Savage, William, Shaw, Jonathan, Stroupe, Richmond, Thein, Myint Myint and Walter, Pierre** (Asian Inst. of Technology (AIT), Thailand). The assessment of learner autonomy and language learning. [Evaluation de l'autonomie et apprentissage des langues.] *AILA Review* (Milton Keynes, UK), **15** (2001), 45–55.

An action research project by a group of faculty colleagues working as teacher-researchers culminates in qualitative and quantitative measures to assess learners' engagement of their autonomy and the improvement of their language capability through an experiential educational approach. The project begins by reviewing conceptualisations of task, autonomy and language as these have been informed by practitioner-researchers in various disciplines, and developed over 14 years in the AIT Centre for Language and Educational Technology. During the first phase of this year-long study, tasks on the pre-masters programme called *Talkbase* are described, as are their autonomy and language objectives. During the second phase, assessment measures are designed and piloted, and in the third, implemented and evaluated. The paper problematises and addresses the interdependent issues of how learner autonomy can be assessed, and how the learning of language can be measured in a manner consistent with a critical pedagogy that explicitly promotes learner autonomy.

**02–665 Charteris-Black, Jonathan** (U. of Surrey, UK; *Email*: j.charteris-black@surrey.ac.uk). Second language figurative proficiency: A comparative study of Malay and English. *Applied Linguistics* (Oxford, UK), **23**, 1 (2002), 104–33.

This paper explores the potential of cognitive linguistic notions such as conceptual metaphor and conceptual metonym for comparing the figurative phraseologies of English and Malay and anticipating second language (L2) learner difficulty. A comparative analysis is undertaken that identifies six types of relationship between figurative expressions in the two languages. It is suggested that identification of linguistic and conceptual similarities and differences in figurative expressions enable the anticipation of the types of problems that may be encountered by Malay-speaking learners of English in the acquisition of English figurative language. A comparative analysis is used to develop a set of production and comprehension tasks that aim to measure figurative proficiency. This is tested with a group of 36 Malay-speaking tertiary learners of English. It is found that figurative expressions with an equivalent conceptual basis and linguistic form are the easiest. The most difficult are those with (1) a different conceptual basis and an equivalent linguistic form and (2) culture-specific expressions that have a different conceptual basis and a different linguistic form. There is some evidence that learners may resort to the L1 conceptual basis when processing unfamiliar L2 figurative language. There is also evidence of intralingual confusion between higher and lower frequency L2 figurative expressions. It is more advantageous to draw learners' attention to the conceptual bases of L2 figurative expressions in circumstances where they differ from those of the L1 than when the conceptual bases are similar (especially where learners' L1 is unrelated to their L2).

**02–666 Chen, Tsai-Yu** (Ming Hsin Inst. of Technology, China). Testing Chinese learners of English for language learning difficulties by the Linguistic Coding Deficit/Difference Hypothesis. *RELC Journal* (Singapore), **32**, 1 (2001), 34–51.

Ganschow and Sparks (1991), reckoning on the correctness of their Linguistic Coding Deficit/Difference Hypothesis (LCDH) to attribute the main source of foreign language learning difficulties to language-based problems, rather than to affective variables, attempted to extend its validity by devising a Foreign Language Screening Instrument for Colleges (FLSI-C) in the USA. The present study set out to test whether the hypothesis holds for language learning difficulties among Chinese-speaking college students learning English as a foreign language (FL) in Taiwan, and presents evidence for the following two propositions: (1) that a modified Chinese language version of the FLSI-C is a valid and reliable instrument, and (2) that the high-risk and no-risk students identified by the modified instrument differ on the Chinese Language Aptitude Test (CLAT) and, according to self-reports, on the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz *et al*. These propositions are accordingly vindicated and lead the author to affirm the validity of the LCDH for interpreting difficulties encountered by Chinese college learners of English.

**02–667 Collins, Laura** (Concordia U., Montréal, Canada; *Email*: lcollins@alcor.concordia.ca). The roles of L1 influence and lexical aspect in the acquisition of temporal morphology. *Language Learning* (Malden, MA, USA), **52**, 1 (2002), 43–94.

The aspect hypothesis predicts that interlanguage systems of tense and grammatical aspect will reflect associations made by learners between the verb morphology of the target language and the inherent lexical aspect of the verb. The two cross-sectional studies ($N = 70$; $N = 91$) reported here used a replication design to investigate the degree to which adult Francophone English as a Second Language learners' use of tense/aspect markers in past contexts supported the predictions of the aspect hypothesis and the degree to which it showed first language (L1) influence. Consistent with the aspect hypothesis, the



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learners were significantly more successful in using simple past with telics, struggled most with statives, and, in their nontarget responses, preferred progressive for activities and present for statives. The role of the L1 was restricted to the learners' association of nontarget perfect (a French-influenced form) with telics. The interpretation of the findings takes into account methodological issues and developmental constraints.

**02–668 Crabbe, David, Hoffmann, Alison and Cotterall, Sara** (Victoria U. of Wellington, New Zealand). Examining the discourse of learner advisory sessions. [Le discours des séances de tutorat.] *AILA Review* (Milton Keynes, UK), **15** (2001), 2–15.

The intention of this paper is to explore problems described by learners of a second language at university level. An understanding of the range of experiences that learners report in given learning contexts is likely to shed light on ways in which those learning contexts might be structured for better learning opportunities, or ways in which learners themselves might develop better strategies for making use of the opportunities that are already there. For example, one of the problem types identified in the data is a lack of fit between a learner's long-term language-learning goals and the immediate goals of the course they are enrolled in. The lack of fit could be dealt with through a modification of the curriculum design or by an increased understanding by the learner of how to manage the differing expectations. In either case, some intervention in the status quo of a particular context would be indicated. Tlie problem descriptions were gathered through a series of interviews between individual learners and a language advisor. In order to focus the exploration of the problems, the authors began with three broad questions: In what way are the problems framed through the process of the interview itself? What learning goals are explicitly or implicitly set by or for the learner? What underlying learner beliefs abont language learning emerge from the interviews? The paper concludes by proposing a framework to use in managing and analysing dialogues about learning.

**02–669 Darhower, Mark** (U. of Puerto Rico at Humacao; *Email*: markdarhower@aol.com). Interactional features of synchronous computer-mediated communication in the intermediate L2 class: A sociocultural case study. *CALICO Journal* (San Marcos, TX, USA), **19**, 2 (2001), 249–77.

This study explores social interactive features of synchronous computer-mediated communication (CMC) – commonly known as 'chat' – as such features unfolded in real time and developed over a nine-week period in two fourth-semester college Spanish classes. The study invoked the Vygotskian sociocultural theoretical framework and employed discourse analysis as a research tool to describe and explain outstanding features of chat room communication. Specific interactional features examined are intersubjectivity, off-task discussion, greetings and leave-takings, identity exploration and role play, humour and sarcasm, and use of the first language (English). Through these communicative behaviours, learners appropriated the chat room environment, transforming it into a learner-centred discourse community governed by communicative autonomy and the use of language and discourse functions that go beyond those encountered in the typical second language classroom.

**02–670 de la Fuente, Mariá José** (Vanderbilt U., Nashville, TN, USA; *Email*: m.delafuente@vanderbilt.edu). Negotiation and oral acquisition of L2 vocabulary. The roles of input and output in the receptive and productive acquisition of words. *Studies in Second Language Acquisition* (New York, USA), **24**, 1 (2002), 81–112.

This experimental study investigates the differential effects of three conditions (non-negotiated premodified input, negotiation without 'pushed output' [Swain, 1985], and negotiation plus pushed output) on second language (L2) learners' vocabulary comprehension and acquisition (receptive and productive). Analyses of variance performed on the data indicated that: (a) negotiated interaction had a positive effect on the comprehension of L2 words; (b) only negotiated interaction that incorporated pushed output appeared to have promoted both receptive and productive acquisition of words as well as an increase in productive word retention; and (c) negotiated interaction plus output did not promote receptive acquisition more than negotiation without output, but it was more effective in promoting productive acquisition. The findings of this study provide empirical evidence for the important role of negotiation in facilitating the comprehension and acquisition of L2 vocabulary, which suggests that output plays a key role within the negotiation process for productive lexical acquisition.

**02–671 De Ridder, Isabelle** (U. of Antwerp, The Netherlands; *Email*: isabelle.deridder@ua.ac.be). Visible or invisible links: Does the highlighting of hyperlinks affect incidental vocabulary learning, text comprehension, and the reading process? *Language Learning and Technology* (http://llt.msu.edu/), **6**, 1 (2002), 123–46.

This article investigates how the signalling-mode of electronic glosses in online texts (i.e., presented digitally on a computer screen) influences the user's reading process, incidental vocabulary learning, and text comprehension. Indeed, does the fact that hyperlinks with dictionary definitions are visible (i.e., highlighted) or invisible affect the foreign language learner's look-up behaviour and as a consequence the possible learning outcome? Furthermore, the article addresses the question whether the type of reading task (general vs. specific) affects the learner's use of these links and the amount and quality of the language learned. The article



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discusses empirical research conducted in an attempt to address these questions. The results indicate that when reading a text with highlighted hyperlinks, readers are significantly more willing to consult the gloss. However, this increased clicking does not slow down the reading process, does not affect text comprehension, and does not increase the vocabulary learned incidentally. The reading task does not seem to alter the clicking behaviour of the students but seems to influence the reader's vocabulary learning: a content-oriented reading task decreases the reader's attention for vocabulary.

**02–672 Dewaele, Jean-Marc** (Birkheck Coll., U. of London, UK; *Email*: j.dewaele@bbk.ac.uk) **and Véronique, Daniel**. Gender assignment and gender agreement in advanced French interlanguage: A cross-sectional study. *Bilingualism: Language and Cognition* (Cambridge, UK), **4**, 3 (2001), 275–97.

An analysis of 519 gender errors (out of 9,378 modifiers) in the advanced French interlanguage of 27 Dutch first language (L1) speakers confirms earlier findings that gender assignment and/or agreement remain problematic for learners at all levels. A hypothesis derived from Pienemann's Processability Theory (1998) that accuracy rates would be higher for gender agreement in structures involving no exchange of grammatical information between constituents was not confirmed. The analysis of interindividual and intra-individual variation in gender accuracy rates revealed effects from avoidance and generalisation strategies, from linguistic variables, sociobiographical variables and psycholinguistic variables. It is argued that gender errors can originate at the lemma level, at the gender node level, or at the lexeme level. Different psycholinguistic scenarios are presented to account for intra-individual variation in gender assignment and agreement.

**02–673 DuFon, Margaret A.** (California State U.-Chico, USA; *Email*: mdufon@csuchcio.edu). Video recording in ethnographic SLA research: Some issues of validity in data collection. *Language Learning and Technology* (http://llt.msu.edu/), **6**, 1 (2002), 40–59.

In recent years increasing numbers of researchers have begun to investigate second language acquisition (SLA) within the socio-cultural context in which it occurs using qualitative methods and approaches such as an ethnographic approach. This frequently entails audio and/or video recording of the participants in naturalistic contexts. Yet theoretical and methodological issues related to video recording have not yet received a great deal of attention in the SLA literature. The purpose of this paper is to initiate such a discussion among SLA researchers. This is accomplished by reviewing the visual anthropology, educational anthropology, and ethnographic filmmaking literature on three questions concerning the collection of valid video recorded data: (a) How should the interaction be video recorded? (b) Who should be video recorded? (c) Who should do the video recording? Examples from the author's own research are presented to illustrate the kinds of problems that might be encountered in each of these areas. The paper concludes by presenting reflections on the decisions made when videotaping so that other SLA researchers using video recording might gain some insights that will assist them when dealing with the theoretical, methodological and practical considerations of planning and implementing their SLA studies using an ethnographic approach.

**02–674 Erkens, G., Theil, J.** (Wateropleidingen Nieuwegein, The Netherlands), **Kanselaar, G., Prangsma, M. and Jaspers, J.**. 'W8ff☺' Chattalk in een coöperatieve leeromgeving. ['W8brb' Chat-talk in a co-operative learning environment.] *Levende Talen Tijdschrift* (Amsterdam, The Netherlands), **3**, 2 (2002), 24–33.

This paper discusses the application of computer programs firstly for educational purposes, secondly as a source of information (CD-ROMs) to be found independently, thirdly as educational support in digital surroundings. Computers can also offer added didactic value through chatting, email and discussion forums. The COSAR-project (computer supported collaboration towards argumentative writing) studies the manner in which students co-ordinate collaboration in groupware surroundings, how their co-operation can be supported, and, particularly, the potential improvement of quality of argumentation in writing. TC3, a groupware programme (Text Composer: Collaborative & Computer-supported) records all student activities and chat in a chat protocol. Computer Mediated Communication also includes email, SMS messages and Bulletin Boards. It is noted that such communication is a hybrid medium, a combination of orality and literacy incorporating the characteristics of both. It is concluded that chat-talk has a social function but that, contrary to expectations, chat-talk does not support the quality of the final product. Future study will therefore need to consider its specific function during collaborating as well as the moments of use and for what purpose.

**02–675 Fan, May** (Hong Kong Polytechnic U.). How big is the gap and how to narrow it? An investigation into the active and passive vocabulary knowledge of L2 learners. *RELC Journal* (Singapore), **31**, 2 (2000), 105–19.

It is generally believed that second language (L2) learners know more words of the target language than they can actually use. The aim of this study was to find out more about this gap and the ways to narrow it. Several groups of sub-degree students participated in the study, and the data collection instruments included an active and a passive vocabulary test as well as a questionnaire. Results indicated that there was no evidence to indicate a consistent ratio between active



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and passive vocabulary knowledge; and the relationship between them was found to be more complicated than it appears to be. On the other hand, learning strategies which help to enhance active vocabulary knowledge were identified. These and other findings of the study should be of interest to researchers in similar areas as well as English for Academic Purposes teachers concerned about improving the vocabulary knowledge of their students.

**02–676 Fernández-García, Marisol** (Northeastern U., USA; *Email*: marisolfernan@aol.com) **and Martínez-Arbelaiz, Asunción**. Negotiation of meaning in nonnative speaker-nonnative speaker synchronous discussions. *CALICO Journal* (San Marcos, TX, USA), **19**, 2 (2001), 279–94.

Research on negotiation has thus far focused on oral conversations/interactions. This study expands on this line of research by investigating whether learners engage in negotiation when exchanging ideas in synchronous computer-mediated interaction. Four groups of learners of Spanish discussed a number of content questions about a reading assignment using an Open Transport Chat. The analyses of the transcripts of the interactions showed that instances of negotiation as operationalised in Varonis and Gass (1985) do occur in the electronic medium. A limited repertoire of types of primes reoccurred, due in part to the nature of the medium and the academic context of foreign language learning in which the interactions took place. Of special concern was the tendency to use the native language in the response of the majority of the routines, since this tendency does not result in target language modified output, which is claimed to be fundamental for second language acquisition (Swain, 1985).

**02–677 Foß, Pamela and Pude, Angela** Vokabellernstrategien in verschiedenen Lernkontexten: Beiträge von Lernenden zu Verwendung und Effektivität. [Vocabulary learning strategies in various learning contexts: Contributions of students on use and effectiveness.] *Fremdsprachen und Hochschule* (Bochum, Germany), **63** (2001), 7–31.

This article examines the use and evaluation of vocabulary learning strategies by two groups, one from the University of Hamburg, one from the third level institute at Norderstedt. Both groups were learning different languages, but had been learning one particular language for two semesters. Both groups also had different experiences with learning other foreign languages (FLs), with the university group having studied on average three previous FLs, the other institute 1.78. The groups had varying age profiles. Results from questionnaire data were classified according to strategies implemented, and the open questions were analysed and related to particular strategies. The results of both groups are then contrasted and conclusions are drawn, and in addition prospects for L2 vocabulary learning strategies are made.

**02–678 García Mayo, Maria del Pilar** (Universidad del Pais Vasco / U. of the Basque Country). Language learning through interaction: What role does negotiation play among proficient EFL learners? *Rassegna Italiana di Linguistica Applicata* (Rome, Italy), **33**, 1 (2001), 31–49.

The importance of interaction and negotiation for the development of second language (L2) knowledge is central to second language acquisition (SLA). This study asked to what extent interaction among foreign language learners addresses conditions for L2 learning. The interaction of seven dyads of proficient learners was compared to that of seven dyads of native speakers on two communication tasks. Results of the comparison revealed no significant differences between the two groups with respect to the provision of input and feedback and also the lack of negotiation of meaning among proficient English as a Foreign Language (EFL) learners.

**02–679 Garton, Sue** (Aston U., Birmingham, UK; *Email*: gartons1@aston.ac.uk). Learner initiative in the language classroom. *ELT Journal* (Oxford, UK), **56**, 1 (2002), 47–56.

This article looks at learner initiative in teacher-fronted activities, and how this can influence classroom interaction. Extracts from lesson transcripts of adult evening classes in Italy are used to give a precise definition of what is meant by learner initiative, and to illustrate how it can change interaction patterns. For the purposes of the study, two main conditions were identified for a turn to count as an initiative in teacher-fronted interaction: (1) the learner's turn does not constitute a direct response to a teacher elicitation; and (2) the learner's turn gains the 'main floor' (not a 'sub-floor'). It is suggested that learner initiative could have an important role to play in promoting comprehensible input and output, and therefore language learning. It is seen how, by giving learners more space and time, initiative can be actively encouraged. However, there are also direct implications in this for teacher training, as it would be necessary to change traditional interaction patterns and make learner initiative more effective.

**02–680 Gascoigne Lally, Carolyn** (U. of Nebraska, USA). Discrepancies in teacher and student perceptions of French language performance. *The French Review* (Carbondale, IL, USA), **75**, 5 (2002), 926–41.

Students' perceptions of their foreign language performance and teachers' perceptions of students' performance are rarely in perfect accord. This study aims to investigate three research questions: (1) Where are the discrepancies between teacher/student perceptions most evident in the four skills? (2) At



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which proficiency level are discrepancies most evident? and (3) What is the direction of these discrepancies? Data were obtained from student self-perception questionnaires, teacher perception questionnaires, and the class examinations. Ninety-two native English speaking subjects were sampled from four levels of French over two time periods at the University of Nebraska. Results showed the second-semester group consistently over-estimating their performance relative to teacher perceptions. Student-teacher perceptions also vary across skills and levels of study but this variability tends to diminish for all skills at higher levels of instruction. Explanations are ventured for these outcomes together with suggested implications of the findings.

**02–681 Geeslin, Kimberly L.** (Indiana U., USA). Semantic transparency as a predictor of copula choice in second-language acquisition. *Linguistics* (Berlin, Germany), **40**, 2 (2002), 439–68.

Despite the potential benefits of interdisciplinary research, there are relatively few recent examples of studies that cross boundaries in an effort to strengthen the individual investigation. The purpose of the current research is to illustrate the importance of applying findings from socioinguistic research to the investigation of the second-language acquisition (SLA) of copula choice in Spanish by English speakers. Thus, this project supports interdisciplinary approaches to linguistics while at the same time strengthening linguistic knowledge of a particular issue in SLA. Specifically, the current investigation makes use of the application of the *semantic transparency* variable, shown to be essential in describing language change in progress, to SLA data, which is generally addressed only in terms of the accuracy of learner choice. The discussion begins with a description of the research context and a justification for the application of semantic transparency to SLA. Finally, original data collected from 72 second-language speakers of Spanish are analysed in terms of this variable. Evidence is found for the significance of semantic transparency, and new ways to categorise learner data and track acquisition are suggested.

**02–682 Ghadirian, Sina** (McGill U., Montreal, Canada; *Email*: sina.ghadirian@mail.mcgill.ca). Providing controlled exposure to target vocabulary through the screening and arranging of texts. *Language Learning and Technology* (http://llt.msu.edu/), **6**, 1 (2002), 147–64.

This article considers the problem of how to bring foreign language students with a limited vocabulary knowledge, consisting mainly of high-frequency words, to the point where they are able to adequately comprehend authentic texts in a target domain or genre. It proposes bridging the vocabulary gap by first determining which word families account for 95% of the target domain's running words, and then having students learn these word families by reading texts in an order that allows for the incremental introduction of target vocabulary. This is made possible by a recently developed computer program that sorts through a collection of texts and (a) finds texts with a suitably high proportion of target words, (b) ensures that over the course of these texts, most or all target words are encountered five or more times, and (c) creates an order for reading these texts, such that each new text contains a reasonably small number of new target words and a maximum number of familiar words. A computer-based study, involving the sorting of 293 *Voice of America* news texts, resulted in the finding that (a) the introduction of new target vocabulary in each text could be kept to a reasonably small amount for the majority of texts, and (b) the number of target vocabulary items occurring fewer than five times could be kept to a minimum when the list of target vocabulary accounted for 96% of the domain's running words, rather than 95%.

