Language teaching

04–01 Asraf, Ratnawati Mohd and Ahmad, Ismail Sheikh (International Islamic University, Malaysia). **Promoting English language development and the reading habit among students in rural schools through the Guided Extensive Reading program**. *Reading in a Foreign Language* (Hawai'i, USA), **15**, 2 (2003), 83–102.

This paper describes the rationale behind and the implementation of supplementary English language reading in upper primary and lower secondary schools in Malaysia. The Guided Extensive Reading (GER) programme was piloted with four different classes in three schools, as part of a larger study addressing the low achievement of rural school students. It was posited that the introduction of extensive reading as a main feature of English language education would benefit the students both affectively, by motivating them to read extensively in English, and cognitively, by improving their understanding of the texts and increasing their proficiency in English. Weekly GER sessions over four months focused exclusively on silent, individual reading, followed by story retelling. Employing a qualitative research methodology, using participant observation (backed by video recordings), teacher diaries, and interviews, the researchers investigated student and teacher attitudes to reading, approaches to reading, and the difficulties faced by the students in understanding English texts. Signs of progress included a marked increase in participation, increased reading speed (as dictionary dependency was reduced) and, in many cases, more positive attitudes to reading.

04–02 Beaven, Tim (Open University, UK; *Email*: m.c.beaven@open.ac.uk). **Immigration in Spain: society, culture and the teaching of Spanish as a foreign language**. *Vida Hispánica* (Rugby, UK), **29** (2004), 3–8.

This paper begins with a description of current immigration statistics in Spain followed by a discussion of citizenship and intercultural education in general. The main part of the paper is devoted to the description of several classroom activities which seek to exploit core issues regarding immigration and cultural identity by encouraging students to analyse relevant press cuttings. It is argued that, with these and other tasks, the teacher can go some way towards achieving the objective of developing intercultural competence by enabling students to reflect on the practices of their own culture.

04–03 Blei, Dagmar. Aufgaben in einer konstruktivistischen Lernkultur. [Tasks in a constructivist learning culture] *Deutsch als Fremdsprache* (Leipzig, Germany), **4** (2003), 220–227.

This paper seeks to provide a thorough and systematic model for a task based approach with special reference to German. Theoretical principles underlying the methodology described here are grounded in the constructivist epistemology, which has recently challenged the field of foreign language learning and teaching. Constructivism presumes that learning is a process of individual meaning construction and at the same time, it is based on interaction between incoming stimuli and already existing knowledge-*Vorwissen*. Against this background, the author proposes a range of tasks, which assist learners in the process of building up linguistic knowledge and skills. The model consists of four sets of tasks, which in turn are divided into smaller subtasks. The focus of the first and second set is on reactivation of already existing resources, skills and strategies. It incorporates activities such as establishing and systematising of associations, verbalisation of pictures and graphs, inferring exercises and testing hypotheses. The third and fourth group of tasks aim at the organisation and consolidation of newly acquired skills. At this point, the author discusses communicative tasks as well as activities that facilitate language awareness and the understanding of formal linguistic aspects.

04–04 Carduner, Jessie (Kent State U., Ohio, USA; *Email*: jcardune@kent.edu). **Productive dictionary skills training: what do language learners find useful?** *Language Learning Journal* (London, UK), **28** (Winter 2003), 70–76.

Dictionary skills are a recurrent topic of interest for foreign and second language teachers. However, there are few concrete recommendations about what dictionary skills to teach and how to teach them. This article reports on third year college Spanish students' reactions to dictionary skills training, providing insights into what dictionary skills should be taught. On the basis of the findings of this investigation, several pedagogic recommendations are made, most important of which is that dictionary training should neither be *ad hoc* nor hurried. Sample dictionary exercises, which can easily be adapted to other languages, are included in the Appendix.

04–05 Carless, David R. (Hong Kong Institute of Education; *Email*: dcarless@ied.edu.hk). **Factors in the implementation of task-based teaching in primary schools**. *System* (Oxford, UK), **31** (4), (2003), 485–500.

Despite their high profile in pedagogic literature, task based approaches to language teaching are often

https://doi.org/10.1017/S0261444804262139 Published online by Cambridge University Press

neglected in school settings because of scepticism from school authorities and some practitioners. This article illustrates the classroom impact of Hong Kong's Target Oriented Curriculum, drawing firstly on interviews with three junior teachers of English with regard to teacher attitudes and understanding of tasks, time available, preparation of resources, textbook topics and learner proficiency. As few of these facets drew negative comments and the teachers' assessment was mostly non-committal, the author developed a framework for exploring the impact of task based teaching in Hong Kong primary schools. This comprises three groups of questions, devoted respectively to pre-class planning issues, task characteristics, and classroom implementation issues. Although the model awaits further investigation and fieldwork, the author argues that it effectively accounts for the complexity of methodological innovation applied to existing settings, practices and values.