**02–683 Gottwald, Stephanie** (Tufts U., MA, USA; *Email*: seavey@appleisp.net). Review article: Websites for second language research. *Second Language Research* (London, UK), **18**, 1 (2002), 83–94.

This review article summarises the content of existing websites devoted to second language research and indicates areas that need to be improved. Resources relevant to varieties of work that take place under the heading of 'second language research' are surveyed and evaluated based on their utility for the researcher. Websites that are essentially pedagogical in nature or that address the needs of second language teachers rather than researchers have been excluded. The sites reviewed fall under the categories 'Institutional or professional sites', 'Sites maintained by individuals', 'On-line journals' and 'Sites for occasional visitation'. The conclusion of this review is that the most informative sites for second language research are created by private individuals, and that professional or organisational sites generally have less to offer the serious researcher.

**02–684 Hall, Christopher J.** (Universidad de las Américas, Puebla, Mexico, USA; *Email*: chris@udlap.mail.mx). The automatic cognate form assumption: Evidence for the parasitic model of vocabulary development. *IRAL* (Berlin, Germany), **40**, 2 (2002), 69–87.

The Parasitic Hypothesis, formulated to account for early stages of vocabulary development in second language (L2) learners, claims that on initial exposure to a word, learners automatically exploit existing lexical material in the L1 or L2 in order to establish an initial memory representation. At the level of phonological and orthographic form, it is claimed that significant overlaps with existing forms, i.e., cognates, are automatically detected and new forms are subordinately connected to them in the mental lexicon. In the study



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reported here, English nonwords overlapping with real words in Spanish (pseudocognates), together with noncognate nonwords, were presented to Spanish-speaking learners of English in a word familiarity task. Participants reported significantly higher levels of familiarity with the pseudocognates and showed greater consistency in providing translations for them. These results, together with measures of the degree of overlap between nonword stimuli and translations, were interpreted as evidence for the automatic use of cognates in early word learning.

**02–685 Hall, Joan Kelly and Walsh, Meghan** (U. of Georgia, USA; *Email*: jkhall@arches.uga.edu). Teacher-student interaction and language learning. *Annual Review of Applied Linguistics* (Cambridge, UK), **22** (2002), 186–203.

This paper reviews literature on recent developments in teacher-student interaction and language learning. Based on a sociocultural perspective of language and learning, the studies are drawn from three types of classrooms: first language classrooms; second language classrooms, which include contexts in which the language being learned in the classroom is also the language of the community; and foreign language classrooms. Foreign language learning contexts are those in which exposure to and opportunities for target language interaction are restricted for the most part to the language classroom. Across these three areas, attention is given to studies that investigate the specific means used in teacher-student interaction to promote language learning. The authors draw two conclusions in particular about classroom interaction and language learning. First, at least two versions of the 'triadic dialogue' (teacher-led three-part sequence of Initiation-Response-Evaluation) are used with great frequency in teacher-whole group instruction, and the versions give rise to qualitatively different language learning environments. Secondly, it seems reasonably clear that consistent use of each version of the triadic dialogue is tied to a particular epistemological stance, one viewing teaching and learning as a process of transmission from teacher to student, the other as enquiry-based, with teacher and students as partners in a jointly constructed social process.

**02–686 Hassall, Tim** (The Australian Nat. U., Australia; *Email*: Timothy.Hassall@anu.edu.au). Modifying requests in a second language. *IRAL* (Berlin, Germany), **39**, 4 (2001), 259–83.

This study examines how Australian adult learners of Indonesian modify requests in everyday situations compared to Indonesian native speakers. The data were collected by means of interactive roleplay. Results showed that the learners underuse internal modifiers but use supportive moves frequently. This is compatible with previous findings and it is argued that these two features will tend to characterise second language speech acts for a number of reasons. The learners were also found to favour the same type of supportive move as natives: the Grounder (which gives reasons for making the request). Many of the learners' Grounders created a verbose effect because they contained excessive information. This feature of 'verbosity' by learners, which has previously been observed only in written discourse, is argued here to be partly an artefact of the elicitation method, in both this and previous studies. The study lends only partial support to a well-known model of pragmatic acquisition, as it shows that acquiring new pragmatic knowledge can be a major task for adult learners.

**02–687 Heift, Trude** (Simon Fraser U., Canada; *Email*: heift@sfu.ca). Learner control and error correction in ICALL: Browsers, Peekers, and Adamants. *CALICO Journal* (San Marcos, TX, USA), **19**, 2 (2001), 295–313.

This article reports the findings of a study on the impact of learner control on the error correction process within a web-based Intelligent Language Tutoring System (ILTS). During three one-hour grammar practice sessions, 33 students used an ILTS for German that provided error-specific and individualised feedback. In addition to receiving detailed error reports, students had the option of peeking at the correct answer, even before submitting a sentence (browsing). The results indicate that the majority of students (85%) sought to correct errors on their own most of the time, and that 18% of students abstained entirely from looking up answers. Furthermore, the results identify language skill as a predictor for students belonging to the group of Browsers, Frequent Peekers, Sporadic Peekers, and Adamants.

**02–688 Herron, Carol** (Emory U., Atlanta, GA, USA; *Email*: cherron@emory.edu), **Corrie, Cathleen, Dubreil, Sebastien and Cole, Steven P.**. A classroom investigation: Can video improve intermediate-level French language students' ability to learn about a foreign culture? *The Modern Language Journal* (Malden, MA, USA), **86**, 1 (2002), 36–53.

This study examines the effects of video on cultural knowledge at the intermediate level. Fifty-one intermediate-level French students viewed eight videos. A pre-test/post-test design assessed long-term gains in cultural knowledge and in the learning of cultural practices and cultural products from exposure to a curriculum with a video component. Eight postvideo tests measured the students' ability to retain information and to make inferences. A questionnaire assessed perceptions of cultural learning. Results indicated a significant gain in cultural knowledge with post-test scores significantly higher than pre-test scores. On the short-answer and free-recall portions of the eight postvideo tests, the students' ability to make inferences or retain information did not improve significantly in either an advance organizer (AO) or a



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non-AO condition. For free recall, scores were significantly higher for mentions of cultural practices than for products. The students believed that they learned more cultural practices than products. The results support using video to enhance cultural knowledge.

**02–689 Inagaki, Shunji** (Osaka Prefecture U., Japan; *Email*: sinaga@noah.cias.osakafu-u.ac.jp). Japanese learners' acquisition of English manner-of-motion verbs with locational/directional PPs. *Second Language Research* (London, UK), **18**, 1 (2002), 3–27.

This study investigated first language (L1) influence on second language (L2) argument structure in a situation where an L2 argument structure forms a superset of its L1 counterpart. In such a situation, a partial fit between the L1 and the L2 may trigger L1 transfer, whereas availability of positive evidence may allow the learner to arrive at the L2 grammar. This study tested these predictions by investigating whether Japanese speakers can recognise the directional reading of English manner-of-motion verbs (*walk*, *swim*) with locational/directional PPs (*under*, *behind*), such as *John swam under the bridge*, where *under the bridge* can be either the goal of John's swimming (directional) or the location of John's swimming (locational). By contrast, their Japanese counterparts allow only a locational reading, as Japanese is more restricted than English in allowing only directed motion verbs (*go*) to appear with a phrase expressing a goal. Thirty-five intermediate Japanese learners of English and 23 English speakers were tested using a picture-matching task. Results show that, unlike English speakers, Japanese speakers consistently failed to recognise a directional reading. It is suggested that positive evidence need not only be available but also be frequent and clear in order to be used by L2 learners to broaden their interlanguage grammar.

**02–690 Jackson, Jane** (The Chinese U. of Hong Kong, China; *Email*: jjackson@cuhk.edu.hk). Reticence in second language case discussions: Anxiety and aspirations. *System* (Oxford, UK), **30**, 1 (2002), 65–84.

In business education, case methods of teaching are widely used to help students develop their interpersonal, problem-solving, and decision-making skills. At the heart of this methodology is the full-class case discussion in which the lecturer strives to draw students into the analysis of a case (a narrative describing a dilemma in an organisation). Case leaders in Asia, however, often face a very challenging and frustrating situation. Why do their students hold back from participating in discussions and what can be done to increase their involvement? In Hong Kong, an ethnographic study investigated the reticence of Chinese students in four sections of an English-medium undergraduate business course. By way of surveys and interviews with the lecturers and their students as well as the observation and analysis of videotapes of their case discussions, the researcher sought to better understand the reasons for the students' reticence in these events. A complex mix of affective, sociocultural, and educational factors were found to play a significant role in determining the level of interaction. The findings suggested specific strategies that case leaders and business communications teachers might adopt to increase the participation of reticent students.

**02–691 Kato, Fumie** (U. of North Carolina at Charlotte, USA). Efficacy of intervention strategies in learning success rates. *Foreign Language Annals* (New York, USA), **35**, 1 (2002), 61–72.

This article reports on the efficacy of interventions made to improve the attrition rates of students of Japanese as a Foreign Language at the University of Sydney. Specifically, the study sought to evaluate differences in outcomes between students with a background in a morphographic writing system and those without such a background. Four intervention techniques were developed and integrated into a first-year Japanese course throughout 1997, with the goals of improving time management skills, providing effective learning strategies, increasing student motivation, and consequently increasing the number of successful learners. Outcomes suggest that the intervention techniques improved the success rates and academic achievement of students in 1997. However, it was found that students with a background in a morphographic writing system benefited more than students with a background in a phonographic writing system only, when improvement was measured by academic achievement. The latter group, however, showed significantly increased motivation and benefited more from learning strategy instruction and time management practice than did the group with a background in a morphographic writing system.

**02–692 Keys, Kevin** (Universidade Federal de Minas Gerais, Brazil; *Email*: Keys@flexis.com.br). First language influence on the spoken English of Brazilian students of EFL. *ELT Journal* (Oxford, UK), **56**, 1 (2002), 41–46.

This longitudinal study looks at the development of phonological skills among Brazilian students of English as a Foreign Language (EFL) on a four-year humanities course. The main aim of the project is to detect and analyse the influence of the first language (L1) on the development of these skills. The data consist of taped examples of the spontaneous and constrained speech (reading aloud) of intermediate level students in monologue and dialogue modes, parts of which were subsequently transcribed phonemically by the participants. This paper looks at one particular pronunciation feature ('palatalization') that has been found in the data. The project aims to contribute to the theoretical debate



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concerning interlanguage phonology, with reference to L1 feature transfer, and to offer support for pedagogical strategies in teaching pronunciation.

**02–693 Kobayashi, Yoko** (Yonezawa Women's Coll. of Yamagata Prefecture, Japan; *Email*: kobayashi_yoko_japan@hotmail.com). The role of gender in foreign language learning attitudes: Japanese female students' attitudes towards English learning. *Gender and Education* (Abingdon, UK), **14**, 2 (2002), 181–97.

Originating from a large-scale questionnaire-based study on Japanese high school students' attitudes towards current and long-term English learning, this study attempts to account for one of the findings, i.e., female students' superiority in attitudes to English learning over male students. The study problematises the common practice found in questionnaire-based research ending with the statistical identification of gender differences in attitudes without exploring factors influencing those differences. By utilising multidisciplinary extant data and research findings, this study argues that Japanese social elements, such as the status of English as feminised academic and professional choices and women's marginalised status in Japanese mainstream society, underlie many women's positive attitudes towards English learning. The study provides pedagogical implications for those in charge of English-related programmes either in Japan or in English-speaking countries who deal with a significant number of young Japanese female students in those programmes.

**02–694 Lai, Jose** (Chinese U. of Hong Kong). Towards an analytic approach to assessing learner autonomy. [Vers une approche analytique de l'évaluation de l'autonomie de l'apprenant.] *AILA Review* (Milton Keynes, UK), **15** (2001), 34–44.

Learner training or learning to learn as a pedagogical practice has received increased attention over the past decade or so. Although positive outcomes have been reported on learners' increased capacity for self-direction in language learning through learner training, most findings tend to be descriptive rather than empirical. This is probably due to a lack of validated measurement scales for assessing the construct 'self-direction' in language learning. This paper aims to (1) address the urgent need of adopting a more analytical approach to assessing learners' capacity for self-direction, and (2) more importantly, introduce two validated measurement scales developed to assess learners' self-direction, both at the micro (task) and macro (overall organisation) levels of their language learning process. It is believed that these scales will find universal utility in settings in which learner training is implemented. The rationale, development and validation of these measurement scales forms the core of the discussion here.

**02–695 Lambert, Craig P.** (Kitakyushu U., Japan). The viability of learners' beliefs and opinions as input for second language course design. *RELC Journal* (Singapore), **32**, 1 (2001), 1–15.

This study investigated the consistency with which 174 Japanese learners responded to questions concerning their beliefs and opinions about language learning. The amount of agreement in learners' responses to 126 items concerning five major aspects of second language (L2) courses was compared over a period of two weeks, and again over a period of one year, in order to determine their viability as input for L2 course design. Although these learners' opinions were found to be a viable source of information about some of the aspects of L2 courses, they did not correlate well with hard data on their future language needs. It is therefore suggested that such knowledge might be used more productively in the classroom as a basis for dialogue between teachers and learners regarding the purpose and demands of courses rather than as input for their design.

**02–696 Lee, Eun-Joo** (U. of California, Los Angeles, USA; *Email*: leeej@ucla.edu). Interlanguage development by two Korean speakers of English with a focus on temporality. *Language Learning* (Malden, MA, USA), **51**, 4 (2001), 591–633.

This study investigates the acquisition of temporality in English by two Korean speakers over a period of 24 months. Temporality is examined from two perspectives: (1) the expression of past-time events (PTEs) and (2) semantic aspect and verb morphology, that is, the testing of the Aspect Hypothesis. The analysis of the expression of PTEs confirms earlier findings. The learners' use of discourse devices preceded lexical means, which, in turn, preceded inflectional means. The analysis of the distribution of verb morphology in relation to semantic aspect generally supported the claims of the Aspect Hypothesis. The extension of progressive marking, however, was not observed. Further, contrary to the hypothesis, learners used progressive marking on state verbs.

**02–697 Lee, James F.** (Indiana U., USA; *Email*: leejames@indiana.edu). The incidental acquisition of Spanish. Future tense morphology through reading in a second language. *Studies in Second Language Acquisition* (New York, USA), **24**, 1 (2002), 55–80.

The present study examines the processing of Spanish future tense morphology incidentally while reading in a second language. Previous first (L1) and second language (L2) reading research has demonstrated that readers can acquire new vocabulary as a result of reading, but can they also acquire formal properties of the L2 grammatical system? The participants in the present study had no previous knowledge of future



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tense morphology such that, as they read the passage used in the study, they encountered the target form for the first time, which is an accented *á* on the end of an infinitive – for example, *dependerá*, 'he, she, or it will depend'. Several variables were manipulated: (a) the frequency with which the target form appeared in the input passages (6, 10, or 16 exposures); (b) the learner-readers' orientation to the task (neutral, meaning oriented, or form oriented); and (c) cues to meaning (the presence or absence of future-oriented adverbials). The effects of these variables were measured on both comprehension and input processing immediately after reading, two weeks later, and one month later. Comprehension was measured with a free-written recall and a multiple-choice comprehension test. Input processing was measured with a multiple-choice form recognition test and a modified cloze-form production test. The results indicate that all three variables have some effect on comprehension and input processing.

**02–698 Legenhausen, Lienhard** (U. of Münster, Germany). Discourse behaviour in an autonomous learning environment. [Conduites discursives en situation d'apprentissage autonome.] *AILA Review* (Milton Keynes, UK), **15** (2001), 56–69.

This paper focuses on the discourse behaviour of young learners and especially the way this behaviour develops and changes over time. Since these learners were not subjected to any explicit teaching in the traditional sense, the question arises as to what extent they learn how to sustain a conversation and to co-construct shared meanings. Furthermore, the issue of whether an institutional setting can provide rich enough input data for learners to also develop a 'sociopragmatic competence' is addressed. The data derive from the LAALE research project (Language Acquisition in an Autonomous Learning Environment), which is based at a Danish comprehensive (secondary) school. Within this project the linguistic development of a mixed-ability class was systematically observed from the beginning to the end of their school career. The conversational data reported on in this paper were elicited after 17 and 48 months of English. The data show that the concern expressed in the literature that learner languages as they develop in institutional settings cannot reach higher levels of sociolinguistic or sociopragmatic sophistication, whether true for traditional classrooms or not, does not apply to autonomous classrooms of the type under discussion. The same holds true for the misgiving that classrooms which set great store by groupwork and refrain from explicit formal instruction might lead to early fossilisation.

**02–699 Lightbown, Patsy M., Halter, Randall H., White, Joanna L. and Horst, Marlise** (Concordia U., Canada). Comprehension-based learning: The limits of 'Do It Yourself'. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **58**, 3 (2001), 427–64.

In previous publications, the authors reported on the English skills of students who had learned English as a Second Language (ESL) in an experimental comprehension-based programme. The performance of grade 4 and 5 students with two or three years of reading and listening was compared to that of students with three years of audio-lingual instruction. On most measures, the students in the comprehension-based programme performed as well as or better than the comparison group. In the present paper, the authors report on a follow-up study carried out when students were in grade 8. After six years of an essentially comprehension-based programme in ESL, they performed as well as comparison groups of students on measures of comprehension and some measures of oral production but not on measures of written production. This paper includes a description of some particular gaps in the written language of students in the comprehension-based programme, includes a follow-up study with secondary school students who had been involved in an experimental programme for learning ESL in primary school, and concludes with a discussion of the need for pedagogical guidance for the development of writing skills.

**02–700 Lin, Yuh-Huey** (Chung Hua U., Taiwan, Republic of China; *Email*: yhl@chu.edu.tw). Syllable simplification strategies: A stylistic perspective. *Language Learning* (Malden, MA, USA), **51**, 4 (2001), 681–718.

This study suggests another perspective in viewing the effect of style on English as a Foreign Language (EFL) learners' errors. It is generally assumed that greater accuracy is obtained by second language (L2) learners as style becomes more formal. Although this 'formal equals accurate' axiom correctly predicted L2 learners' production of singleton consonants, however, it did not hold true for their pronunciation of more complex structures such as consonant clusters. It is hypothesised here that, for consonant clusters, what varies in accordance with style is the learners' choice of syllable simplification strategies rather than their error rates. The production of English onset consonant clusters by 20 Chinese adult EFL learners in four types of tasks confirmed this prediction: The use of epenthesis increased as the style of the task became more formal, and the percentage of deletions and replacements became higher in less formal tasks.

**02–701 Liu, Dilin** (Oklahoma City U., USA; *Email*: dliu@okcu.edu) **and Gleason, Johanna L.**. Acquisition of the article *the* by nonnative speaker of English. An analysis of four nongeneric uses. *Studies in Second Language Acquisition* (New York, USA), **24**, 1 (2002), 1–26.

Linguistic analyses suggest that the nongeneric use of the English definite article *the* falls into four major categories: cultural, situation, structural, and textual. This study aims to determine whether these uses



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present different levels of difficulty for English as a Second Language (ESL) students and whether they are acquired at the same time. The instrument consisted of 91 sentences containing 60 deleted obligatory uses of *the* (15 per category) and, as control items, 40 zero articles (10 per category) where *the* is not allowed. The participants (41 low-, 49 intermediate-, and 38 advanced-level students) were instructed to read the sentences and insert *the* wherever they deemed necessary. Statistical analyses of the participants' performance indicate the following: (a) the four nongeneric uses pose different levels of difficulty, which suggests that ESL acquisition of *the* is use dependent and follows a natural order; (b) the participants' performance on the suppliance of *the* in obligatory contexts for all four uses improved significantly with proficiency level, whereas the overuse of *the* followed a different pattern: an initial worsening followed by an improvement as the subjects' proficiency level increased. Pedagogical implications, including instructional sequence and strategies for the various uses of *the*, are discussed.