04–06 Crandall, E. and Basturkmen, H. (University of Auckland, NZ). **Evaluating pragmatics-focused materials**. *ELT Journal* (Oxford, UK), **58**, 1 (2004), 38–49.

The authors argue that, although teachers are often urged to teach pragmatic aspects of language, learners often find the area of pragmatics problematic. The paper sees the lack of information about the effectiveness of such pragmatics focused instruction as a major difficulty. The paper describes how the authors evaluated a set of instructional materials which aimed to raise learners' awareness of native speaker norms of requesting in an academic environment. The authors targeted the speech act of requests and evaluated through the use of a questionnaire administered twice to ten students. A 'guided discovery' approach was employed in which the learners analysed samples of authentic spoken language. The study claims that learners found this analysis a positive experience. In addition, learners' perception of the appropriateness of requests matched those of native speakers more closely than they did prior to instruction. The authors detail implications for the development of pragmatics focused materials.

04–07 Cumming-Potvin, W., Renshaw, P. and Kraayenoord, van C. (Murdoch University, Australia; *Email*: potvin@central.murdoch.edu.au). **A sociocultural analysis of language learning: new forms of literacy practices in a language and culture awareness programme**. *Language and Education* (Clevedon, UK), **17**, 6 (2003), 201–217.

At the end of the 1980s in Australia, multiculturalism and in particular learning Languages Other Than English (LOTE) were viewed as significant in promoting the economy. This paper describes a programme of language learning within a Language and Culture Awareness Programme (LCAP) in an Australian outback primary school. Students with little or no experience with LOTE were encouraged to draw on any linguistic resources available to them. Since 17% of the children's parents were born overseas in 26 birthplace countries, parents were seen as a valuable language learning resource. Learning LOTE as a separate part of the curriculum was reinforced with cultural activities within the rest of the school day. Three case studies of individual students were constructed, with observations of student's actions in a range of literacy activities in LOTE and English. One student is described in the paper in terms of background, parental involvement at school, and the scaffolding provided by teachers and by the student's mother. The limitations of LOTE are discussed, as is the usefulness of the LCAP as a means of enriching children's linguistic awareness.

04–08 Delagneau, Jean-Marc (Université du Havre, France). **Langues allemandes de spécialité: implication pédagogiques de la recherche au niveau du lexique et de la syntaxe**. [German Language for Specific Purposes: pedagogical implications for research on lexicon and syntax.] *Les Cahiers de l'APLIUT* (Paris, France), **3** (2003), 9–26.

This paper examines a number of issues in teaching German for specific purposes in the French university context. In the first section, the author suggests that in teaching languages for specific purposes, too much emphasis has been put on the lexicon, and not enough on syntactic aspects. To some extent, this has led institutions to question the use of teaching languages for specific purposes. In the second section, Delagneau discusses the essential combination between teaching and research on language for specific purposes, claiming that the argumentative, cognitive, intercultural and stylistic dimensions of language for specific purposes have to be taken into account in both teaching and research. In the third and last section, new technologies are described as possible ways to enhance the teaching of language for specific purposes in the classroom. In conclusion, the author maintains that in order to provide students with quality teaching in language for specific purposes, there should be a constant tie between research and teaching.

04–09 Durán, Richard (Baylor University, USA) **and McCool, George. If this is French, then what did I learn in School?** *The French Review* (Southern Illinois University, USA), **77**, 2 (2003), 288–299.

It is common for students formally schooled in French to have difficulty understanding the spoken language as it is encountered in real world contexts. This paper examines a number of common morphophonological, syntactical and lexical differences between the Standard Modern French taught in the classroom and New French (NF); the type of French commonly spoken on the street and emphasizes the problems in comprehension which may occur for students of classroom French. The authors make recommendations for certain aspects of NF that can be introduced to

https://doi.org/10.1017/S0261444804262139 Published online by Cambridge University Press

students at the beginning and intermediate levels of French study as well as suggesting ways to present them. It is concluded that with increased access to NF via advances in technology, and by distinguishing salient features of spoken French that may impede oral communication, students can be provided with more frequent exposure to French as it is currently spoken in real-world situations.