**02–702 Mackey, Alison, McDonough, Kim, Fujii, Akiko and Tatsumi, Tomoaki** (Georgetown U., USA; *Email*: mackeya@georgetown.edu). Investigating learners' reports about the L2 classroom. *IRAL* (Berlin, Germany), **39**, 4 (2001), 285–308.

Second language (L2) classrooms are often viewed as places where learning opportunities arise from a range of different types of input and interaction. For example, beneficial interactions are said to occur between teachers and learners, and between learners themselves. Learners' and teachers' reports about their perceptions of L2 classrooms have informed a range of classroom studies. This study focuses on learners' reports about the L2 classroom, and explores different methods, or formats, of obtaining reports. Reports ($n$ = 56) were elicited from 16 adult English Second Language (ESL) learners using three different formats. Learners filled out the reports during six 50-minute ESL classes. The effect of formats and classroom context on the quantity and quality of learners' reports about their learning was investigated. Results suggest that the format of the report seemed to affect both quantity and quality of what learners reported, with different classroom activities and interactions also playing a role.

**02–703 Maguire, Mary H.** (McGill U., Montreal, Quebec, Canada) **and Graves, Barbara**. Speaking personalities in primary school children's L2 writing. *TESOL Quarterly* (Alexandria, VA, USA), **35**, 4 (2001), 561–93.

This article explores the complex relationship between second language (L2) writing and identity construction through an examination of English as a Second Language learners' journal writing. A constructivist, sociocultural-historical framework is adopted to examine the discourses, texts, and voices of three eight-year-old Muslim girls as they learn English, their third language, in a culturally diverse primary school in urban Montreal. To understand how writing intersects with identity construction, the authors draw on Ivanic's (1998) three way interplay among the writers' life experience, the reality constructed through their writing, and their personal sense of self. Bakhtin's (1986) concept of *speaking personality* offers a means of conceptualising children's biliteracy as socioculturally mediated activities and social interactions. By focusing on constructs such as the writers' *agency*, *identity*, *voice*, and *reflexivity*, a multidimensional model is presented that places a child's speaking personality at the centre of the language learning process. The data illustrate the point made by sociocultural theorists: that, regardless of what a teacher assigns, students construct their own context for their activity based on who they are. It is argued here that the discoursal construction of identity deserves more attention than it has received in the teaching and learning of bilingual and multilingual children.

**02–704 Matsumura, Shoichi** (U. of British Columbia, USA; *Email*: shoici@htc.kansai-gaidai-u.ac.jp). Learning the rules for offering advice: A quantitative approach to second language socialisation. *Language Learning* (Malden, MA, USA), **51**, 4 (2001), 635–79.

This study focused on changes over time in university-level Japanese students' sociocultural perceptions of social status during the year they studied abroad in Canada and the impact of the changes on their pragmatic use of English when offering advice. The study compared the development of 97 Japanese exchange students' pragmatic competence with that of 102 peers in Japan who did not undertake a year abroad. Results revealed that the former group started lower in pragmatic performance than the latter but then surpassed them, suggesting that living and studying in a target speech community was effective in developing pragmatic competence.

**02–705 Mohamed, Ayisha H.** (Police Training Coll., Abu Dhabi, United Arab Emirates) **and Omer, Majzoub R.**. Texture and culture: Cohesion as a marker of rhetorical organisation in Arabic and English narrative texts. *RELC Journal* (Singapore), **31**, 2 (2000), 45–75.

This paper claims that the differences at the cultural level between the Arabic-speaking and the English-speaking communities have a direct effect on the rhetorical organisation of Arabic and English texts as evident in the different ways in which cohesive devices are used. It is suggested that the two speech communities differ along the following cultural dimensions: oralised v. literate, collectivism v. individualism, high-contact v. low-contact, and reader-responsible v. writer-responsible. In order to test the influence of these



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cultural differences on the use of cohesive devices on written texts produced in the two languages, translationally-equivalent parallel texts comprising three Arabic short stories and their English translations, as well as contextually-equivalent parallel texts consisting of three Arabic short stories and three English short stories (unrelated by translation) were analysed in terms of the cohesive devices used. This analysis revealed that Arabic and English use different cohesive patterns, the former characterised as context-based, generalised, repetition-oriented, and additive, the latter described as text-based, specified, change-oriented, and non-additive. It is argued that the cultural differences between the two speech communities are directly responsible for the different use of cohesive devices in the two languages.

**02–706 Moir, J. and Nation, I. S. P.** (Victoria U., Wellington, New Zealand). Learners' use of strategies for effective vocabulary learning. *Prospect* (Macquarie U., Sydney, Australia), **17**, 1 (2002), 15–35.

This paper is based on a set of case studies of learners coping with the learning of vocabulary on an intensive English programme. It investigates the beliefs and strategies that the 10 adult learners drew on to guide their vocabulary learning. Although they were all highly motivated, most of the learners engaged in learning behaviours that they knew were not as beneficial as they could be or which went against what they had learned in class. They spent a long time learning vocabulary that was low-frequency and of no particular interest to them, focused almost exclusively on word-meaning to the exclusion of other aspects of word knowledge, and relied on rote learning without adequate revision, despite time spent in class introducing them to other strategies. It is argued that the main cause for this was the learners not taking personal responsibility for their learning and relating it to their own long-term goals. It is also suggested that some of this behaviour was encouraged by certain teaching and testing practices, and that time spent explicitly discussing the goals of a language programme will help teachers and learners arrive at an understanding of what their common purposes are and of the strategies that can be used to achieve them.

**02–707 Morris, Frank A.** (U. of Minnesota, Twin Cities, USA; *Email*: morr0165@tc.umn.edu). Language learning motivation for the class of 2002: Why first-year Puerto Rican high school students learn English. *Language and Education* (Clevedon, UK), **15**, 4 (2001), 269–78.

The purpose of this study was, first, to discover the types of motivation to learn English present among the target population. The attempt was to isolate discrete clusters of motivation. Second, the study sought to investigate the relationship between type and strength of motivation. To accomplish such analysis, a scale was developed to measure the strength of motivation. A statistical analysis was carried out to see if any of the clusters of motivational type predicted strength of motivation. One hundred and fifty-six first-year public high school students in San Juan, Puerto Rico were asked to respond to a motivational scale and the strength of motivation scale. Factor analysis revealed two motivation clusters that resembled instrumental and integrative motivation. Both were found to contribute strongly to the learner's strength of motivation. It was concluded that English was perceived as having a utilitarian value, such as seeking employment and enhancing career opportunities. In addition, the learners in this study held a desire to learn more about American culture and its people. The study included a discussion of the implications for classroom teaching.

**02–708 Morris, Lori** (Université du Québec à Montréal, Canada) **and Tremblay, Michel**. The impact of attending to unstressed words on the acquisition of written grammatical morphology by French-speaking ESL students. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **58**, 3 (2001), 364–85.

This study reports the findings of a classroom experiment involving 123 French-speaking English as a Second Language (ESL) learners in a junior college setting. An experimental group of 65 learners was required to do weekly Cloze dictation activies designed to focus their attention on unstressed grammatical words. A group of 58 learners in the same course of instruction served as a control group. Both groups did storywriting tasks as pre- and post-tests. An analysis of learners' accuracy in verbal and nominal morphology on the pre- and post-tests revealed that the experimental group improved far more than the control group over the 15-week period of the study. The researchers see the study as providing compelling evidence that calling learners' attention to words they would not otherwise attend to heightens awareness of grammatical morphemes.

**02–709 Nabel, Toshiyo and Swain, Merrill** (Ontario Inst. for Studies in Ed., U. of Toronto, Canada; *Email*: mswain@oise.utoronto.ca). Learner awareness of recasts in classroom interaction: A case study of an adult EFL student's second language learning. *Language Awareness* (Clevedon, UK), **11**, 1 (2002), 43–63.

This case study is about an adult Japanese learner's second language learning through her teacher's recasts in an English as a Foreign Language (EFL) classroom in Japan. First the class was videotaped to examine how recasts were provided in the theme-based EFL classroom. The relationship between the student's awareness of recast feedback and her L2 learning was then investigated. Stimulated recall interviews were used to elicit the student's awareness of the feedback, and grammaticality judgement tests of the actual



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sentences uttered by the teacher and students in the classroom were used for measuring learning. The findings suggest that recasting is a complex verbal behaviour influenced by the teaching environment, the interaction context, and the learner's cognitive orientation. The effect of recasts is influenced not only by the linguistic elements (e.g., grammatical vs lexical) of the feedback, but also by paralinguistic elements and the learner's autonomous utilisation of the learning opportunities provided by the feedback.

**02–710 Nadasdi, Terry** (U. of Alberta, Canada). Agreeing to disagree: Variable subject-verb agreement in immersion French. *Canadian Journal of Applied Linguistics* (Ottawa, Canada), **4**, 1/2 (2001), 87–101.

This study examines the variable presence/absence of third person plural marking on French verbs in the speech of French immersion students. The analysis considers both linguistic and social factors that condition variation and compares results with those found for native speakers of French. The principal findings are that agreement marking in the speech of immersion students is comparable to that of native Francophones whose use of French is restricted. The only social factor found to condition variation is amount of French language schooling. Several linguistic factors condition variation. Some of these are also found in restricted native speaker French, while others are particular to the immersion students.

**02–711 Neville-Barton, Pip** (UNITEC Inst. of Technology, Auckland, New Zealand). Family dynamics: A neglected motivational factor in English language programmes? *Prospect* (Macquarie U., Sydney, Australia), **17**, 1 (2002), 4–14.

When designing and teaching English language courses, it is desirable to understand and respond fully to the needs of students. Hence, curriculum developers need to know why students enter courses, what personal factors affect their learning, and how learning English impacts on their lives. An ongoing case study of eight adult migrant students and their families is being undertaken to try to identify aspects of the students' home lives that impact on their English language learning. The student participants, from China, Korea and Japan, were studying English at an upper-intermediate level in a tertiary institution in Auckland, New Zealand. This paper reports on one particular aspect from Phase One of the study. A motivation generated by the dynamics of family relationships emerged as a significant factor in several of the case studies: communication in English within the family was recognised as essential for maintaining good relationships with young bilingual children. This appeared to be a driving force behind much of the learning for four of the eight adults in the case study. It is argued that this insight into the motivations learners have for persisting with English study can be most helpful for programme designers and teachers of adults.

**02–712 Nicholas, Howard** (La Trobe U., Australia), **Lightbown, Patsy M. and Spada, Nina**. Recasts as feedback to language learners. *Language Learning* (Malden, MA, USA), **51**, 4 (2001), 719–58.

Some researchers suggest that recasts are effective in showing learners how their current interlanguage differs from the target. Others have argued that recasts are ambiguous and may be perceived by the learner as confirmation of meaning rather than feedback on form. This article reviews research on the effectiveness of recasts in first and second language acquisition, paying particular attention to how recasts have been defined and how their impact has been assessed in observational and experimental studies. It is concluded that recasts appear to be most effective in contexts where it is clear to the learner that the recast is a reaction to the accuracy of the form, not the content, of the original utterance.

**02–713 Nikolova, Ofelia R.** (Southern Illinois U. at Carbondale, USA; *Email*: ofeliarn@siu.edu). Effects of students' participation in authoring of multimedia materials on student acquisition of vocabulary. *Language Learning and Technology* (http://llt.msu.edu/), **6**, 1 (2002), 100–22.

This study investigated the effects on vocabulary acquisition of student participation in authoring a multimedia instructional module. Sixty-two subjects were randomly assigned to two groups, and each group was randomly assigned to one of two treatments. The control subjects were asked to study a French text downloaded from the Internet and presented on a computer. In the text, 20 relatively low-frequency words were annotated with text, sound, and pictures. The experimental subjects had the same text but without annotations. They were asked to participate in creating annotations for the same 20 target words. The study produced evidence that students learn vocabulary significantly better when they participate in the creation of the instructional module, provided time is not considered. However, when the variable of time on task is taken into account, there is no statistically significant difference between the experimental and the control treatments. In addition, annotations containing text, sound, and pictures were found to be more helpful for vocabulary learning than annotations with sound and text only. The results are discussed in the light of theories of vocabulary acquisition and active student involvement in the learning process. Practical applications and ideas for further research are suggested.

**02–714 Nunes, Myriam Brito Corrêa** (Universidade Federal do Rio de Janeiro, Brazil). Um teste de leitura: seu papel no processo de ensino-aprendizagem. [A reading test and its role in the teaching and learning processes.] *The ESPecialist* (São Paulo, Brazil), **22**, 2 (2001), 103–26.



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This article describes and discusses classroom dialogues about the answers given by students in reading tests designed to encourage readers to interact with the text. The study concentrates on the interpretation of the power relations between teacher and students and on the interactional procedures in classroom practices. The results of the data analysis emphasise the role of verbal interaction in the process of meaning-making and in the criteria of evaluation, since different answers have been accepted as correct depending on the readers' conceptions and misconceptions, as well as their social and cultural background.

**02–715 Oliver, Rhonda** (Edith Cowan U., Western Australia; *Email*: rhonda.oliver@cowan.edu.au). The patterns of negotiation for meaning in child interactions. *The Modern Language Journal* (Malden, MA, USA), **86**, 1 (2002), 97–111.

This research examines conversational interactions between children aged 8 to 13 years. The 192 participants were paired to form 96 age- and gender-matched dyads of native speakers (NS) and nonnative speakers (NNS): 32 NNS-NS; 48 NNS-NNS; and 16 NS-NS dyads. The pairs worked together on two communication tasks, a one-way and a two-way task. Transcriptions were made from recordings of these conversations and examined to determine the effects of native/nonnativeness, language proficiency, age, and gender on the negotiation for meaning strategies used by the children. The mean and standard deviations were calculated for each group and, because of the nature of the data, the results were compared using nonparametric statistical procedures. The results suggest that in child-child interactions the nativeness and proficiency of pairings influence the amount of negotiation for meaning that occurs. In terms of native/nonnativeness the results showed that in nearly all cases, NNS-NNS dyads used more negotiation for meaning strategies than did the NNS-NS dyads who, in turn, used more than did the NS-NS dyads. With respect to proficiency, age, and gender, the effect of these factors was slightly different than it was in adult-adult dyads. The general trend with respect to language proficiency was that the least native-like pairs (i.e., matched low proficiency nonnative dyads) produced the most amount of negotiation, with gradually decreasing amounts as the pairings became more native-like in proficiency (i.e, L-L > H-L > H-H > L-NS > H-NS > NS-NS) and, unlike the results in adult studies, age and gender comparisons showed no significant differences.

**02–716 Olk, Harald Martin** (Canterbury Christ Church U. Coll., UK; *Email*: ho1@cant.ac.uk). Translating culture – a think-aloud protocol study. *Language Teaching Research* (London, UK), **6**, 2 (2002), 121–44.

This article describes a think-aloud protocol study exploring translation processes of degree-level language students when dealing with culture-specific lexis. Participants were German students learning English, and English students learning German; and the data comprised think-aloud protocols and retrospective reports, as well as the actual translations produced. The study found that one of the students' main problems was a fixation on questionable word-level parameters at the expense of text-level processes. As this fixation appears likely to be related in some way to teaching practice, which focuses students' attention in translation on small text units, some suggestions are made as to how text-level consideration could be enhanced.

**02–717 Pemberton, Richard, Toogood, Sarah, Ho, Susanna and Lam, Jacqueline** (Hong Kong U. of Science and Technology). Approaches to advising for self-directed language learning. [Approches du tutorat en apprentissage des langues auto-guidé.] *AILA Review* (Milton Keynes, UK), **15** (2001), 16–25.

This paper describes the approaches of four advisors involved in a self-directed language learning programme for postgraduate learners. The programme is the subject of a two-year action research project and has just finished its second year of implementation. Drawing on data from tape-recorded interviews and advising sessions, the paper reports on the approaches of the advisors towards advising and the learners' perceptions of the role of advisor. The preliminary analysis of advising strategies is grouped under four main headings – asking questions, clarifying, advising, motivating, and reflects features in the relevant literature (although the authors point out that little research has yet been published on the discourse of advising itself). The paper also discusses the benefits of this kind of research for the development of advising skills.

**02–718 Pica, Teresa** (U. of Pennsylvania, USA; *Email*: teresap@gse.upenn.edu). Subject-matter content: How does it assist the interactional and linguistic needs of classroom language learners? *The Modern Language Journal* (Malden, MA, USA), **86**, 1 (2002), 1–19.

This study focused on the role of subject-matter content in second language (L2) learning. It sought to identify ways in which teachers modified classroom interaction about subject-matter content in order to assist the input, feedback, and production needs of L2 learners, and to promote their attention to developmentally difficult relationships of L2 form and meaning that they had not fully acquired. Data were collected from six pre-academic English L2 classes whose content consisted of thematic units on film and literature. Each class was composed of 10-15 high intermediate English L2 students and their teachers. Analysis of the data focused on teacher-led discussions, because these were the predominant mode of interaction in each of the classes, and on form-meaning relationships encoded in noun and verb forms for



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purposes such as reference, retelling, argument, and speculation regarding film and literary content. Results of the study revealed numerous contexts in which the discussion interaction might have been modified for the kinds of input, feedback, or production that could draw students' attention to developmentally difficult form-meaning relationships. However, there were relatively few instances in which this actually occurred. Instead, the teachers and students tended to exchange multi-utterance texts, the comprehensibility of which provided little basis for modified interaction and attention to form and meaning.

**02–719 Plann, Susan** (U. of California, Los Angeles, USA). Latinos and literacy: An upper-division Spanish course with service learning. *Hispania* (Ann Arbor, MI, USA), **85**, 2 (2002), 330–38.

Service learning combines community service with academic analysis and reflection. An upper-division Spanish class combining theoretical readings on literacy with hands-on tutoring at reading programmes for Spanish-speaking adults is presented as a model for a course with service learning. The paper first situates service learning within the context of language instruction at this university and goes on to provide a detailed description of the course, the literacy centres and tutoring services, and undergraduates' experience. Initial findings indicate that undergraduates gain both theoretical and practical knowledge of key issues concerning literacy while providing a needed service to a neglected segment of the community. Additional benefits reported include increased communicative competence and cultural awareness, and a greater sense of civic and social responsibility.

**02–720 Poulisse, Nanda** (U. of Nijmegen, The Netherlands). Chatten in het talenonderwijs. Wat kunnen we leren van de ervaringen? [Chat in language learning/teaching. What can we learn from the experience?] *Levende Talen Tijdschrift*, (Amsterdam, The Netherlands), **3**, 2 (2002), 3–13.

This article examines the possibilities that chat offers to foreign language learners, but because it is synchronous communication there are some practical organisational problems. Based on the experience of several projects the paper suggests ways to organise chat projects. The chat process consists of conceptualising, formulating, typing, recoding, understanding. The process brings out the similarities and differences between chatting and speaking; pronunciation is not a necessary skill, while spelling is; chatters can check and correct their messages, and both are turn-taking activities which need to be quick and require simple, short sentences. As regards language acquisition, pushed output means that chatters are aware of knowledge gaps and motivated to find fillers. They need to find receptive strategies to understand each other and they can borrow chunks of language input from each other. Immediate response motivates, and yet the paper shows from a survey among teachers that chat projects are not popular with teachers in the Netherlands for various practical reasons, either their own misgivings or circumstantial issues. Finally, findings from seven successful projects are discussed, which it is hoped will inspire teachers to integrate chatting in Dutch education.

**02–721 Raby, Françoise and Zampa, Virginie** (Université-Pierre-Mendès-France, Grenoble, France; *Email*: Virginie.Zampa@upmf-grenoble.fr). Entre modèle et outil pour l'acquisition de la langue de spécialité: le prototype RAFALES (Recueil Automatique Favorisant l'Acquisition d'une Langue Etrangère de Spécialité). [Between model and tool for the acquisition of languages for specific purposes: The RAFALES prototype.] *ASp (Anglais de Spécialité)* (Bordeaux, France), **31/33** (2001), 163–78.

This work is the product of interdisciplinary research involving Artificial Intelligence, cognitive psychology and applied linguistics. LSA (Latent Semantic Analysis) is a computer tool which was later applied to language acquisition (Londoner & Dumais, 1997), and which the present researchers have been using to elaborate a prototype: RAFALES (an automatised text collection favouring the acquisition of languages for specific purposes). RAFALES is a computer tool designed to help foreign langage acquisition which borrows from Vygotsky's theory of Proximal Zone of Development (1968) and Krashen's Input Theory (1985). This article discusses the theoretical basis of LSA and RAFALES, then describes the procedure through which the authors propose to validate their subjects' 'Optimum Acquisition Proximity' of Legal English.