04–10 Finn, Thomas (Ohio Northern University, USA). **Incorporating the comédie-musicale in the college French classroom**. *The French Review* (Southern Illinois University, USA), **77**, 2 (2003), 302–309.

This paper describes the author's design and implementation of a new French course for advanced level college students which focuses on the fields of French music, theatre and dance in order to enrich and enlarge students' traditional notion of text. Seven students from various different majors met twice a week over a ten week quarter to study and analyse French musical theatre, hear and see a variety of productions via album or DVD, examine textual, visual and auditory elements of the genre, participate in classroom discussions, give oral presentations and prepare a final course dissertation. Additional support was provided via a website set up by the tutor to help students prepare for classes with further information and questions about each musical. Evaluation of the course revealed that it was well received by students, with positive comments about classroom involvement, the novelty of the subject matter and the technologies used to deliver the materials. The author makes a number of suggestions for future modifications and concludes that this type of course, with its interdisciplinary and technologically aware approach to traditional literary inquiry can help students to integrate their knowledge in a world where such skills are increasingly essential.

04–11 Gutiérrez Almarza, Gloria and Peña Calvo, Alicia (Nottingham Trent U., UK; *Email*: gloria.gutiérrez@ntu.ac.uk). **El desarrollo de la competencia intercultural y la formación de los profesores de lenguas**. [The development of intercultural competence and language teacher training.] *Vida Hispánica* (Rugby, UK), **29** (2004), 9–13.

This paper focuses on a workshop presented at an ASELE meeting in 2002, beginning with a brief analysis about cultural competence and the teaching of FL culture. The main section is devoted to a number of activities which aim to bring intercultural FL learning to a group of Spanish FL beginners. The aim in these activities is to help the student become conscious of his or her identity and how that identity is viewed by members of the host culture. In this way he or she is able to explain the differences perceived and to accept them as such.

04–12 Hwo, F. (Bowling Green State University, Ohio, USA; *Email*: fhwu@bgnet.bgsu.edu). **On the applicability of the input-enhancement hypothesis and input processing theory in multimedia CALL: the case of Spanish preterite and imperfect instruction in an input application**. *CALICO Journal* (Texas, USA), **21**, 2 (2004), 317–338.

This paper considers literature on input enhancement or the view that input needs to be made more salient for learners. Processing instruction takes this further in finding form-meaning mappings, thus asking learners to process simplified or in some way modified input to increase the chance of uptake. The writer considers various hypotheses about learners' processing strategies, for example, learners' alleged preference for processing lexical items rather than grammatical items, and the advantage of teaching only one thing at a time. The study concerns the use of questions and grammar study, based on video clips presented to students by computer. Computer based learning is useful for form-meaning activities where there is only one right answer, and offers the advantages of both learner control and tracking technology. The aim is to apply the main principles of processing instruction in teaching the Spanish preterite and imperfect. The writer concludes that although video provides valuable input, creating language tasks for a specific grammatical item on a clip is very time consuming. It is suggested that a video based concordancer would be a useful research and learning tool in the future.

04–13 Kang, S. (Qufu Teachers' University, P.R. China). **Using visual organizers to enhance EFL instruction**. *ELT Journal* (Oxford, UK), **58**, 1 (2004), 58–67.

This paper argues that teachers need to explore the potential of visuals, and exploit spatial instructional strategies to enhance instruction and comprehension. The author is particularly interested in visual frameworks such as figures, diagrams, charts, etc. used to present structural knowledge. The paper claims that visual organizers are effective in simplifying complex information. The author puts forward a variety of ways in which teachers may use visual organizers both before instruction, during instruction and after instruction. The author claims that, if learners are encouraged to visualize the structural concepts, they can be helped to develop a holistic understanding of the content to be learnt. It is also claimed that learners can become more active in the process of knowledge construction.

04–14 Kohler, Michelle (U. of South Australia; *Email*: Michelle.Kohler@unisa.edu.au). **Developing continuity through long-term programming**. *Babel* (Victoria/Melbourne, Australia), **38**, 2 (2003), 9–16, 38.

The aim of the project described here was to explore whether, through programming with a long term

https://doi.org/10.1017/S0261444804262139 Published online by Cambridge University Press

perspective, teachers could better understand and attend to continuity in teaching, learning, and assessment. Experienced teachers of Chinese, Indonesian, and Italian, from each band of schooling, developed, implemented, evaluated, and reflected on learning programmes over a period of 18 months. Participants were encouraged to consider what would give unity to a programme and interconnections between programmes. Teachers' observations are presented. The project provided insights into ways teachers engage with continuity through programming, and how, by adopting a longitudinal perspective, they can facilitate the connections their students make in their own learning.