**02–722 Rolin-Ianziti, Jeanne and Brownlie, Siobhan** (U. of Queensland, Australia). Teacher use of learners' native language in the foreign language classroom. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **58**, 3 (2001), 402–26.

This article reports on an exploratory study into the use of students' native language (NL) by teachers in the foreign language (FL) classroom. The project was undertaken by four teachers of beginner French at the University of Queensland. The teachers' aim was to investigate the use of NL in a context which actively promotes an immersion approach to FL teaching. The audio recordings of the teachers' speech were transcribed to provide data for estimating the amount of NL, and for analysing the various instances of NL use. The study indicates that the activity type is a significant variable affecting NL amount. It also isolates two strategic uses of NL, translating FL words into NL, and contrasting NL and FL forms, both of which involve intrasentential code switching with NL words embedded in an FL sentence. The study suggests that these strategies may facilitate acquisition during



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immersion in FL, but experimental research is needed to test the hypothesis that translation and contrast facilitate learning of FL vocabulary and grammar.

**02–723 Safont Jordà, Maria Pilar** (U. Jaume 1, Castello, Spain). An analysis on the use and selection of communication strategies by Catalan/Castilian learners of English. *Rassegna Italiana di Linguistica Applicata* (Rome, Italy), **33**, 1 (2001), 57–72.

This study attempts to shed light on how specific factors may affect strategy use and choice. In particular, it tries to ascertain the role of the adopted communication strategies typology in the interpretation of empirical findings, which in this case refer to the influence of proficiency and task-related factors in the use of communication strategies. The study involved Catalan/Castilian speakers learning English as a foreign language who were required to perform three different tasks in order to test their use of communication strategies, and also, how such use could be affected by the factors cited above. These tasks consisted of a picture identification, a story retell and a discussion/conversation. Results from the study showed that both the proficiency level of the learners and the task they performed affected their use of communication strategies. Nevertheless, it was found that the interpretation concerning the role of the participants' proficiency level and the type of task varies according to the taxonomy employed.

**02–724 Serratrice, Ludovica** (U. of Manchester, UK; *Email*: Serratrice@man.ac.uk). Overt subjects in English: Evidence for the marking of person in an English-Italian bilingual child. *Journal of Child Language* (Cambridge, UK), **29**, 2 (2002), 327–55.

Data from one English-Italian bilingual child (1;10 – 3;1) are presented in this study which challenge the hypothesis that the consistent realisation of overt subjects in English is caused by the emergence of finite verbal morphology in the child's grammar. The argument is made for the emergence of subjects as an independent grammatical property of English, namely, the marking of person deixis. Throughout the period of observation there is a significant proportion of overt subjects in the child's English utterances appearing both with finite and non-finite verb forms. Production of subjects stabilises at 90% of obligatory contexts when no morphological correlates of finiteness have been acquired yet. While subjects are produced at significantly lower rates in Italian, the consolidation of a number of inflected forms marking person agreement is observed. The emergence of overt subjects in English on the one hand, and of subject-verb agreement in Italian on the other, suggest that this bilingual child is grammaticalising the all-important function of person deixis in language-specific ways: the same function is expressed by different forms in the child's two languages.

**02–725 Smit, Ute** (U. of Vienna, Austria; *Email*: ute.smit@univie.ac.at). The interaction of motivation and achievement in advanced EFL pronunciation learners. *IRAL* (Berlin, Germany), **40**, 2 (2002), 89–116.

Building on the motivation in language learning discussion of recent years, long-term empirical research investigating motivation in pronunciation learning has been undertaken at the English Department, Vienna University. In its final stage, the focus has turned to the interaction of the variously attested motivational factors and achievement in advanced English as a Foreign Language (EFL) pronunciation learning. This article first provides a description of the motivation test administered to 141 respondents in 1997/98, and the kinds of motivational factors those students of English have revealed. Then the factors are investigated with regard to their interaction with the students' achievements in the obligatory pronunciation module. The results show that learning success is related to the module-independent factors of students' level of proficiency before the module and their individual readiness to work on and change their pronunciation.

**02–726 Smith, Richard C**. (U. of Foreign Studies, Tokyo, Japan). Group work for autonomy in Asia: Insights from teacher-research. [Le travail de groupe en vue de l'autonomie éclairé par la recherche de l'enseignant: exemples en Asie.] *AILA Review* (Milton Keynes, UK), **15** (2001), 70–81.

This paper contributes to an ongoing debate regarding the validity of learner autonomy in Asian settings. On both sides of this debate, emphasis has been placed on the particular salience in such settings of interdependence in counterbalance to a perceived overemphasis on individualism in western conceptions of learner autonomy. Relatively few suggestions have been made for the development of appropriate classroom practice, but a consensus seems to have been emerging that group-based approaches (for example, to self-access) are more likely to be appropriate in Asian contexts than completely individualised learning. This paper presents evidence which appears to confirm feasibility and appropriateness of self-directed group work arrangements in a particular Japanese classroom setting. However, the author also attempts to move the debate on by showing how – in the light of practice – the interpretation of autonomy in Asian contexts may need to be further problematised. By means of successive reinterpretations of classroom data presented, he attempts to counter implications that a group-based approach in itself represents a particularly appropriate 'Asian alternative'. It is concluded that further insights from self-critical teacher-research are needed before generalisations can be made with confidence about the nature of appropriate pedagogy for autonomy in this or other Asian settings.

**02–727 Sparks, Richard** (Coll. of Mount St. Joseph, USA) **and Javorsky, James**. Section 504



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and the *Americans with Disabilities Act*: Accommodating the learning disabled student in the foreign language curriculum (an update). *Foreign Language Annals* (New York, USA), **33**, 6 (2000), 645–54.

Recent research has challenged the basic claims made by proponents of the learning disability (LD) concept and also raises questions about the definition and diagnosis of LD. This article presents a personal re-examination based on new findings and reports on the special issues surrounding foreign language requirements for students classified as 'learning disabled'. The research evidence is summarised and discussed, and conclusions drawn based on five different aspects of the question: (1) Why students experience FL learning problems; (2) The problems of definition and diagnosis of LD; (3) Research evidence for traditional views about LD and FL; (4) The provision of alternative courses and waivers for LD students, and (5) Implications of research for FL educators and departments.

**02–728 Stepp-Greany, Jonita** (Florida State U., USA; *Email*: jstepp@mailer.fsu.edu). Student perceptions on language learning in a technological environment: Implications for the new millennium. *Language Learning and Technology* (http://llt.msu.edu/), **6**, 1 (2002), 165–80.

This article presents survey data from beginning Spanish classes using a combination of technologies: Internet activities, CD-ROM, electronic pen pals, and threaded discussions. Goals of the study were to determine students' perceptions of (a) the role and importance of the instructor in technology-enhanced language learning, (b) the accessibility and relevance of the lab and the individual technological components in student learning, and (c) the effects of the technology on the foreign language learning experiences. Students attributed an important role to instructors and perceived that cultural knowledge, listening and reading skills, and independent learning skills were enhanced, but were divided in their perceptions about the learning or interest values of the individual components. Implications are presented that may be useful to universities developing technology enhanced instruction.

**02–729 Storch, Neomy** (The U. of Melbourne, Australia; *Email*: neomys@unimelb.edu.au). Patterns of interaction in ESL pair work. *Language Learning* (Malden, MA, USA), **52**, 1 (2002), 119–58.

This study investigated the nature of dyadic interaction in an adult English as a Second Language (ESL) classroom. The study was longitudinal, classroom based, and examined the nature of interaction between 10 pairs of adult ESL students over a range of language tasks and over time (a semester). Four distinct patterns of dyadic interaction were found: collaborative, dominant/dominant, dominant/passive, and expert/novice. These patterns are distinguishable in terms of equality and mutuality, where equality refers to authority over the task or activity, and mutuality to the level of engagement with each other's contribution. More importantly, the findings suggest that certain patterns of dyadic interaction – collaborative and expert/novice – are more conducive than others to language learning. These findings are explained by reference to Vygotsky's theory of cognitive development: the learners in dyads functioning collaboratively and in an expert/novice relationship engaged in the co-construction of knowledge about language, which they could subsequently appropriate and internalise.

**02–730 Swain, Merrill, Brooks, Lindsay and Tocalli-Beller, Agustina** (Ontario Inst. for Studies in Ed., U. of Toronto, Canada; *Email*: mswain@oise.utoronto.ca ). Peer-peer dialogue as a means of second language learning. *Annual Review of Applied Linguistics* (Cambridge, UK), **22** (2002), 171–85.

From the theoretical perspective of a sociocultural theory of mind, cognition and knowledge are dialogically constructed. Embedded in this theoretical framework, this paper reviews research studies in which peer-peer dialogue is linked to second language (L2) learning as students engage in writing, speaking, listening and reading activities. The review takes the stance that the type of dialogue of particular significance in the language learning process is collaborative dialogue, or that which occurs when learners encounter linguistic problems and attempt to solve them together. In such conditions language is used both as a communicative and cognitive tool. From the studies reviewed, it is concluded that peer-peer collaborative dialogue mediates L2 learning. It is also concluded that, although the studies reported few adverse effects of peer collaboration, teaching learners how and why to collaborate may be important to enhance peer-mediated learning. More research is called for which provides clear evidence of the connections between peer-peer dialogue and L2 learning, as for more studies which investigate longer term learning. Such studies linking peer-peer dialogue to language learning can be instructive for teachers, researchers, and learners, and raise awareness of the process of learning a second language.

**02–731 Swanborn, M. S. L.** (SCO-Kohnstamm Inst., U. of Amsterdam, The Netherlands; *Email*: mswanborn@hetnet.nl) **and de Glopper, K.**. Impact of reading purpose on incidental word learning from context. *Language Learning* (Malden, MA, USA), **52**, 1 (2002), 95–117.

Children read texts for various reasons. The present study examined how reading texts for different purposes affected amounts of incidental word learning. Grade 6 students were asked to read texts for fun, to learn about the topic of the text and for text comprehension. Proportions of words learned incidentally while reading ranged from .06 for free reading to .08 when reading for text comprehension to .10 when



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reading to learn about the topic. Level of reading ability was a significant factor in all conditions. Low-ability readers hardly learned any words incidentally; high-ability readers defined up to 27 of every 100 unknown words when reading for text comprehension. Implications for future research on incidental word learning and reading instruction are discussed.

**02–732 Taguchi, Naoko** (Northern Arizona U., USA; *Email*: naoko@msua.ac.jp). An application of relevance theory to the analysis of L2 interpretation processes: The comprehension of indirect replies. *IRAL* (Berlin, Germany), **40**, 2 (2002), 151–76.

This study applied relevance theory to second language (L2) research by analysing L2 learners' inferential ability in comprehending conversational implicatures. Eight Japanese students of English at two proficiency levels took a listening test consisting of 22 short dialogues. In the experimental dialogues, the speaker's reply which appeared at the end violated Grice's relevance maxim and did not provide a direct response to the question. An introspective verbal interview was conducted after each item to allow the researcher to interrogate learners' thought processes and to identify specific strategies used during comprehension. The results showed that, regardless of proficiency differences, learners were able to seek relevance of the speaker's implied meaning based on context. Paralinguistic cues and the rule of adjacency pair were common inferencing strategies. Less proficient learners relied more on background knowledge and keyword inferencing. Proficient learners identified more frequently the speaker's intended purpose of using an implicature.

**02–733 Thomas, Alain** (Université de Guelph, Ontario, Canada). Schwa au niveau avancé du français langue seconde. [The *schwa* at French-as-a-second-language advanced level.] *Canadian Journal of Applied Linguistics* (Ottawa, Canada), **4**, 1/2 (2001), 103–12.

This research is part of an ongoing large-scale survey on the oral performance of advanced French-as-a-second-language (FL2) students, as represented by recorded speech, both in spontaneous and reading styles. Although the *schwa* rarely leads to semantic confusions, its analysis in word-median or monosyllabic contexts shows interesting phonostylistic variations. After global results have been compared to previous research in this area, the students' progress in one year will be analysed by contrasting pre-test and post-test results. Eventual differences between the experimental group (3rd year of university spent in France) and the control group (3rd year in Ontario, Canada) will be examined. Results point in the same direction as other optional phonetic variables previously studied: FL2 students - especially members of the control group - tend to be much more conservative than native French speakers in their use of spoken French.

**02–734 Thordardottir, Elin T.** (McGill U., Montreal, Quebec, Canada; Email: elin.thordardottir@mcgill.ca), **Ellis Weismer, Susan and Evans, Julia L.**. Continuity in lexical and morphological development in Icelandic and English-speaking 2-year-olds. *First Language* (Chalfont St. Giles, UK), **22**, 1 (2002), 3–28.

Accounts of language development vary in whether they view lexical and grammatical development as being mediated by a single or by separate mechanisms. In a single mechanism account, only one system is required for learning words and extracting grammatical regularity based on similarities among stored items. A strong non-linear relationship between early lexical and grammatical development has been demonstrated in English and, more recently, in Italian, supporting a single mechanism view. The present study showed a comparable non-linear relationship between vocabulary size and the emergence of verb inflection and sentence complexity in two-year-old speakers of English and Icelandic, a highly inflected language. The study included 96 children within a narrow age range, but varying extensively in language proficiency, demonstrating continuity in lexical and grammatical development among children with typical language development as well as very precocious children and children with expressive language delay. Cross-linguistic differences were noted as well, suggesting that the Icelandic-speaking children required a larger critical mass of vocabulary items before grammatical regularity was detected. This is probably a result of the more complex inflectional system of the Icelandic language compared with English.

**02–735 Tickoo, Asha** (Southern Illinois U., USA; *Email*: atickoo@siue.edu). On the use of 'then'/'after that' in the marking of chronological order: Insights from Vietnamese and Chinese learners of ESL. *System* (Oxford, UK), **30**, 1 (2002), 107–24.

The complexities inherent to the acquisition of temporal reference have not been associated with the first formal means of representing time in second language (L2) acquisition of temporal reference, namely, temporal adverbials. But this study of the use of 'then'/'after that' by Vietnamese and Chinese learners of English as a Second Language (ESL) suggests that this temporal adverb poses as much of a learning challenge as morphological means of temporal reference. A distinct form to function mapping is evident in these learners' use of 'then'/'after that', just as it is in interlanguage morphological marking of tense and aspect. The same asymmetry in the learning process is evident, with target-like form being acquired at a point at which the corresponding function is still not completely target-like. 'Then'/'after that' marks chronological order for salient narrative events. This paper shows that these learners' usage is monitored by a looser notion of salience. which emerges from the



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transference of a salience-marking principle from a tense-free L1. It is suggested that, since the tenseless L1 is clearly impacting not just on the acquisition of English tense-aspect morphology, but rather the entire system of temporal reference, the teacher should not assume shared intuitions on the felicitous use of 'so simple a word' as *then*. Felicitous target usage of 'then'/'after that' should be introduced as a subset of what the learner assumes to be acceptable. In this, negative evidence can be used to illustrate the more highly constrained nature of target usage.

**02–736 Toorenaar, Anne** (Centrum voor Inovatie van Opleidingen [CINOP], The Netherlands). Chatten in de les. Een onderzoek naar de meerwaarde van het chatten voor het NT2-onderwijs. [Chatting in class. Research into the added value of chatting while teaching/learning Dutch as a second language.] *Levende Talen Tijdschrift* (Amsterdam, The Netherlands), **3**, 2 (2002), 14–23.

This article reports a project set up in a regional secondary school in the Netherlands with two groups of NT2 (Dutch as a Foreign Language) learners in 1999 to study the roles of teachers and students while chatting, and to try to define the nature of chatting and its potential benefits for language learning. 'Chatting' is described as written conversation by means of the Internet – with speaking considered to be the main activity and writing the supporting activity. The absence of a visual context encourages the student to be more explicit, dialogue promotes speed and turn-taking, and the monitoring aspect of the screen requires correction or explanation. Such activities, referred to as collaborative discourse, resemble language acquisition; check, repeat and repair, among children. The participants were working from the coursebook *IJsbreker 2* and were given a clear assignment. Their chat logs were analysed for qualitative purposes. The analyses showed that chatting may have added value for second language acquisition as previously indicated, provided the students were screened in advance for language competence and computer skills. In conclusion it was suggested that the topics needed to be appropriate and that feedback after each chat session was essential.

**02–737 Towell, Richard** (U. of Salford, UK; *Email*: r.j.towell@salford.ac.uk). Relative degrees of fluency: A comparative case study of advanced learners of French. *IRAL* (Berlin, Germany), **40**, 2 (2002), 117–50.

This article examines whether, how and why oral fluency develops at different rates amongst undergraduate learners of French. Twelve participants were asked to undertake two tasks during their course. The results show that some learners attain higher absolute scores on temporal variable measures than others, but that those who begin at a lower point increase their scores the most. A qualitative analysis of the output of two learners reveals that the learner who most increases her score from a low point does so largely by modifying her pausing behaviour. The learner who increases from a medium to the highest level also modifies her pausing behaviour but, in addition, makes her syntax more complex. Individual factors, such as working memory, are seen to be important for fluency, as has been suggested by N. Ellis and Dewaele. A certain level of processing ability may also be required before certain aspects of syntax can be acquired, as argued by Pienemann.

**02–738 Toyoda, Etsuko** (The U. of Melbourne, Australia; *Email*: e.toyoda@asian.unimelb.edu.au) **and Harrison, Richard**. Categorisation of text chat communication between learners and native speakers of Japanese. *Language Learning and Technology* (http://llt.msu.edu/), **6**, 1 (2002), 82–99.

A number of Computer Assisted Language Learning (CALL) studies suggest the potential benefits of network-based communication for second language acquisition, focusing on its nature for inducing negotiation of meaning. This study examined negotiation of meaning that took place between students and native speakers of Japanese over a series of chat conversations and attempted to categorise the difficulties encountered. The data showed that the difficulties in understanding each other did indeed trigger negotiation of meaning between students even when no specific communication tasks were given. Using discourse analysis methods, the negotiations were sorted into nine categories according to the causes of the difficulties: recognition of new word, misuse of word, pronunciation error, grammatical error, inappropriate segmentation, abbreviated sentence, sudden topic change, slow response, and inter-cultural communication gap. Through the examination of these categories of negotiation, it was found that there were some language aspects that are crucial for communication but that had been neglected in teaching, and that students would not have noticed if they had not had the opportunity to chat with native speakers. In light of these findings, the authors make pedagogical recommendations on some classroom tasks for improving chat conversations.

**02–739 Van der Meijden, Henny** (U. of Nijmegen, The Netherlands). Communiceren in Euroland: Een combinatie van synchrone en asynchrone communicatievormen in een driedimensionale virtuele wereld. [Communicating in Euroland: A combination of synchronous and asynchronous ways of communication in a 3D virtual world.] *Levende Talen Tijdschrift*, (Amsterdam, The Netherlands), **3**, 2 (2002), 34–41.

In the past few years research has focused increasingly on the ways in which new technologies can support the interaction between teacher and student, and students among themselves. This paper looks at the way



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Computer Supported Collaborative Learning was used during the international Euroland project involving three Dutch and four Italian schools, at both primary and secondary level. It considers *Web Knowledge Forum*, a program that encourages students to discuss a particular topic, contributing their own ideas or material – a form of asynchronous collaboration – as well as chatting, synchronous communication. Often it was difficult to organise simultaneous communication at secondary schools where teachers were not present all day. Chatting was helpful at the beginning of the project, but gradually the discussion forum took over, eliminating problems such as absence at previous chat sessions. The content of chats was analysed in cognitive (questions), affective (feelings), and regulative (learning procedures) terms, as well as regards greetings, emotions and the 'rest', e.g., repairs. Findings showed that synchronous chat had social and regulatory benefits, but that asynchronous communication eventually proved to be more effective in terms of content, with chat as a useful support.

**02–740 Wakabayashi, Shigenori** (Gunma Prefectural Women's U., Japan; *Email*: waka@gpwu.ac.jp). The acquisition of non-null subjects in English: A minimalist account. *Second Language Research* (London, UK), **18**, 1 (2002), 28–71.

Second language acquisition (SLA) research in the last 20 years appears to have shown that Universal Grammar (UG) constrains SLA, and a number of specific models of SLA have been offered. However, some crucial problems have been left unsolved in previous models suggested by the Principles and Parameters Approach: the Minimalist Programme is likely to provide a better account of the data. The acquisition of the obligatoriness of overt subjects in English is one such problem. The Minimalist approach suggests that first language (L1) transfer is realised as the transfer of lexical items and their features. This further implies that some cross-linguistic effects do not exist at the initial stage of development, but may emerge gradually in the course of second language (L2) development in accordance with the expansion of L2 lexicon and the number of lexical items to be placed in the sentence structure. With these considerations, the Minimalist Programme provides a new framework for explaining data concerning the L2 acquisition of non-null subjects in English, especially the developmental changes of interlanguage grammar and L1 influences on it.

**02–741 Wang, Mao-jin** (Shaanxi Normal U., China). The cultural characteristics of Chinese students: A study of basic attitudes and approaches to their English studies. *RELC Journal* (Singapore), **32**, 1 (2001), 16–26.

This paper reports on a study of cultural trends of basic attitudes and approaches of Chinese students to their studies. The researcher seeks to explore English teaching and learning in China, through an examination of the celebrated dictums in the classrooms at Shaanxi Normal University. These dictums can be an important factor in influencing the students' learning style, discovering what cultural characteristics the students are likely to have in relation to their attitudes and motivation to studies, gaining insight into Chinese teaching methods, and showing some typical celebrated dictums selected from the classrooms for each ethnic characteristic for a better cross-cultural understanding in a TEFL context. The information that forms the core of the investigation is obtained by a two-fold means of the summarising of the 237 maxims in the 82 classrooms, with the integration of a questionnaire to elicit data for confirmation. The perceptions of the students are discussed and some typical maxims are provided with analysis of their features in rhetoric. The paper concludes with 15 dimensions of general trends of the Chinese students' basic attitudes and approaches to their English studies: aspiration, accumulation, indomitableness, diligence, patriotism, application, erudition, personality development, books as knowledge carriers, confidence, review, emphasis on time, respect for the teacher, humility, and regular thinking. These dimensions are seen as factors that are complementary to the stances of the Communicative Approach.

**02–742 Wernsing, Armin Volkmar** (Maria-Sybilla-Merian-Gymnasium, Krefeld, Germany). Fallstudie: Disposition zweier erfolgreicher Sprachlernerinnen. [Case study: The dispositions of two successful (female) language learners.] *Fremdsprachenunterricht* (Berlin, Germany), **2** (2002), 109–15.

This study of two successful secondary-level students of French as a foreign language living in Germany can be seen as a case study examining the dispositions of both students, their approaches to learning, the strategies they employ, and in some cases their specific character traits. Both students are female, both in the 9th year (when they first begin to learn French). At the point of the interview they had both had 10 months of French teaching. One of the students is German, the other from the Ukraine, having been educated there until the previous year. This latter student had the additional hurdle of learning German in this school year. Both are in regular letter correspondence with a similarly aged French girl. The author examines by means of analysis of written work, and by interview with the students, specific aspects of language learning. There is extensive quotation from the students throughout.

**02–743 Yang, Yonglin** (Tsinghua U., China; *Email*: ylyang@mail.tsinghua.edu.cn). The impact of sociocultural factors and motivation on the colour coding ability of Chinese university students. *IRAL* (Berlin, Germany), **40**, 1 (2002), 1–22.

This study was designed to examine two closely related issues in colour coding: (1) what impact sociocultural



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factors and motivation would have upon the colour coding ability of university students, and (2) how these students developed their colour vocabulary over a certain period of time. Participants were 120 native Chinese speakers (60 women; 60 men) drawn from two universities in China. The demographic and socio-cultural backgrounds of these students varied significantly. Forty colour chips chosen from a total corpus of 120 colours were employed as stimuli. The result indicated both significant between-group and within-group contrasts. It was found that sociocultural factors constituted an important determinant in relation to group performance in colour naming. Moreover, factors such as learning motivation, frustration at poor performance, cognitive enhancement of colour knowledge, and experimental effect were found to play a decisive role in students' accumulation of colour terms.

**02–744 Yashima, Tomoko** (Kansai U., Osaka, Japan; *Email*: yashima@ipcku.kansai-u.ac.jp). Willingness to communicate in a second language: The Japanese EFL context. *The Modern Language Journal* (Malden, MA, USA), **86**, 1 (2002), 54–66.

Willingness to communicate (WTC) is emerging as a concept to account for individuals' first language (L1) and second language (L2) communication. This study examined relations among L2 learning and L2 communication variables in the Japanese English as a Foreign Language (EFL) context using the WTC model and the socioeducational model as a framework. An L2 communication model was constructed and tested using AMOS version 4.0, with a sample of 297 Japanese university students. In the model, a latent variable, international posture, was hypothesised to capture the general attitude towards the international community and foreign language learning in Japan. From structural equation modelling, it appeared that international posture influences motivation, which, in turn, influences proficiency in English. Motivation affected self-confidence in L2 communication which led to willingness to communicate in an L2. In addition to this indirect path, a direct path from international posture to WTC in an L2 was significant. The model's fitness to the data was good, which indicates the potential for using the WTC and other constructs to account for L2 communication.

**02–745 Zhang, Lawrence Jun** (National Inst. of Ed./Nanyang Technological U., Singapore). Exploring variability in language anxiety: Two groups of PRC students learning ESL in Singapore. *RELC Journal* (Singapore), **32**, 1 (2001), 73–91.

This is an exploratory study of English as a Second Language (ESL) students' general language learning anxiety in a study-abroad context. Participants were 145 students attending compulsory English communication skills programmes at two tertiary institutions in Singapore; and data were collected via a Foreign Language Classroom Anxiety Scale and informal student interviews. Results suggest that variability in ESL students' language anxiety can also be attributable to students' differences in age, learning and epistemological experiences and other socio-economic factors. It is suggested that these differences might be equally viable in accounting for this psychological construct in the process of helping ESL learners out of their learning difficulties.

# Reading and writing

**02–746 Allison, Desmond and Wu, Siew Mei** (National U. of Singapore). Academic writing: Whose expectations? *RELC Journal* (Singapore), **32**, 1 (2001), 52–72.

The importance of 'critical thinking', along with 'creativity' and 'originality', has long been widely proclaimed in educational circles. In Singapore, many recent government pronouncements have also strongly emphasised the importance of creative and critical thinking in relation to curriculum development. Ironically, however, these calls for the enhancement of 'thinking skills' and 'critical enabling skills' may contain unexamined assumptions – which any language curriculum that seeks to enhance thinking must be ready to place under especially careful scrutiny. Since an important part of such a reflective review is to ascertain the views and expectations of students and teachers themselves, this study investigated teachers' and students' expectations about the academic writing undertaken in an English Language curriculum at a Singapore university. The paper offers a brief but critical overview of some issues affecting a writing curriculum, then develops a grounded description and comparison of student and teacher expectations, drawing upon a combination of questionnaire responses (88 students and 18 teachers) and detailed interviews (14 students and 14 teachers). The account characterises some of the main ways in which research and writing tasks, feedback, guidelines and assessment practices are talked about, valued and procedurally implemented by different participants in the undergraduate curriculum.

**02–747 Anderson, J.** (Goldsmiths Coll., U. of London, UK; *Email*: jimanderson@cwcom.net). Web publishing in non-roman scripts: Effects on the writing process. *Language and Education* (Clevedon, UK), **15**, 4 (2001), 229–49.

In recent years there have been huge developments in the use of information and communications technology (ICT) in education. Perhaps the most significant of these is the Internet and the opportunities it offers for global communication as well as access to information and resources. What significance might this have for learners of community languages in the UK context? In what ways might it enhance motivation and learning, in particular the development of literacy



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skills? This paper reports on a small-scale ethnographic study carried out with lower secondary students of Urdu and Bengali at a mainstream school in East London in the 1998-99 academic year. The study focused on the use of the Internet and multilingual word processing within a Web publishing project and examined the role played by ICT at different stages. Data from a range of sources were collected during the study and a number of key issues identified which have implications for schools in both mainstream and voluntary community-run sectors.

**02–748 Anderson, Kenneth, Benson, Cathy and Lynch, Tony** (Inst. for Applied Language Studies [IALS], U. of Edinburgh, Scotland, UK; *Email*: Kenneth.Anderson@ed.ac.uk). Feedback on writing: Attitudes and uptake. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh, Scotland, UK), **11** (2001), 1–20.

This article reports a study of students' attitudes to and use of feedback on their written work in an English for Academic Purposes course. It includes a case study of two graduate students who use very different strategies with regard to feedback in a tutorial. The 'success' rate of tutorial discussions is also investigated. Findings from the preliminary study underline the large amount of effort the students put into the revision process; a major part of this work necessarily entails giving attention to linguistic form, confirming that the feedback-revision cycle can be a highly productive context for focus on form. The findings also reinforce the importance of one-to-one dialogue in the feedback cycle, and the need for dialogue among students and tutor on how feedback can be provided and exploited.

**02–749 Blain, Sylvie** (Université de Moncton, Canada; *Email*: blains@umoncton.ca). Study of verbal peer feedback on the improvement of the quality of writing and the transfer of knowledge in francophone students in grade 4 living in a minority situation in Canada. *Language, Culture and Curriculum* (Clevedon, UK), **14**, 2 (2001), 156–70.

The rather disappointing results in writing obtained by francophone students in New Brunswick demonstrate the problem of learning French in a minority situation in the Canadian context. The recent reforms to the school system aim, among other things, to improve the quality of French written by francophones by directly involving the students in their learning, in order to promote the transfer of learning. This paper discusses the results of an action research project carried out in a grade four classroom to address this issue. Students were taught how to provide verbal feedback on compositions written by their peers. A group of four students, a strong writer, two average writers, and a weak writer, were selected to participate in the study. These students were taught how to provide 'specific positive comments', ask questions and provide 'specific suggestions' related to the content as well as the form of a written text. A total of 48 compositions were collected and analysed for signs of improvement in the quality of the writing. The results illustrate that these elementary students were not only able to provide constructive peer feedback but also that they succeeded in improving the quality of their compositions when they received help from their peers, particularly with regard to grammar and spelling. The results also indicate that students were able to transfer some of their newly acquired skills to situations where little or no peer feedback was provided. It is concluded that peer verbal feedback may be a useful tool for the development of writing skills for elementary students.

**02–750 Carrell, Patricia L.** (Georgia State U., USA; *Email*: pcarrell@gsu.edu). Influence of purpose for reading on second language reading: Reading procedural texts in ESL. *Reading in a Foreign Language* (Plymouth, UK), **13**, 2 (2001), 567–91.

This paper reports an empirical investigation of the influence of purpose for reading on performance in reading in English as a Second Language (ESL) for academic purposes. In a partial replication of an earlier study conducted with native speakers of English, high intermediate and advanced level university students of ESL read an academic procedural text for one of two purposes: (a) to perform the task described by the text (read-to-do), or (b) to recall the text (read-to-recall). Both groups of students performed both tasks after reading. Based upon the earlier study, it was predicted that students would perform best on the task which conforms to their purpose for reading; i.e., the read-to-do participants were expected to outperform the read-to-recall participants on the do measure, and the read-to recall participants were expected to outperform the read-to-do participants on the recall measure. In other words, an interaction between the purpose and task was hypothesised. Results showed a significant interaction between purpose and task, as well as a significant task effect; there was no effect for purpose. However, the significant interaction and the significant task effect depended upon the way the data were analysed. There were also qualitative differences due to task. These results and the differences from the earlier study are discussed. Limitations of the study dictate cautious interpretation of the results, and the need for replication studies.

**02–751 Corbeil, Giselle** (Acadia U., Canada). Résumés de texte en langue maternelle et en langue seconde: Différences dans l'application des macrorègles entre experts et étudiants de différents niveaux universitaires. [Text summaries in the mother tongue and second language: Differences between experts and students of various academic levels in the application of macrorules.] *Canadian Journal of Applied Linguistics* (Ottawa, Canada), **4**, 1/2 (2001), 41–68.

This study analyses the differences between experts and university students of various academic levels in the



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application of the macrorules of deletion, generalisation and construction on text summaries. Learners of French as a second language were required to write a summary of a French text in French, as well as an English text in English, their mother tongue, whereas professors of French and English were asked to do the same thing but only in their mother tongue. Analysis of the results showed that, with regard to the deletion rule, there are significant differences between French learners and French experts as well as between English experts and the same students. As for the generalisation rule, significant differences are also observed between learners of French and French experts, but none when these students are compared to English experts. Similar results are found for the construction rule. Level of proficiency in French has an influence on the application of some rules. Explanations follow and pedagogical suggestions are offered.

**02–752 Cullip, Peter F.** (Universiti Malaysia Sarawak). Text technology: The power-tool of grammatical metaphor. *RELC Journal* (Singapore), **31**, 2 (2000), 76–104.

Texts are a form of technology: they do things. They construct meanings to achieve social purposes. This paper argues that the power-tool of the technology of text is grammatical metaphor. It is grammatical metaphor which is the key to constructing the meanings of those genres valued by the institutions of education, the professions and bureaucracy. Success in these institutions is linked to the mastery of grammatical metaphor as a tool for making meanings in reading and writing. It is therefore important for teachers, including English as a Second Language (ESL) teachers, to become conscious of this tool, how it works, how to use it and how to exploit it for pedagogical purposes, so that all students may master it, and the kinds of texts it enables them to construct.

**02–753 Dodigovic, Marina** (Southern Cross Coll., Australia; *Email*: marina.dodigovic@scc.edu.au). Developing writing skills with a cyber-coach. *Computer Assisted Language Learning* (Lisse, The Netherlands), **15**, 1 (2002), 9–25.

Academic writing is fraught with challenges for students of non-English speaking background (NESB) in Australia. One of these challenges, sentence grammar, is often where the support systems such as English for Academic Purposes (EAP) fail them. This study examines the problems and looks at innovative ways of addressing them. It begins by describing a research programme that exposes the most common errors in NESB students' writing and concludes with the development of an intelligent computer interface designed to provide appropriate assistance. The theoretical concepts employed in this case are those of interlanguage and error analysis within a very broad framework of systemic functional linguistics.

**02–754 Enriquez, Ninette Cartes and Larenas S. M., Maria Edith** (Universidade de concepcion, Chile). El diagrama de cajas: desarrollo de estrategias integradas. [The Diagram of Boxes: Developing integrated reading strategies.] *The ESPecialist* (São Paulo, Brazil), **22**, 2 (2001), 155–68.

This study aims to create a reading instrument (Diagram of Boxes) which would allow students to classify and summarise pieces of information in a text. The work was based on three steps: a pre-test, the development of reading strategies and the assessment of such an instrument. The participants were 10 randomly-selected native speakers, studying Spanish as their first language. Results show that the students managed to work in pairs to comment on linguistic aspects and the content of the texts. After reading many different texts, they were able to comprehend, write and compose oral texts of many kinds. The quantitative results show significant improvements to those who followed the Diagram as opposed to others who did not.

**02–755 Ewart, Gestny** (Collège universitaire de Saint-Boniface, Manitoba, Canada; *Email*: gewart@ustboniface.mb.ca) **and Straw, Stan**. Literacy instruction in two French immersion classrooms in Western Canada. *Language, Culture and Curriculum* (Clevedon, UK), **14**, 2 (2001), 187–99.

This pair of qualitative case studies looks at the pedagogical practices of two teachers, and the role they played in the development of print literacy of young anglophone children who were immersed in French as a second language (L2). In one classroom literacy instruction was carried out in French, and in the other, in English. Data collection methods included more than 50 hours of participant observation, interviewing, and the collection of various artefacts. The results of the data analysis suggest that teachers who provide a structured instructional scaffold for their students offer a richer literacy learning environment than those who do not. The study suggests that there is no simple answer as to whether students should receive initial literacy instruction in L1 or L2. Language of instruction is only one of the many decisions to be made, and the decision needs to be placed in the broader context of instructional strategies. Key elements in the discussion should include teachers' pedagogical practices, based on their understanding of language development, as well as the role literacy plays in the development of oracy.

**02–756 Farrell, Thomas S. C.** (Nanyang Technological U., Singapore; *Email*: tscfarre@nie.ed.sg). Teaching reading strategies: 'It takes time!' *Reading in a Foreign Language* (Plymouth, UK), **13**, 2 (2001), 631–46.

Studies in second language (L2) reading have shown that reading strategies not only can be taught to



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students, but that when learners use strategies they have learnt, these help improve their performance on tests of comprehension and recall. There are many suggestions about how strategy instruction should take place in the literature on L2 reading, but few studies have been conducted on how teachers actually implement strategy instruction in their classrooms. This paper outlines a case study of how one teacher attempted to incorporate strategy training in his secondary school English reading classes. He attempted strategy training in questioning, clarifying, and predicting strategies and vocabulary recognition techniques for less proficient English students with mixed success. The teacher was successful in getting his students to achieve some metacognitive awareness of their reading processes. As a result it seems that strategy training for English Second/Foreign Language (ESL/EFL) readers is worthwhile. However, teachers, especially EFL teachers, should modify their expectations of achieving rapid success. Additionally, teachers may need specific instruction on how to implement strategy training more effectively.

**02–757 Fazio, Lucy L.** (McGill U., Montreal, Canada; *Email*: lfazio@po-box.mcgill.ca). The effect of corrections and commentaries on the journal writing accuracy of minority- and majority-language students. *Journal of Second Language Writing* (Norwood, NJ, USA), **10**, 4 (2001), 235–49.

This classroom-based experimental study examined the effect of differential feedback (corrections, commentaries, and a combination of the two) on the journal writing accuracy of minority- and majority-language students being educated in the same classrooms. Journal writing samples were collected from 112 students (46 minority-language and 66 majority-language) over a period of four months in four Grade 5 classrooms where the language of instruction is French. The two student groups were randomly assigned to feedback conditions, and feedback to writing was provided weekly. Extensive classroom observations were carried out with the aim of determining the pedagogical orientation of the French language arts lessons; individual interviews were conducted to tap the extent to which students attended to their feedback. For both student groups, results indicate no significant difference in accuracy due to feedback conditions. Outcomes are discussed in light of students' attentiveness to feedback and the pedagogical context of the study.

**02–758 Glendinning, Eric and Howard, Ron** (Inst. for Applied Language Studies [IALS], U. of Edinburgh, Scotland, UK; *Email*: E.H.Glendinning@ed.ac.uk). Examining the intangible process: Lotus ScreenCam as an aid to investigating student writing. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh, Scotland, UK), **11** (2001), 42–58.

This study, involving a group of three learners on a full-time English as a Foreign Language course, attempted to gain insight into the process of collaborative writing using word-processing by combining Lotus ScreenCam recordings of the evolving text with audio-recordings of the interaction amongst the group. The approach allowed changes to the text to be matched to the reasons given for each change. In just over half the changes made, learners justified change with reference to grammar or 'feel ' for language. However, there was no evidence that justification meant that a proposal was more or less likely to succeed, as almost all proposals were incorporated in the final text. The study provides evidence that Lotus ScreenCam can be a useful tool in the study of the writing process. It also demonstrates how a well-designed writing task can generate a considerable amount of discussion of language.

**02–759 Kamimura, Taeko** (Senshu U., Japan). Integration of process and product orientations in EFL writing instruction. *RELC Journal* (Singapore), **31**, 2 (2000), 1–28.

This study investigated whether product-oriented knowledge and composing process skills are both necessary or whether either one of the two is sufficient in order for English as a Foreign Language (EFL) students to become skilled writers in EFL. The 35 Japanese college EFL students who participated were first asked to write an argumentative essay and, immediately after finishing it, were given a retrospective questionnaire designed to probe their composing process strategies. They also took a form-based test which assessed their knowledge of English academic texts. The students were classified into two groups, skilled and unskilled, according to the holistic scores given to their essays, and were then compared in terms of the behaviours shown in the questionnaire and test scores. The results showed that the skilled writers possessed more developed knowledge of formal aspects of English academic writing as well as more sophisticated composing process strategies. It was also clarified that both the form-oriented knowledge and process-oriented skills are necessary to function as successful EFL writers. The study suggests that second language (L2) writing instruction should maintain a balance between process and product orientations to meet the needs of various L2 writers who come from non-English discourse communities.