04–15 Lambert, C. (University of Kitakyushu, Japan). **Reverse-engineering communication tasks**. *ELT Journal* (Oxford, UK), **58**, 1 (2004), 18–27.

The article aims to increase understanding of the potential of tasks as a planning tool in L2 education, and to provide practical examples for teachers and materials designers. The author puts forward an approach to planning sequences of communication tasks that requires learners to become more aware of their learning. The article considers different ways of conceptualising tasks and task components. The author argues that communication tasks can be reverse engineered by undertaking basic indentification, design and refinement procedures. One of the benefits claimed for this approach to planning sequences of communication tasks is that it requires learners to become more personally involved in their learning. The author argues that by drawing on their own ideas and experiences, as a product of earlier tasks in a given sequence, learners generate the content and resource material on which subsequent tasks operate.

04–16 Linder, D. (University of Salamanca, Spain). **The internet in every classroom? Using outside computers**. *ELT Journal* (Oxford, UK), **58**, 1 (2004), 10–17.

This article discusses the role of the internet in language education and particularly the use of internet-connected computer labs in school. The author is particularly concerned with situations where computer availability, and lab access to the internet, are less than ideal. Several activities for teachers to use in these situations are suggested. The activities put forward involve students using internet-connected computers outside the classroom, specifically in walk-in computer labs, self-access study areas, libraries, computers in local public libraries, community centres and the home. The article claims that internet use is an important tool in developing intercultural communication.

04–17 Malone, Dennis (SIL International, Thailand; *Email*: Dennis_Malone@sil.org). **Developing curriculum materials for endangered language education: lessons from the field**. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **6**, 5 (2003), 332–348.

Education in minority languages seems to be a key to maintaining endangered languages and cultures. In this paper, current efforts in minority education are described and patterns analysed. A review of a number of programmes of L1 education in threatened language communities reveals similar experiences and suggests a pattern that could be instructive for national education systems interested in facilitating minority L1 education for their primary level children. None of the programmes described suggest that the development of curriculum and instructional material for minority language education is easy. However, there is clear evidence of the feasibility of producing satisfactory educational materials in minority languages, given dedicated indigenous leadership and the internal and external expertise required. The last section presents the organising principles, strategies, and sample learning activities of a recommended generalised curriculum resource, which is seen as facilitative of community based education programmes that result in effective, culturally appropriate instruction.

04–18 Murphy, John (Atlanta, USA). **Attending to word-stress while learning new vocabulary**. *English for Specific Purposes* (Amsterdam, The Netherlands), **23**, 1 (2004), 67–83.

This paper discusses strategies that help students of English for academic purposes (EAP) to recognise and to retrieve word stress patterns in English vocabulary, especially in polysyllabic words. The author argues that researchers do not have clear answers as to how English learners store and learn to use word-stress information. In the second part of this article, a model for analysing and remembering word-stress patterns of academic vocabulary was presented. Drawing on a list of academic words and EAP teaching materials, students were asked to identify new items and to analyse the number of syllables. They then had to label them with a three-digit numeric system in which the first digit represented the word's total number of syllables, the second indicated the location of the words' primary stressed syllables, and if applicable, a third digit was added to show the location of a secondary stresses syllable. Additional strategies such as checking words in dictionary and using gestures to indicate rhythm were discussed. Finally, the author demonstrated that the vast majority of students found the numeric system very helpful for learning English pronunciation.

04–19 Myhill, Debra (Exeter U., UK; *Email*: D.A.Myhill@ex.ac.uk). **Principled understanding? Teaching the active and passive voice**. *Language and Education* (Clevedon, UK), **17**, 5 (2003), 355–370.

This paper describes some of the misconceptions and confusions in metalinguistic understanding which can

https://doi.org/10.1017/S0261444804262139 Published online by Cambridge University Press

be established by the teacher during whole class teaching of the active and passive voice. It draws on findings from a larger study investigating how teachers use talk in whole class settings to scaffold children's learning. Through a detailed analysis of the teacher's interactions with her class, the paper illuminates the importance of clear explanations, good choice of examples, and secure subject knowledge. It demonstrates how the teaching of metalinguistic knowledge requires more than an ability to identify and define terminology, and how an overemphasis upon content can lead to a failure to acknowledge the cognitive and conceptual implications of pedagogical decisions. The study also suggests that teachers tend to describe prior knowledge in terms of content covered in previous lessons, rather than in terms of conceptual understanding or short term cognitive progression. The paper argues the importance of addressing teacher talk and listening, as well as pupil talk and listening, in order to establish a genuinely 'collaborative construction of meaning'.