**02–760 Laufer, Batia** (U. of Haifa, Israel; *Email*: batialau@research.haifa.ac.il) **and Yano, Yasukata**. Understanding unfamiliar words in a text: Do L2 learners understand how much they don't understand? *Reading in a Foreign Language* (Plymouth, UK), **13**, 2 (2001), 549–66.

This study investigates how accurately learners can assess their understanding of words and whether this accuracy is influenced by the learners' culture, gender and lexical knowledge. The participants were 106 university students of English in China, Israel and Japan. The study was carried out in three stages. In stage



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one, the students were asked to read a text and assess their understanding of 20 target words in text context. For each word, they had to state whether they did not understand it, understood it approximately, or fully understood it. In stage two, they were asked to translate or explain these words, in stage three, to self-assess their understanding, as in stage one. The objective scores from stage two were compared with self-assessment scores from stage one and three. It was found that all learners over-estimated their understanding of words. The mismatch between the objective and the perceived understanding was not affected by gender, but was related to the country of the learners and their objective lexical knowledge.

**02–761 Lee, Chien Ching** (Singapore Polytechnic; *Email*: upachien@yahoo.com). Strategy and self-regulation instruction as contributors to improving students' cognitive model in an ESL programme. *English for Specific Purposes* (Amsterdam, The Netherlands), **21**, 3 (2002), 261–89.

Writing instruction has often neglected the personal and strategy variables, as well as students' relationship need, since writing is often done alone. An actual classroom implementation of strategy and self-regulation instruction was carried out to explore whether instruction would help students to plan and revise their essays and whether they had the competence and ability to regulate their writing, and thereby improve their attribution, self-efficacy and self-determination. Findings suggest that strategy and self-regulation instruction equipped students with knowledge on planning and revising essays. This improvement is mainly due to the utilisation of four self-regulation variables: self-evaluation, organising and transforming, seeking information and seeking social assistance. Strategy and self-regulation also improved students' self-efficacy (they responded more positively to negative feedback), and helped to improve their self-determination. They realised that writing more would not improve their writing unless they were able to diagnose their mistakes, and more of them therefore sought peer help after instruction. Strategy and self-regulation instruction did not have an obvious effect on attribution – though this was already good in most cases. Nearly all the students cited ability and effort as the cause of their success. They also believed that intelligence was developmental and so had a desire to improve themselves.

**02–762 Maxim, II, Hiram H.** (Georgetown U., USA; *Email*: hhm2@georgetown.edu). A study into the feasibility and effects of reading extended authentic discourse in the beginning German language classroom. *The Modern Language Journal* (Malden, MA, USA), **86**, 1 (2002), 20–35.

Despite efforts to integrate all levels of foreign language instruction, reading remains on the periphery of beginning language study. Reading extended texts is outcast to an even greater degree. This article addresses this issue by presenting the design, results, and implications from a study involving beginning college-level language students who read a 142-page romance novel in their first semester of German. During the semester, the treatment group ($N$ = 27) followed the same standard first-semester syllabus as the comparison group ($N$ = 32), but replaced all standard reading assignments in the textbook with daily in-class readings of the romance novel. The effects of the treatment were assessed on the basis of the two groups' results on (a) three departmental exams and (b) a pre-test and post-test consisting of written recall protocols of four texts and vocabulary-related questions. A statistical analysis of these two measures yielded two central findings. First, students were able to read a full-length authentic text in the first semester. Second, the treatment group performed as well as the comparison group on the three department tests and the post-test, which runs counter to arguments that time spent reading in class adversely affects beginning language learners' second language development. Curricular and pedagogical implications of these findings are discussed.

**02–763 Mesquita, Angela** (French Cultural Institute, Federal U. of Ceara, Brazil). Compréhension de la lecture en langue française: une étude exploratoire appliquée au cours de Français Instrumental avec des étudiants brésiliens. [Reading comprehension in French: An exploratory study on a French for Professional Purposes course with Brazilian students.] *Dialogues et cultures* (Brussels, Belgium), **44** (2001),115–22.

The project described here was carried out within the framework of the Galatea research programme, which deals with issues related to the teaching and learning of related languages. The learners, 14 post-graduates, were absolute beginners following a 60-hour course in French for Professional Purposes. The aim was to identify the variables involved when speakers of one Romance language (Portuguese) are faced with the problem of learning to read a second (French). Reading competence was measured by comparing the learners' results in cloze tests in both Portuguese and French. Results show that the most successful learners of French had the highest scores in the Portuguese cloze tests, could also read English, and read considerable amounts in their chosen field. Less successful learners had low scores in the Portuguese cloze test and only read in Portuguese. Nonetheless, overall results confirm the general hypothesis that readers of one Romance language are advantaged when it comes to learning a second one.

**02–764 Qi, Donald S. and Lapkin, Sharon** (Ontario Inst. for Studies in Ed., U. of Toronto, Canada; *Email*: sqi@oise.utoronto.ca). Exploring the role of noticing in a three-stage second language writing task. *Journal of Second Language Writing* (Norwood, NJ, USA), **10**, 4 (2001), 277–303.



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The importance of noticing as a cognitive process in second language (L2) acquisition has been increasingly recognised by applied linguistics researchers. However, issues concerning how noticing is related to composing and subsequent feedback processing, and what impact such noticing has on L2 writing improvement, need to be addressed. This article reports a case study conducted to investigate these issues with two Mandarin background adult English as a Second Language (ESL) learners. The study documents the relationship of noticing, both in the composing stage (Stage 1) and the reformulation stage (Stage 2, where learners compare their own text to a reformulated version of it), to the improvement of the written product in the post-test (Stage 3) of a three-stage writing task. The findings suggest that, while composing and reformulation promote noticing, the quality of noticing, which relates directly to L2 writing improvement, is different for learners with different levels of L2 proficiency. It is argued that, while promoting noticing is important, promoting the quality of that noticing is a more important issue to be addressed in L2 writing pedagogy.

**02–765 Rivard, Léonard P.** (Collège universitaire de Saint-Boniface, Manitoba, Canada). Summary writing: A multi-grade study of French-immersion and francophone secondary students. *Language, Culture and Curriculum* (Clevedon, UK), **14**, 2 (2001), 171–86.

This paper reports on a large-scale study on the summary writing abilities of francophone minority (FL1) and French immersion (FL2) secondary level students. A total of 400 students, 50 at each grade level from Senior 1 to Senior 4 in both programmes, participated in the study. Summaries of science-content texts produced by the FL1 and FL2 students were analysed for linguistic format as well as content. The results show that summaries written by FL1 students were generally superior to those produced by FL2 students. Differences related to organisation, style and grammar were most noticeable at the beginning of high school but tended to diminish by graduation time. It is suggested that FL2 students might benefit from a process approach to writing, whereas FL1 students might benefit from being exposed to more authentic texts in science. The author calls for further studies to differentiate between the reading and writing strategies used respectively by FL1 and FL2 students.

**02–766 Sehlaoui, Abdelilah Salim** (Emporia State U., Kansas, USA; *Email*: sehlaoua@emporia.edu). Facing the challenge of teaching and learning EFL reading: Beyond the language of critique. *Reading in a Foreign Language* (Plymouth, UK), **13**, 2 (2001), 615–26.

This article summarises the author's experience with the challenge of teaching English as a Foreign Language (EFL) reading in Morocco. To meet this challenge, he focused not only on his ability to teach effectively and make sound pedagogical decisions (language of critique), but also on his ability to defend these pedagogical decisions in front of administrators and colleagues (language of possibility). It is argued that, in addition to having a comprehensive theory of the learning-teaching process, a rich instructional repertoire and a clear understanding of the nature of reading and teaching/learning to read, teachers should be both critical and transformative intellectuals, able to change and reconstruct their own realities through sound pedagogical practice and effective leadership. The article provides an example of such leadership by describing how and why the author created classroom libraries and founded the Regional Resource Centre of English (RRCE) in a small Northern town in Morocco, as an attempt to face the challenging aspects of teaching EFL reading in that country. The article also provides a description of the social context of EFL literacy among other literacies in Morocco, as well as a description of different uses of EFL literacy among EFL learners and teachers in the RRCE.

**02–767 Sutherland-Smith, Wendy** (Monash U., Australia). Web-text: Perceptions of digital reading skills in the ESL classroom. *Prospect* (Macquarie U., Sydney, Australia), **17**, 1 (2002), 55–70.

Many educationalists have proposed a reworking of literacy concepts over the last few years, necessitated by the immense impact of technology on classroom practice, and most recently, with the advent of Internet information. New strategies required in Web reading and digital writing cause previous notions of literacy to be reshaped and compel teachers to rethink classroom reading practice. This paper compares student perceptions of reading skills needed in the traditional print-text mode with the skills needed to read and gather information on the Web. Do students perceive reading as different on the Web? Are there implications for reading classroom teachers? The research was conducted in a medium-sized suburban government primary school of 380 children from 72 different countries. The participants were 48 students in two grade-six classes, with a focus on 12 English as a Second Language (ESL) students' responses. These students came from Taiwan, China, India, Malaysia, Poland and Bhutan. The study was replicated in an adult ELICOS language centre environment with the researcher's class of 18 students from China, Indonesia, Korea, Taiwan, Thailand and Japan. Different student expectations of Web-text compared to paper-text were evident. The research is seen as adding to constantly evolving notions of literacy embracing technology, and as applicable to primary, secondary and tertiary levels of ESL teaching practice.

**02–768 Wong, Kit-ching** (Hong Kong Inst. of Education). Guided Fantasy: Thinking skills for Chinese writing for primary students. *Asia Pacific Journal of Language in Education* (Hong Kong), **4**, 1 (2001), 83–99.



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Writing plays a very important role in Chinese Language Education because it has been regarded as the main indicator of students' language ability. Previous research has found that Hong Kong students' standard in writing is lower than that of similar students in Mainland China and Taiwan. This pilot study examines the effectiveness of Guided Fantasy in teaching Chinese language writing to a small group of primary five students. Guided Fantasy is one of the important techniques employed in counselling. Questionnaires were used to collect students' ideas about this approach to writing methodology, and students' writing was analysed to measure their performance in writing. Findings indicate that Guided Fantasy provides an ideal environment for classroom writing, reducing stress in the regular classroom and promoting thinking skills which can help students to generate their creative ideas more easily. Guided Fantasy also promotes the use of the right brain with visual thinking, activating long-term memory, and projecting genuine feelings and thoughts in writing. This kind of thinking also promotes the development of multiple intelligence and is effective in affective writing. The theory of language and thought, the rationale and the classroom methodology for using Guided Fantasy in writing are discussed.

**02–769 Zhu, Wei** (U. of South Florida, Tampa, USA; *Email*: vzhu@chumal.cas.usf.edu). Interaction and feedback in mixed peer response groups. *Journal of Second Language Writing* (Norwood, NJ, USA), **10**, 4 (2001), 251–76.

With the growing number of foreign students on university campuses in the United States, mixed peer response groups consisting of both native English speakers and English as a Second Language (ESL) students are often seen in mainstream composition classes. Although writing researchers have examined various issues concerning peer response in first (L1) and second (L2) language settings, little research has centred on mixed peer response groups. The study reported here examined interaction and feedback in mixed peer response groups by inspecting participants' turn-taking behaviours, language functions performed during peer response, and written feedback on each other's writing. Data were collected from three mixed peer response groups, each with a non-native speaker and two or three native speakers. Transcripts of student discussion of peer writing, as well as peer response sheets with students' written comments were analysed. Findings indicate that the non-native speakers as a group took fewer turns and produced fewer language functions during oral discussion of writing, particularly when they were performing the writer role, but they were comparable to the native speakers with respect to the number of global comments provided in writing.

# Language testing

**02–770 Borg, Serge** (Alliances françaises de São Paolo, Brazil). Progression d'enseignement – progrès d'apprentissage: projet d'un *Portfolio* pour l'évaluation en didactique des langues. [Teaching progression, learning progress: The role of a *Portfolio* in foreign language assessment.] *Dialogues et cultures* (Brussels, Belgium) **44**, (2001), 29–35.

The author identifies four periods in the development of the concepts of progression and assessment in foreign language teaching. Until the end of the nineteenth century, progression was seen as the linear ordering of the linguistic units and structures to be acquired through a form-focused methodology based on grammar and translation, whilst assessment measured knowledge about this internal code. The 1920s saw the introduction of a 'scientific' approach, influenced by structuralism and behaviourism which again concentrated exclusively on the programmed teaching of forms. Not until the early 1970s, with the advent of the communicative approach, was any attention paid to psycho-social aspects: progression was now seen as a spiral rather than a linear process and assessment was broadened to include discursive and sociocultural dimensions of language use, the two concepts being regarded as substantially the same in that they are both part of an ongoing process of the (re-)definition of learners' aims. This resulted in the widespread rejection of institutional certification, as inimical to learner centredness. Since the 1990s, an integrative approach has developed in which the language learner's portfolio serves as a basis for multifunctional assessment reconciling external and internal forms of assessment.

**02–771 Cameron, Lynne** (U. of Leeds, UK; *Email*: L.J.Cameron@education.leeds.ac.uk). Measuring vocabulary size in English as an additional language. *Language Teaching Research* (London, UK), **6**, 2 (2002), 145–73.

This paper reports findings from a study in two stages to trial tests of vocabulary size in English as an additional language (EAL). The first, pilot, stage trialled the Levels test (Nation, 1990) and the Yes/No test (Meara, 1992) with secondary students aged 15 years, with an average of 11 years of education in the target language. The Levels test was found more useful, mainly because the inclusion of non-words in the Yes/No test produced unreliable results. In the second stage, the Levels test was used with students aged 13 and 14 years, 63 students for whom English was an additional language, and 84 monolingual English speakers. The results of the tests show a different profile of scores for EAL than occur in typical English as a Foreign Language contexts. EAL students, who have had on average 10.5 years in English medium education, show gaps in their knowledge of the most frequent words and more serious problems with less frequent words, with important implications for educational achievement. Comparison of mean scores of EAL students and their native speaker peers using t-tests reveal significant differences at 3K and 5K levels. The



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study shows that the Levels test offers a useful research and pedagogic tool in additional language learning contexts, yielding an overall picture of receptive vocabulary learning across groups. The test also produces information about individual language development that may help teaching. Implications include the need for further research into the effects of learning environments on language development, and the need for skilled intervention in additional language development to continue throughout secondary schooling.

**02–772 Choi, Seonghee** (Kyonggi Inst. of Technology, Korea) **and Samimy, Keiko K.**. Exploring daily grading as a form of assessment in a college-level Japanese language classroom. *Foreign Language Annals* (New York, USA), **35**, 1 (2002), 25–42.

Methods of evaluation affect learning in multiple and varied ways. The current distinction between testing and assessment invokes issues about which alternatives for evaluation are available and how they are applied in language classrooms. To explore a daily grading system as a form of assessment, this study surveyed 16 teachers and 90 students in college-level Japanese language classrooms where daily grading is practised. The results showed that both teachers and students had positive beliefs about daily grading. It was also found that students had moderate anxiety levels when their performances were graded daily. In addition, the study revealed several areas of concern about daily grading. To use daily grading successfully as a language-learning assessment tool, appropriate and ongoing teacher training is recommended.

**02–773 Connor, Ulla and Mbaye, Aymérou** (Indiana U.-Purdue U., Indianapolis, USA; *Email*: uconnor@iupui.edu). Discourse approaches to writing assessment. *Annual Review of Applied Linguistics* (Cambridge, UK), **22** (2002), 263–78.

At present, mastery of English for educational and professional purposes contributes significantly to expansion of the role of English as a language of world communication. In this context, the teaching - and, consequently, the assessment - of writing in English as a Foreign/Second Language (EFL/ESL) is receiving more attention than ever before. This review article argues that, although this renewed interest in the evaluation of writing has resulted in advances in the field of language testing, it has by and large failed to incorporate insights gained from recent developments in text analysis. There is a considerable gap between current practices in writing assessment and criteria suggested by advances in knowledge of discourse structure. This gap is illustrated here by contrasting current practices in the scoring of two major EFL/ESL writing tests with knowledge of text characteristics generated from recent developments in text analysis. The review concludes by making the case for bridging the gap and by proposing a model of writing assessment that incorporates both linguistic and discoursal features of texts.

**02–774 Cumming, Alister** (Ontario Inst. for Studies in Ed., U. of Toronto, Canada; *Email*: acumming@oise.utoronto.ca ), **Kantor, Robert and Powers, Donald E.**. Decision making while rating ESL/EFL writing tasks: A descriptive framework. *The Modern Language Journal* (Malden, MA, USA), **86**, 1 (2002), 67–96.

This article documents three coordinated, exploratory studies that developed empirically a framework to describe the decisions that experienced writing assessors make when evaluating English Second/Foreign Language (ESL/EFL) written compositions. The studies are part of ongoing research to prepare a new scoring scheme and tasks for the writing component of the Test of English as a Foreign Language (TOEFL). In Study 1 a research team of 10 experienced ESL/EFL raters developed a preliminary descriptive framework from their own think-aloud protocols while each rating (without any predefined scoring criteria) 60 TOEFL essays at six different score points on four different essay topics. Study 2 applied the framework to verbal report data from seven highly experienced English-mother-tongue (EMT) composition raters while each rated 40 TOEFL essays. In Study 3 the framework was refined by analysing think-aloud protocols from seven of the same ESL/EFL raters who rated compositions from six ESL students on five different writing tasks involving writing in response to reading or listening material. In each study, participants completed a questionnaire to profile their individual characteristics and relevant background variables. In addition to documenting and analysing in detail the thinking processes of these raters, it was found that both groups of raters used similar decision-making behaviours, in similar proportions of frequency, while assessing both the TOEFL essays and the new writing tasks, thus verifying the appropriateness of the descriptive framework. Raters attended more extensively to rhetoric and ideas (compared to language) in compositions they scored high than in compositions they scored low. The ESL/EFL raters attended more extensively, though, to language than to rhetoric and ideas overall, whereas the EMT raters balanced more evenly their attention to these main features of the written compositions. Most participants perceived that their previous experiences rating compositions and teaching English had influenced their criteria and their processes for rating the compositions.

**02–775 Dooey, Patricia** (Curtin U. of Technology, Western Australia) **and Oliver, Rhonda**. An investigation into the predictive validity of the IELTS Test as an indicator of future academic success. *Prospect* (Macquarie U., Sydney, Australia), **17**, 1 (2002), 36–54.



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In recent times there has been an increase in the number of overseas students choosing to study in universities in English-speaking countries. As a result, the issue of eligibility criteria has become an important one, with measurement of proficiency in the English language being a key aspect. At present, one of the most widely used tests for this purpose is the International English Language Testing System (IELTS). This test is used at Curtin University of Technology in Western Australia. The purpose of this study is to investigate how accurate IELTS is as a predictor of performance and success in the Schools of Business, Science and Engineering at the University. To do this a small-scale quantitative study was carried out amongst first-year undergraduate students from diverse non-English-speaking backgrounds who were admitted on the basis of their IELTS score. The findings show little evidence for the validity of IELTS as a predictor of academic success, confirming previous research findings which suggest that language is but one of many important contributing factors.

**02–776 Fountain, R. L. and Nation, I. S. P.** (Victoria U. of Wellington, New Zealand). A vocabulary-based graded dictation test. *RELC Journal* (Singapore), **31**, 2 (2000), 29–44.

This article describes a dictation test which is graded according to vocabulary frequency. Four equivalent forms are included in the article. Statistical data on the tests is provided, showing that the tests have high reliability, and are valid tests of vocabulary knowledge. Evidence is provided to show that the four forms are equivalent. It is suggested that the dictation tests described have features which make them attractive as a part of a placement test battery. They are reliable and valid tests of vocabulary knowledge, and they can discriminate at least as well as discrete point tests. The design of the tests allows them to be marked in a systematic way with fewer problems than are encountered in marking normal dictation; and they can be administered in a short time. A disadvantage of the tests is that, because of the way they have been designed, the passages seem a little artificial – but, fortunately, this does not seem to affect learner performance. Further research needs to be done on exploring the aspects of vocabulary knowledge that they test, and on validating their use as placement tests. Having four equivalent forms means that the tests can be used as measures of vocabulary growth using them as pre-tests and post-tests without being concerned about memory for the pre-test or any learning that it may have given rise to. As placement tests they can be used interchangeably to maintain test security.

**02–777 Jarvis, Scott** (Ohio U., USA; *Email*: jarvis@ohio.edu). Short texts, best-fitting curves and new measures of lexical diversity. *Language Testing* (London, UK), **19**, 1 (2002), 57–84.

Following up on recent work by Malvern and Richards concerning the measurement of lexical diversity through curve fitting, the present study compares the accuracy of five formulae in terms of their ability to model the type-token curves of written texts produced by learners and native speakers. The most accurate models are then used to consider unresolved issues that have been at the forefront of past research on lexical diversity: the relationship between lexical diversity and age, second language (L2) instruction, L2 proficiency, first language (L1) background, writing quality and vocabulary knowledge. The participants in the study comprise 140 Finnish-speaking and 70 Swedish-speaking learners of English, and an additional group of 66 native English speakers. The data include written narrative descriptions of a silent film, and the results show that two of the curve-fitting formulae provide accurate models of the type-token curves of over 90% of the texts. The texts for which accurate models were obtained were subjected to further analyses, and the results indicate a clear relationship between lexical diversity and amount of instruction, but a more complicated relationship between lexical diversity and L1 background, writing quality and vocabulary knowledge.

**02–778 Kondo-Brown, Kimi** (U. of Hawaii at Manoa, USA; *Email*: kondo@hawaii.edu). A FACETS analysis of rater bias in measuring Japanese second language writing performance. *Language Testing* (London, UK), **19**, 1 (2002), 3–31.

The purpose of this study is twofold. First, using Linacre's (1996) computer program FACETS, it investigates how judgements of trained teacher raters are biased towards certain types of candidates and certain criteria in assessing Japanese second language (L2) writing. Previous studies that identified significantly biased rater-candidate interactions did not discuss who the candidates were, but this study examines rater-candidate interactions in much more detail. Secondly, since there is no established rating scale for assessing Japanese L2 writing, this study explores the potential for using a modified version of Jacobs *et al.*'s (1981) rating scale for norm-referenced decisions about Japanese L2 writing ability. The participants in the study comprised 234 university candidates and three trained teacher raters. The raters produced highly correlated scores and were self-consistent, but significant differences in overall severity surfaced. The raters scored certain candidates and criteria more leniently or harshly, and every rater's bias pattern was different. The highest percentage of significantly biased rater-candidate interactions was found among the candidates whose ability was extremely high or low. This study suggests that the modified version of Jacobs *et al.*'s scale can be a reliable tool in assessing Japanese L2 writing in norm-referenced settings, but multiple ratings are still necessary.

**02–779 Malvern, David and Richards, Brian** (U. of Reading, UK; *Email*: b.j.richards@reading.ac.uk). Investigating accommodation in language



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proficiency interviews using a new measure of lexical diversity. *Language Testing* (London, UK), **19**, 1 (2002), 85–104.

Lexical diversity is an important indicator of language learners' active vocabulary and how it is deployed. Traditionally it has been measured by the Type-Token Ratio (TTR), the ratio of different words to total words used. Unfortunately, TTR is a function of sample size: larger samples of words will give a lower TTR and even commonly used measures derived from TTR which are claimed to be independent of sample size are problematic. To overcome this, the authors have developed an innovative measure of vocabulary diversity, D, based on mathematically modelling how new words are introduced into larger and larger language samples, and have produced software (*vocd*) to calculate it. Previous research by the authors into language proficiency interviews investigated linguistic and discourse accommodation of teacher-testers using a wide range of student and teacher variables. In a study of teenage learners of French, the aspect of teachers' language in oral interviews that was most responsive to the ability of their students was lexical diversity. The analysis reported here focuses on this finding in greater depth using the new measure, D. The relationship between D and other measures of foreign language proficiency is investigated, the Ds of students and teachers are compared and the correlations between teachers' D and students' proficiency are computed. Results firstly demonstrate the validity of D as a measure of vocabulary diversity and the effectiveness of *vocd* as a tool to analyse language data. Secondly, with regard to accommodation processes in oral testing, the two teachers did not finely tune their vocabulary diversity to the proficiency of individual students. Instead, each teacher roughly adjusted his or her language to the ability of the class they examined.

**02–780 McNamara, Tim** (U. of Melbourne, Australia; *Email*: tfmcna@unimelb.edu.au), **Hill, Kathryn and May, Lynette**. Discourse and assessment. *Annual Review of Applied Linguistics* (Cambridge, UK), **22** (2002), 221–42.

Many contemporary currents in applied linguistics have favoured discourse studies within assessment; there have been calls for cross-fertilisation with other areas within applied linguistics, critiques of the positivist tradition within language testing research, and the growing impact of Conversation Analysis (CA) and sociocultural theory. This review article focuses on the resulting increase in discourse-based studies of oral proficiency assessment techniques. These studies initially focused on the traditional oral proficiency interview but have since been extended to new test formats, including paired and group interaction. The article discusses the research carried out on a number of factors in the assessment setting, including the roles of interlocutor, candidate, and rater, and the impact of tasks, task performance conditions, and rating criteria. Recent research has also concentrated more specifically on the assessment of pragmatic competence and on the applications of technology within the assessment of spoken language, including the comparability of semidirect and direct methods for such assessment and the use of computer corpora.

**02–781 O'Sullivan, Barry** (U. of Reading, UK; *Email*: b.e.osullivan@reading.ac.uk), **Weir, Cyril J. and Saville, Nick**. Using observation checklists to validate speaking-test tasks. *Language Testing* (London, UK), **19**, 1 (2002), 33–56.

Test-task validation has been an important strand in recent revision projects for University of Cambridge Local Examinations Syndicate (UCLES) examinations. This article addresses the relatively neglected area of validating the match between intended and actual test-taker language with respect to a blueprint of language functions representing the construct of spoken language ability. An observation checklist designed for both *a priori* and *a posteriori* analysis of speaking task output has been developed. This checklist enables language samples elicited by the task to be scanned for these functions in real time, without resorting to the laborious and somewhat limited analysis of transcripts. The process and results of its development, implications and further applications are discussed.

**02–782 Sester Retorta, Miriam** (Centro Federal de Educação Tecnológica do Paraná, Argentina). Multiple-choice and cloze procedures in reading tests: What do they really measure? [Múltipla escolha e procedimentos 'cloze' em testes de leitura: o que eles realmente mensuram?] *The ESPecialist* (São Paulo, Brazil), **22**, 2 (2001), 127–54.

This article presents the results of a study carried out from July 1995 to August 1996, with the aim of finding out what mental process(es) a testee goes through while taking multiple-choice and cloze tests. Twenty-three proficient non-native English speakers were asked to answer three multiple-choice tests and one cloze test, and write a report on how they reached the answers. Two flow-charts of strategies used to achieve the correct answers were then designed. It was found that not only do testees use reading strategies but they also get engaged in a complex task of designing strategies to arrive at the correct answers.

**02–783 Turner, Carolyn E.** (McGill U., Montreal, Quebec, Canada) **and Upshur, John A.**. Rating scales derived from student samples: Effects of the scale maker and the student sample on scale content and student scores. *TESOL Quarterly* (Alexandria, VA, USA), **36**, 1 (2002), 49–70.

Performance tests typically require raters to judge the quality of examinees' written or spoken language relative to a rating scale; therefore, scores may be affected by variables inherent in the specific scale development process. This study considers two variables in empirically derived rating scales that have not been



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investigated to date: scale developers and the sample of performances used by the scale developers. These variables may affect scale content and structure and (ultimately) final test scores. The study examined the development and use of scales using two samples of English as a Second Language (ESL) student writing and three teams of rating scale developers to construct three empirically derived scales. A comparison of the scale content showed considerable variation even though all development teams used similar constructs of writing ability. Each team used its own scale to rate a different set of compositions. Comparison of the ratings showed that scale development team had a minor effect on ratings and that scale development sample had a major effect. The implications of these findings on the nature of empirically derived rating scales are discussed, focusing particularly on how such scales are developed.

**02–784 Westphal, Patricia B., Wacha, Heather and Rhodes, Pamela** (Central Coll., Pella, Iowa, USA / Norwalk High School, Iowa, USA ). Assessing oral performance in the secondary classroom. *The French Review* (Carbondale, IL, USA), **75**, 3 (2002), 560–69.

This collaborative study involved three teachers (one college, two high school) developing and administering oral tests for secondary students of French. The 85 participating high school students were tested orally by an outside evaluator (the college teacher) over a two-month period. A questionnaire was also designed and administered to students before and after the treatment to measure their attitudes towards speaking French and oral evaluation. This action research project afforded insights into the importance of oral testing, and led the teachers to consider modifying their own classroom practices. The article includes several sample tests in a variety of formats as well as the questionnaire.

**02–785 Young, Richard F.** (U. of Wisconsin, Madison, USA; *Email*: rfyoung@facstaff.wisc.edu). Discourse approaches to oral language assessment. *Annual Review of Applied Linguistics* (Cambridge, UK), **22** (2002), 243–62.

This review article begins with a careful look at a sample conversation and examines the many layers of interpretation that different academic traditions have constructed in order to interpret it. These layers of interpretation include linguistic forms, nonverbal communication, linguistic context, situational context, and the embodied histories that participants bring to interaction. All are incorporated into a rich definition of discourse. The article then reviews recent studies that have compared the discourse of oral interaction in assessment with oral discourse in contexts outside assessment to show how different they are. The next section discusses studies that have related ways of speaking to the cultural values of communities of speakers with a view to understanding the cultural miscommunication that occurs in assessment of speaking in a second language community. The review concludes by stressing the wholeness of face-to-face interaction, listing the layers of interpretation of interaction that have not thus far been considered in oral testing, and setting out a potentially fertile area for future research.

# Teacher education

**02–786 Breugnot, Jacqueline** (Université Koblenz-Landau, Germany; *Email*: Breugnot@uni-landau.de). L'institution scolaire en France et en Allemagne: différences et proximités. [The school system in France and Germany: Differences and convergences.] *Les Langues Modernes* (Paris, France), **3** (2001), 13–20.

The starting point for this article is the difficulties and misunderstandings that regularly arise in programmes of cooperation between French and German trainee language teachers. The author locates the source of these misunderstandings in differing national conceptions of the school and its place in the social structure. In France, the school has traditionally been seen as part of the *public* realm, its function being to create republican citizens in the light of universal reason, away from the passions and prejudices of the domestic environment. In Germany, by contrast, the decentralised, three-tier school system (*Hauptschule*, *Realschule*, *Gymnasium*) has generally focused much more on the child's individual development, granting an important role to the *private* sphere of home and family life. The consequences for language teaching include, in Germany, a lesser demand for specialist language teachers in the early years, and a view that the learning of French should be part of a person's general culture, rather than being of strictly practical benefit. However, in recent years, the school systems in both countries have had to adapt to parallel social developments (e.g., multiculturalism, working mothers, consumer choice) which have tended to reduce the differences between them.

**02–787 Burley, Suzanne and Pomphry, Cathy** (U. of North London, UK). Intercomprehension: A move towards a new type of language teacher. *Language Learning Journal* (Rugby, UK), **25** (2002), 46–51.

This paper describes the University of North London's contribution to a European project on intercomprehension in language teacher education. The project aims to investigate new approaches to initial language teacher education which emphasise and make use of linguistic and cultural diversity as a basis for understanding the teaching and learning of languages. The paper first defines intercomprehension and describes various cross-curricular initiatives on language education in Britain. There follows a description of the



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application of intercomprehension approaches across six sessions on language, language learning, and teaching delivered to a cross-subject group of PGCE (post-graduate certificate in education) English and modern languages student teachers. The description of each session is followed by an account of learning outcomes accompanied by student teachers' responses and evaluation and tutor comments. The paper concludes by presenting a view of the dialogue between the two subject groups and emphasises the need for a new definition of the language teacher of the future: one who is a language educator.

**02–788 Cunningham, Ann C. and Redmond, Mary Lynn** (Wake Forest U., North Carolina, USA). Influencing the instructional design strategies of new teachers: Foreign language and technology teacher education. *Foreign Language Annals* (New York, USA), **35**, 1 (2002), 43–60.

Fulfilling the national technology expectations for educators has become an important issue for many United States teacher-training institutions. This article presents the foreign language education programme at Wake Forest University as an example of how a content-focused curriculum can be enhanced by a supportive technology programme. An emphasis on content, research, and practice supported by integrated, state-of-the-art technology prepares graduates of the foreign language education programme to lead twenty-first century classrooms.

**02–789 Harbon, Lesley Atmazaki** (U. of Tasmania, Australia). Stories of raw green chillies and unlocked cupboards. *Babel (AFMLTA)* (North Adelaide, Australia), **36**, 3 (2002), 23–26, 28–29, 38.

This article reports on an exchange programme for Indonesian and Australian teacher trainees, focusing on the experiences of the Australian pre-service teachers in Indonesia and exploring the value of in-country school experience for language teacher trainees. It is suggested that by experiencing the target culture these trainees should be able to promote intercultural communication in the classroom, enhance the foreign language (FL) curriculum and students' classroom experiences. The problem of cultural mismatch – facing an object or situation in the target culture which appears familiar but which is, in fact, different – is discussed in detail. Eight examples from the experiences of the Australian trainees are cited and then possible interpretations are considered. Surprised that the trainees failed to query cultural mismatches despite fluency in Indonesian, the authors conclude that FL teachers need to be encouraged to ask questions about the target culture to facilitate critical reflection. They recommend that participants on exchange programmes read widely; and recognise that differences in values exist and that different meanings may be attached to familiar events. Clarification should be sought in safe environments. Participants will then be able to reflect on and share their experiences of the target culture in the FL classroom.

**02–790 Macaro, Ernesto and Mutton, Trevor** (U. of Oxford, UK). Developing language teachers through a co-researcher model *Language Learning Journal* (Rugby, UK), **25** (2002), 27–39.

The professional development of teachers has become a dominant theme in the search for school improvement and the raising of standards in England. This article reports on case studies from a small-scale study tracking the development of three newly-qualified language teachers. Three French national student teacher volunteers took part in the two-phase study once in post. In the first phase, the teachers were observed and interviewed to ascertain how their teaching had changed or developed since finishing training and what factors influenced such change. In a second phase, two subjects agreed to focus on their oral interaction with their students. In the first year of study, the three subjects differed little in the content and the way each talked about their experiences as beginning teachers. Little evidence was found of a systematic programme of development based on negotiated targets, monitoring and reviewing. It is suggested that only by engaging in a model of reflective practice which takes into account the opportunity to learn from a variety of sources will the professional knowledge of new teachers develop. Appropriately targeted support is called for in the induction year if beginning teachers are to build on the learning of the PGCE (post-graduate certificate in education) year and develop their professional knowledge accordingly.

**02–791 Moore, Zena** (U. of Texas at Austin, USA) **and Bond, Nathan**. The use of portfolios for in-service teacher assessment: A case study of foreign language middle-school teachers in Texas. *Foreign Language Annals* (New York, USA), **35**, 1 (2002), 85–92.

This qualitative case study chronicled the efforts of a group of foreign language middle school teachers as they developed professional portfolios. The study was exploratory in nature and sought to investigate what happens when teachers build a professional portfolio as an alternative to a state appraisal system. The study found that the portfolios contained very little evidence of language teaching. The teachers seemed to have had difficulty making distinctions between goal setting and instruction modifications. This confusion, together with a lack of peer collaboration, resulted in a poor selection of artifacts. For example, there was very little evidence of students' work and of professional activities. The artifacts focused more on satisfying recent state legislation emphasising textbook completion and intervention methods. The findings point to the importance of administrative and collegial support for successful professional portfolio development.



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# Bilingual education/ bilingualism

**02–792 Berger, Marie Josée and Heller, Monica** (Ontario Inst. for Studies in Ed., U. of Toronto, Canada). Promoting ethnocultural equity education in Franco-Ontarian schools. *Language, Culture and Curriculum* (Clevedon, UK), **14**, 2 (2001), 130–41.

The Franco-Ontarian community has always been made up of people whose language and culture were similar. Over the past 20 years, important changes have taken place, particularly in urban centres where the French-speaking immigrants came from all parts of the world. A veritable micro cosmos has resulted, reflecting the growth of the world community of francophones. Ontario is a large province with regional differences which are reflected in the concentration and composition of the population. In a number of towns, French is the language of the majority but francophones can be found across the province. A large number of newly arrived immigrants from other French-speaking environments, have settled in Ontario, especially in urban regions where they are now actively engaged in maintaining and promoting the use of French within their respective ethnocultural communities. It is argued here that, given the historical context of the evolution of French schools in Ontario, the arrival of new francophones can be beneficial. The authors surveyed six school boards and principals, and the article describes practices put in place specifically to promote equity and inclusion in minority French language schools with a varied ethnocultural population.

**02–793 Bialystok, Ellen** (York U., Toronto, Ontario, Canada; *Email*: ellenb@yorku.ca). Acquisition of literacy in bilingual children: A framework for research. *Language Learning* (Malden, MA, USA), **52**, 1 (2002), 159–99.

Much research that contributes to understanding how bilingual children become literate cannot isolate the contribution of bilingualism itself to the discussion of literacy acquisition for these children. This paper identifies three areas of research relevant to examining literacy acquisition in bilinguals: (a) the acquisition of literacy by bilingual (or partly bilingual) children (or adults) in a weak language; (b) the acquisition of literacy by monolingual children in different languages; and (c) the cognitive and linguistic components of fluent reading in a second language. The paper explains the contribution of each of these areas, and associates each with a skill required by monolingual children in becoming literate. A review of the literature explores differences between bilingual and monolingual children in the development of literacy acquisition skills. The relation between bilingualism and the development of each of the three skills is different, sometimes indicating an advantage and sometimes a disadvantage for bilingual children. Bilingualism clearly affects children's development of literacy, but its effect is neither simple nor unitary.

**02–794 Bourne, Jill** (U. of Southampton, UK; *Email*: j.bourne@soton.ac.uk). Doing 'what comes naturally': How the discourses and routines of teachers' practice constrain opportunities for bilingual support in UK primary schools. *Language and Education* (Clevedon, UK), **15**, 4 (2001), 250–68.

Providing bilingual support for curriculum learning has become an increasingly popular approach to meeting the needs of bilingual learners in mainstream classrooms in the first years of schooling in the UK. This paper argues that to understand why bilingual support operates as it does in UK classrooms, it is necessary to see it in the context of the parameters allowed it by the institutionally constructed discourses and classroom routines of mainstream teachers' practice. These discourses and practices are largely constructed outside the school, in theories of language learning and of models of 'good practice'. This approach holds lessons for the analysis of additional language provision for bilingual students in other countries. To design effective forms of bilingual support, there is a need to intervene in the reconstruction of the discourse of 'good practice' in mainstream classroom teaching.

**02–795 Conteh, Jean** (Bradford Coll., UK). Success in diversity: What can bilingual children's talk teach us? *Multicultural Teaching* (Stoke-on-Trent, UK), **20**, 2 (2002), 29–33.

The role of talk in learning is explored through a discussion of four extracts from transcripts of bilingual learners talking inside and outside the classroom. The definition of success is queried because the children studied showed themselves able to negotiate the world around them successfully and use language as a collaborative resource in learning yet were not considered successful in terms of the written national tests for their age group. Extracts show pupils' biculturalism: they are able to operate as members of their heritage culture and the second language culture. They also show the cognitive benefits of bilingualism: reading skills in the second language (English) were transferred to the first (Urdu). The author argues that we should expand our models of success to include the achievements of bilingual pupils by placing talk at the centre of the curriculum, recognising the cognitive benefits of bilingualism and recognising the importance of the role of culture in overcoming inequality. Opportunities for collaborative talk need to be built into an ever more restrictive, fixed curriculum; teachers need to capitalise on the cognitive benefits of bilingualism when teaching concepts and skills; and the existing knowledge that students bring into the classroom needs to be valued.



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**02–796 Dong, Yu Ren** (Queens Coll., City U. of New York, USA). Integrating language and content: How three biology teachers work with non-English speaking students. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **5**, 1 (2002), 40–57.

Facing the rapidly increasing non-native English speaking students in state schools, all teachers are challenged by an urgent need for developing ways to make their instruction responsive to these students' needs. This article reports on a year long study on three biology teachers' language integrated biology teaching to non-native English speaking students. Using extensive classroom observations and interviews, the study provides portraits of these three teachers' working with multilingual, multicultural, and multilevel students. The findings suggest that subject matter area teachers should and can extend their teaching competencies to be sensitive to these students' language and cultural needs and to integrate their instruction for the second language development with their curricular objectives.