04–20 Pavlenko, Aneta (Temple U., USA; *Email*: apavlenk@temple.edu). **"Language of the enemy": Foreign language education and national identity**. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **6**, 5 (2003), 313–331.

This paper aims to attract attention to the largely unexplored potential of enquiry into socio-historic and socio-political underpinnings of foreign language policies and practice. The study has three interrelated goals: to show how socio-political and ideological considerations may affect FL policy and practice, to highlight ways in which these decisions are linked to constructions of national identity, and to demonstrate that FL learners are not passive consumers of such ideologies. To illustrate these points, three contexts are juxtaposed: post-world war one US, post-world war two USSR, and post-communist Eastern Europe. With the example of these case studies, it is argued that shifts in national identity images and socio-political allegiances have implications for FL policy and practice. It is concluded that a country's allegiances and oppositions could impact the choice of languages to be offered for modern language study. Secondly, in some contexts it is not only the choice of language that is influenced by national image, but also the ways in which the learners are positioned with regard to the language. Finally, it is suggested that learners have a choice of constructing oppositional identities in FL education contexts.

04–21 Pollard, Matthew (Latimer Upper School, London, UK). **Teaching and learning metaphor**. *English in Education* (Sheffield, UK), **37**, 3 (2004), 19–27.

This article reviews psychological research into the processing of metaphor and discusses the implications for teaching English in Year 7 in the UK. The nature of metaphor is discussed – whether metaphor is 'ornamental' or a special form of language, or is intrinsic, and it is argued that the latter is the case. Research also shows that very young children can use metaphor, but then through primary school, tend to lose this ability, which reappears at about age 9–11. Regarding the teaching of metaphor in Year 7 English, it is argued that metaphor can be used in developing cross-curricular skills, as well as in discussing cultural differences and similarities in a multicultural classroom. The author warns, however, that while psychologists can produce useful research findings, it is up to teachers to bring metaphors alive for their pupils.

04–22 Rinder, Anna. Das konstruktivistische Lernparadigma und die neuen Medien. [The constructvist paradigm and new media.] *Informationen Deutsch als Fremdsprache* (Munich, Germany), **30**, 1 (2003), 3–22.

This paper is a critical account of the rationales underlying the use of multimedia in the foreign language classroom. Initially, the author gives a theoretical overview of learning paradigms that vastly shaped developments in language pedagogy. The principles of Behaviourism, Cognitivism and Constructivism are explained and critiqued. A clear conclusion emerges: as Constructivism stresses the learner centeredness and autonomy, rich authentic environment and problem solving approaches, it responds effectively to technological challenges with which education and professional environment are nowadays confronted. At the same time, the author notes that the launch of new media in schools is excessively packaged with ideas of Constructivism and Construction. She clearly advises against adopting the new rationale uncritically, as it may turn out to be a "gift wrapping" slogan. She also argues that classroom experience with new technology indicates that at some stages, the instructive-behaviourist approach is still a pre-requisite. Finally, the author concludes that new paradigms have to be scrutinised critically, if their potentials are to be utilised fully.

04–23 Rodrigo, Victoria (Georgia State University, USA), **Krashen, Stephen and Gribbons, Barry. The effectiveness of two comprehensible-input approaches to foreign language instruction at the intermediate level**. *System* (Oxford, UK), **32**, 1 (2004), 53–60.

This study examines the impact of two different teaching approaches based on comprehensible input at the intermediate level for students of Spanish as a foreign language at the university level in the US. 76 fourth semester students participated in one of three groups experiencing an extensive reading class. The groups included: combined assigned and self selected reading (experimental group 1), a "reading-discussion" class that consisted of assigned reading, debates and discussions (experimental group 2) or a grammar

https://doi.org/10.1017/S0261444804262139 Published online by Cambridge University Press

and composition course conducted along traditional teaching guidelines (comparison group). Three tests were then administered to each group. The results showed that students in experimental group classes outperformed those in a traditionally taught class on a checklist vocabulary test and on a grammar test. The reading-discussion group outperformed the traditional students on a cloze test, but there was no difference between traditional and reading students on the cloze. The authors conclude that these results provide support for the efficacy of comprehensible input based pedagogy at the intermediate level.