**02–797 Edwards, Viv** (U. of Reading, UK; *Email*: v.k.edwards@reading.ac.uk), **Pemberton, Lyn, Knight, John and Monaghan, Frank**. Fabula: A bilingual multimedia authoring environment for children exploring minority languages. *Language Learning and Technology* (http://llt.msu.edu/), **6**, 2 (2002), 59–69.

Fabula, an interdisciplinary project funded by the European Union Multimedia Software programme, provides software to enable children learning European minority languages to create bilingual digital books. The present authors share a set of assumptions and approaches to the key issues addressed by the project. First, bilingual books are a powerful teaching tool of great value in multilingual classrooms. Second, the graphic design of books has important effects in finding inventive solutions to problems. Third, multimedia can enrich bilingual books. Finally, self-made materials motivate children. These assumptions led to a general definition of the Fabula software: an easy-to-use software environment for making and viewing interactive multimedia bilingual books, concentrating on 'languages of lesser diffusion'. The language pairs currently catered for are Welsh/English, Irish/English, Basque/French, Catalan/Spanish and Frisian/Dutch. The article presents a brief description of the Fabula software and discusses the ways in which it has been used in schools in Europe. It also sets out future plans for Fabula, including a Europe-wide competition for schools and the creation of a WWW-based 'on-line library' for teachers and children who use the Fabula software.

**02–798 Friel, Brian M. and Kennison, Sheila M.** (U. of Oklahoma, USA; *Email*: kenniso@okstate.edu). Identifying German-English cognates, false cognates, and non-cognates: Methodological issues and descriptive norms. *Bilingualism: Language and Cognition* (Cambridge, UK), **4**, 3 (2001), 249–74.

This article reports an investigation of 563 German-English nouns for the purposes of identifying cognates, false cognates and non-cognates. Two techniques for identifying cognates were used and compared; (1) De Groot and Nas's (1991) similarity-rating technique and (2) a translation-elicitation task similar to that of Kroll and Stewart (1994). The results obtained with English-speaking participants produced 112 cognates, 94 false cognates, and 357 non-cognates, and indicated that the two techniques yielded similar findings. Rated similarity of German-English translation pairs and translation accuracy were positively correlated. The study also investigated whether the presence of German-specific characters and the availability of German pronunciation information influenced similarity ratings and translation accuracy. Ratings for translation pairs in which the German word contained a language-specific character were lower and the word was translated less accurately. Participants provided with pronunciation information rated German-English translation pairs as being more similar and translated German words correctly more often than participants who did not receive pronunciation information. The article also reports the relationships among word frequency, rated imageability and the performance measures. The resulting database of information is intended to be a resource for researchers interested in cognitive processing in German-English bilinguals.

**02–799 Haag, Marcia** (U. of Oklahoma, USA; *Email*: haag@nhn.ou.edu) **and Wayne Coston, F.**. Early effects of technology on the Oklahoma Choctaw language community. *Language Learning and Technology* (http://llt.msu.edu/), **6**, 2 (2002), 70–82.

The Choctaw Nation of Oklahoma has implemented some new technological means of teaching the Choctaw language to its dispersed members. After an initial year of telecourses, an Internet course was introduced in the year 2000 which has served approximately 1000 students at varying levels of intensity. The design of the course makes direct evaluation of language learning difficult; however, the programme has served other goals, such as cultural solidarity and political prestige for the tribal government. The introduction of high technology into the Choctaw Language Program has had other strong effects in facilitating other ventures into high-level preservation, literacy, and pedagogical efforts, the most important of which is putting the Choctaw language into all the public schools in southeastern Oklahoma. The ready acceptance of technology and deliberateness of its introduction is partially attributable to cultural attitudes.



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**02–800 Haché, Denis** (Ontario Inst. for Studies in Ed., U. of Toronto, Ontario, Canada). The ethnolinguistic profile of a Franco-Ontarian school board: A language planning project. *Language, Culture and Curriculum* (Clevedon, UK), **14**, 2 (2001), 112–29.

The *Conseil scolaire public du Nord-Est de l'Ontario* is a local school board which serves a mostly French-language population in a largely English-speaking social environment in Northern Ontario, Canada. Because the performance of its student population was at risk linguistically, culturally, and academically, the Board decided upon a two-phase action plan. In phase one, a multifaceted study was initiated to provide the Board with an ethnolinguistic profile of the students, teachers, and parents of the three elementary schools and three secondary Schools within the Board's jurisdiction. Observation instruments were developed to record the linguistic behaviour of primary and middle school students and school coordinators were trained to prepare teachers to properly use these instruments during the research inquiry phase. Questionnaires were distributed to senior elementary and secondary school students and their parents. A focus group involving teachers from all schools was also held. Results of the study show that the students' linguistic and cultural vitality is weakened by the dominant English-speaking social environment. A written report was presented to the Board which contained a set of recommended actions to revitalise the language and culture within its schools and their communities. The second phase of the project would see the Board implement these strategies by incorporating them into the Board's strategic plan and the school's action plans.

**02–801 Jancewicz, Bill** (Naskapi Development Corporation and SIL International; *Email*: bill_jancewicz@sil.org) **and MacKenzie, Marguerite**. Applied computer technology in Cree and Naskapi language programmes. *Language Learning and Technology* (http://llt.msu.edu/), **6**, 2 (2002), 83–91.

This article first introduces the parameters for the application of computer technology in Cree and Naskapi language programmes. It then goes on to show that the deliberate and structured introduction of these technologies to indigenous language programmes can facilitate indigenous language stabilisation and development. Using first-hand accounts from within Cree and Naskapi language communities as case studies, both the successes and frustrations associated with computers for language work are described, and recommendations made for the future use of computer technology in these projects. It is suggested that computer equipment must be thoughtfully and deliberately deployed; software must be developed to appropriately use Native language elements; and, most importantly, the Native speakers who will be expected to use the computers must be adequately trained and have plenty of opportunity for hands-on practice.

**02–802 Kells, Michelle Hall** (Texas A&M U., USA). Linguistic contact zones in the college writing classroom: An examination of ethnolinguistic identity and language attitudes. *Written Communication* (Thousand Oaks, CA, USA), **19**, 1 (2002), 5–43.

In this examination of Mexican-American bilingual college writers, it is argued that implicit language ideologies, common misconceptions about bidialectlism/bilingualism, and the classroom attitudinal domain subvert the success of ethnolinguistic minority students. The author designed and conducted a randomised language attitude survey ($N = 195$) of 1st-year composition students on the assumption that language attitudes, reflective of the social/ethnic/linguistic polarisation of south Texas, exist inside the English classroom. Findings correlate the multiple ethnolinguistic identities of this student population with language myth adherence. Results reveal the tendency among college writers for subscription to various language myths: dialect misconception, English bias, language purity myth, literacy myth, misconception of oral performance.

**02–803 Lee, Ming-Wei and Williams, John N.** (U. of Cambridge, UK; *Email*: MWL11@cam.ac.uk). Lexical access in spoken word production by bilinguals: Evidence from the semantic competitor priming paradigm. *Bilingualism: Language and Cognition* (Cambridge, UK), **4**, 3 (2001), 233–48.

The competitive nature of the lexical selection process during spoken word production is well established in monolinguals. This paper explores the implication of this process for spoken word production in bilinguals. A cross-language semantic competitor priming effect was demonstrated, which shows that cross-language lexical competition is a feature of the word production system of the unbalanced English-French bilinguals who participated in the experiment. Experimental evidence was also found which suggests that a selected language bias effected through inhibition of the unwanted language plays an important role in resolving the cross-language lexical competition during bilingual word production in a selected language. The data further suggest that the dominance of the unwanted language relative to the selected language determines the presence/absence or 'strength' of inhibition through which the selected language bias is effected. These findings are also interpreted in terms of a recent language-specific lexical selection account of bilingual lexical access.

**02–804 Lemberger, Nancy** (Long Island U., New York, USA; *Email*: nlemberg@liu.edu) **and Vinogradova, Olga**. Russian bilingual science



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learning: Perspectives from secondary students. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **5**, 1 (2002), 58–71.

Bilingual education rests on the theory that information and knowledge acquired in the native language is transferable across languages. Literacy skills learned in one language facilitate learning in a second language. This study describes one secondary Russian/English bilingual science teacher's practice and her literate students' experiences as they learn science and adapt to a foreign school. Through questionnaires and group interview data, 70 students evaluated their literacy skills, the teaching methods, activities, and materials which helped them learn science content in English. Results indicate that students' well developed reading and writing skills coupled with bilingual instruction helped them maintain and build on their prior science learning to eventually pass required exams in English. Implications are made for supporting literacy and content skills for student achievement.

**02–805 Mulhern, Margaret M.** (Boise State U., USA; *Email*: mmulher@boisestate.edu). Two kindergartners' constructions of literacy learning in Spanish: A challenge to superficial balanced literacy instruction. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **5**, 1 (2002), 20–39.

This study examines the literacy learning experiences of two children from an infrequently studied but rapidly growing group – children of Mexican descent becoming literate in their home language, Spanish. The children's experiences reveal problematic aspects of an instructional approach in which a teacher attempts to balance a traditional phonetic approach to teaching literacy with holistic literacy experience. Such an approach warrants close examination given the ongoing debate about appropriate instructional approaches to early literacy, both in Spanish and English. This dual case study shows how each child developed a unique understanding about written language which reflected the ways in which they constructed meaning about the literacy opportunities available to them.

**02–806 Olivares, Rafael A.** (Queens Coll., City U. of New York, USA; *Email*: Rafael_Olivares@qc.edu). Communication, constructivism and transfer of knowledge in the education of bilingual learners. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **5**, 1 (2002), 4–19.

This theoretical framework to educate bilingual learners links the Communicative approach and the Constructivist approach to Learning with the transfer of knowledge from one language to the other. The framework is illustrated in the CCT model where bilingual students (identified in USA as English language learners ELLs), develop their second language (L2) when performing academically in the subject matter areas. The CCT model includes, firstly, the communicative approach in language learning that stands on six principles: (1) L2 learning, as first language (L1) learning, goes from whole to parts; (2) L2 learning should be developed in a student-centred setting; (3) the content of language learning should have an immediate meaning for the learner; (4) language learning occurs in social interactions; (5) reading, writing, speaking, and listening develop simultaneously; and (6) L2 learning is more effective when it is supportive of student's first language and culture. Secondly, the constructivist approach that is summarised in a four steps sequence: (1) open-ended opportunities for the learner to interact with meaningful material; (2) the teacher as facilitator of learning focuses student activities within the lesson framing; (3) ELLs use their background knowledge in L1 to discover new knowledge in L2; and (4) after the discovery-concept/process phase, the student applies the new knowledge to other situations restarting the cycle. Thirdly, the transfer of knowledge which discusses (1) transfer of declarative knowledge, identify as a specific kind of knowledge and (2) transfer of procedural and strategic knowledge, identify as general kind of knowledge.

**02–807 Olivares, Rafael A.** (Queens Coll., City U. of New York, USA; *Email*: Rafael_Olivares@qc.edu) **and Lemberger, Nancy**. Identifying and applying the communicative and the constructivist approaches to facilitate transfer of knowledge in the bilingual classroom. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **5**, 1 (2002), 72–83.

This article provides recommendations for the implementation of the CCT model (Communication, Constructivism, and Transference of knowledge) in the education of English language learners (ELLs) *[see also abstract 02-806]*. Following the structure of the theoretical framework represented in the model, the article describes how the CCT is identified in the research studies in this *International Journal of Bilingual Education and Bilingualism* special issue *[see also abstracts 02-796, 02-804, 02-805]*, and suggests specific recommendations to facilitate the implementation of the model in the education of ELLs. Following the structure of the CCT model, the article first suggests ways in which bilingual or any teacher working with ELLs can apply the principles of the communicative approach to their classroom activities; second, proposes mechanisms and procedures to create a constructivist learning environment; and third, devises means for bilingual students to facilitate transfer of declarative, procedural, and strategic knowledge from one language to the other.

**02–808 Požgaj Hadži, Vesna and Kranjc, Simona** (Filosofski fakultet, Ljubljana, Slovenia; *Email*: Vesna.Pozgaj-Hadzi@ff.uni-lj.si). O simultanom slovensko-hrvatskom bilingvizmu. (Na primjeru slovensko-hrvatskog bilingvala.) [On simultaneous



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Slovene-Croatian bilingualism. (A case-study of a Slovene-Croatian bilingual.)] *Strani Jezici* (Zagreb, Croatia), **30**, 3 (2001), 129–40.

This article discusses some aspects of the development of a Slovene-Croatian bilingual living in a family in which the one person-one language strategy is applied (father – Slovene; mother – Croatian), and in a Slovene language environment. The relationship between the two languages is discussed, as well as the notions of dominant language, interlanguage interference, and the influence of the language of the environment on the child's communicative competence. The results of experimental research on the language behaviour of the 10-year-old Slovene-Croatian bilingual have confirmed the interdependence of Slovene and Croatian, the dominance of Slovene, many instances of Slovene interference on all linguistic levels in Croatian, and the influence of the language of the environment (Slovene or Croatian) on the bilingual's communicative competence.

**02–809 Rubinstein-Avila, Eliane** (U. of Arizona, Tucson, USA). Problematising the 'dual' in a dual-immersion programme: A portrait. *Linguistics and Education* (New York, USA), **13**, 1 (2002), 65–87.

The purpose of this study was to provide a critical look at the issues pertaining to language variety and language use in a unique dual-immersion programme. In order to reveal multiple perspectives, the data collected and analysed included systematic participant observations in Kindergarten to 8th classrooms for over a year, formal interviews with programme teachers, and conversations with parents and students. This portrait clearly communicates that, while participants seemingly share a common language, complex sociocultural and historical tensions not only inform day-to-day classroom interactions but even dictate the legitimate language of instruction. This study underscores the social and political complexities that are often uncritically taken for granted, even in multicultural and multilingual educational environments.

**02–810 Smyth, Geri** (U. of Strathclyde, UK). I can't read Rag and Bug – bilingual children's creative responses to a monolingual curriculum. *Multicultural Teaching* (Stoke-on Trent, UK), **20**, 2 (2002), 34–38.

Based on the premise that bilingual pupils need to become monolingual in order to succeed at primary school, the author investigates whether a sample of bilingual children in Scotland are divergent thinkers who think and learn creatively. Five case studies of bilingual pupils engaged in learning activities in monolingual primary classrooms are presented as evidence for their creative thinking and learning. During open play four children switched from English to their first language (L1) to explore colour mixing when painting. A Punjabi child unable to complete a reading task nevertheless showed a good understanding of the complex nature of reading itself. A Cantonese speaking pupil attempted to incorporate L1 characters into a painting despite being described as an uncreative child. In a one-to-one session a child was given inexpert learning support in order to prepare for a curriculum test and valuable learning opportunities were missed. The influence of pupils' previous learning experiences was also overlooked. It is concluded that it is important to provide flexible opportunities for learning. More research into the nature of creativity is required so that it can be encouraged and valued across the curriculum and policies to promote creativity can be formulated.

**02–811 Toribio, Almeida Jacqueline** (The Pennsylvania State U., USA; *Email*: ajt5@psu.edu). On the emergence of bilingual code-switching competence. *Bilingualism: Language and Cognition* (Cambridge, UK), **4**, 3 (2001), 203–31.

Code-switching among proficient adult bilinguals has been extensively studied, and it is by now universally concluded that intra-sentential code alternations are rule-governed and systematic, displaying dependency relations that reflect the operation of underlying syntactic principles. The central, guiding question to be addressed herein is whether and, if so, how second language learners acquire the knowledge that defines structural coherence and allows them to render well-formedness judgements for code-switched forms. This exploration takes on particular significance given that learners receive no evidence which could guide them in rendering such judgements, and therefore results consistent with those observed among competent bilinguals could be imputed to unconscious, abstract linguistic knowledge. The investigation thus proves doubly fruitful, in the discovery of developmental patterns and in the evaluation of linguistic-theoretical methodologies and constructs.

# Sociolinguistics

**02–812 Dagenais, Diane and Berron, Catherine** (Simon Fraser U., British Columbia, Bumaby, Canada; *Email*: dagenais@sfu.ca) Promoting multilingualism through French immersion and language maintenance in three immigrant families. *Language, Culture and Curriculum* (Clevedon, UK), **14**, 2 (2001), 142–55.

This paper examines the language practices in three immigrant families of South Asian ancestry who reside in Canada and have chosen French immersion education for their children. Basing the discussion on interview data, the paper presents a profile of the inter- and intra-generational language interactions that distinguish each family, and also describes their reasons for maintaining their family language and their interest in French immersion. The findings reveal that parents adopt language maintenance strategies that vary from one family to another and they attribute value to



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French and English as official languages of the country and important languages internationally. Drawing on sociocultural theories of language learning that view language as inextricable from context and critical constructs of language exchanges, it is argued that these parents support language maintenance and opt for French immersion education as part of a family project aimed at developing child multilingualism. Multilingualism is viewed as a means of securing advantages for their offspring nationally and internationally.

**02–813 Duquette, Georges** (Université Laurentienne, Ontario, Canada; *Email*: gduquette@nickel.laurentian.ca). Double minoritisation: Intragroup domination and cultural hegemony. *Language, Culture and Curriculum* (Clevedon, UK), **14**, 2 (2001), 98–111.

Many authors have written about language dominance between groups, but little has been said about dominance within groups. This paper is a reflective essay upon within-group dominance in minority language settings. For instance, in Canada, there exists not one, but two homogeneous majority language groups competing for the integration and ultimate assimilation of minority language, bilingual populations. It is argued that, for years, minority language, bilingual populations whose mother tongue is French have experienced difficulty in developing and defining their own identity, cultural and language skills. They have worked to escape the dominating influence of monolingual English speakers only to find their organisations and institutions caught under the influence of a French-speaking elite which, because it is in a position of power, imposes its own values, its identity, and its cultural heritage upon the larger bilingual minority language population. The result has been an alienation and an increase in the assimilation of the largest population of French-language speakers outside Québec. This paper discusses within-group domination and its alienation effects upon this particular French-speaking minority language, bilingual population and recommends new avenues of research.

**02–814 Guardado, Martin** (U. of British Columbia, Canada). Loss and maintenance of first language skills: Case studies of Hispanic families in Vancouver. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **58**, 3 (2001), 341–63.

This qualitative study aims to explore the loss and maintenance of Spanish in Hispanic children in Vancouver from the perspective of parents. It focuses on the experiences of Hispanic parents of children either developing bilingually (Spanish-English) or monolingually (English). The primary method of data collection is the semi-structured interview. Data collected in this study support the notion that first language (L1) cultural identity is crucial to heritage language maintenance in the context of a dominant second language (L2). However, the data contradict previous findings that a narrow linguistic community and the input of one parent are not sufficient for L1 maintenance. The bilingual (i.e., L1 maintenance) children in the present study had L1 input from only one parent and limited L1 contacts outside the home. The data also show that the type of encouragement parents give to their children to speak the L1 can have a facilitating or a detrimental effect. Therefore, this article urges parents committed to L1 maintenance to promote a positive attitude in their children and to address their affective needs accordingly.

**02–815 McHenry, Tracey** (Eastern Washington U., USA; *Email*: tmchenry@ewu.edu). Words as big as the screen: Native American languages and the Internet. *Language Learning and Technology* (http://llt.msu.edu/), **6**, 2 (2002), 102–15.

As linguists working with the revival, maintenance, and survival of Native American languages have noted, the forces causing languages to become obsolete are not merely linguistic – political, economic, and social factors all influence the viability of indigenous languages. Thus, researchers addressing Native American issues must pay attention to these factors in order to understand more fully the complexity of language decisions for Native Americans. However, the majority of research done on Native American languages is done by non-Natives. This Native subject/non-Native researcher relationship is a problematic one, given the longstanding practice of non-Native people making decisions for and about Native Americans. To make matters even more complex, the dominant North American culture has a long tradition of mythologising Native Americans as pre-literate 'children of nature' – an outdated stereotype that does not reflect the sophisticated appropriation of computer technology by Native American communities during the 'Internet revolution' of the last 10 years. This paper explores the complex history of Native American language research before discussing how one Native school is utilising Web technology.



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