04–24 Tenberg, Reinhard. Interaktionsformen und Neue Medien aus der Sicht des Fernlernens. [Form of interactions and new media in distance learning.] *Deutsch als Fremdsprache* (Leipzig, Germany), **4** (2003), 210–219.

Interactive and *interactivity* are the buzzwords with which multimedia and software programmes are nowadays promoted especially for teachers and learners involved in distance learning. However, a note of caution is advised, as some concepts underlying the new media are still deeply rooted in the behaviourist paradigm of the 60s. This article sets out to examine limitations and potentials of forms of interactions as implied by new media in the context of distance learning (DL). While the forms of interactions in DL till the 90s were one-dimensional, reduced mainly to pen and paper communication between learners and teachers, technological advances in the early 90s brought about considerable changes. Video conferencing, email, tandem learning and the internet made it possible to establish interactive communication and unlocked enormous resources. Currently, the learning process is understood as discourse, co-operation, and constant interaction with the learning community. Finally, the authors emphasise that learners as well as teachers have to gain extensive media competence if the use of multimedia programmes is not to be reduced to behaviourist instructive exercises.

04–25 Wang, Yuping (Griffith U., Australia; *Email*: y.wang@griffith.edu.au). **Distance language learning: interactivity and fourth-generation internet-based videoconferencing**. *Calico Journal* (Texas, USA), **21**, 2 (2004), 373–495.

A major issue in the first three generations of distance language learning education is the problem of lack of exposure to oral-visual interaction. This can be solved by present fourth generation technologies where the defining factor is synchronous communication. This article reports on the use of *NetMeeting* as such a tool for interactive language learning in distance mode. The first part presents the framework for the paper, through a definitional context of interaction and computer mediated communication (CMC). This is followed by a discussion of interaction as a core problem in the language learning literature; a suggestion is made for a new taxonomy of CMC in terms of the potential for written, oral, and oral-visual interaction. The final part of the paper reports on an empirical study of four videoconferencing tools: *CUseeMe*, *ICUII*, *Video VoxPhone Gold*, and *NetMeeting*. Results suggest *NetMeeting* holds great promise as a videoconferencing tool, highlighting the fact that it is a cost-effective way to provide adequate support for oral-visual interaction.

04–26 Weber, Vanessa and Abel, Andrea (European A. of Bolzano/Bozen, Italy; *Email*: vanessa.weber@eurac.edu). **Preparing language exams: an online learning system with dictionary and email tandem**. *ReCall* (Cambridge, UK), **15**, 2 (2003), 169–176.

ELDIT II is an on line learning system for German and Italian as foreign languages conceived to help people living in the autonomous Province of Bolzano/Bozen prepare for the bilingual proficiency exam. Defined as a collaborative web based language learning programme, it combines an email tandem learning programme within a CALL programme. After an introduction to the political, social and linguistic background of the Province, the paper describes the bilingual proficiency exam, the system functioning and the five main components: the collection of texts, the dictionary, advertisements, the user profile, and the email programme. The paper concludes with a description of the various improvements to the programme envisaged for future editions.

04–27 Wood, Alistair and Head, Michael (University of Brunei, Darussalam). **'Just what the doctor ordered': the application of problem-based learning to EAP**. *English for Specific Purposes* (Amsterdam, The Netherlands), **23**, 1 (2004), 3–17.

This paper outlines an approach which successfully integrated problem based learning (PBL) into the English course for premedical students enrolled on a joint programme between University of Brunei and the University of Queensland (Australia). PBL, which has been widely used in medical school across the world, is a holistic, inquiry based approach, grounded on three principles: generating a problem, discussing it and finding solutions. In the medical context, the problem is usually a particular disease. The application of PBL to the English for specific purposes (ESP) course was divided into three phases. In the first week, students were required to find a case and to do an oral presentation on it without mentioning the name of the disease. Subsequently, they had to prepare a written report and to hand it to the audience, who were asked to identify the disease. In the third week, the results were presented and discussed critically. PBL proved to be a constructive and motivating approach, because it was related to students' interests, encouraged co-operation, and fostered transferable skills relevant for

https://doi.org/10.1017/S0261444804262139 Published online by Cambridge University Press

further careers. In conclusion, the author makes a strong appeal for a wider PBL incorporation into EAP.

Language learning

04–28 Atienza Merino, José Luis (Universidad de Oviedo, Spain). **L'émergence de l'inconscient dans l'appropriation des langues étrangères**. [The role of the Subconscious in Foreign Language Learning.] *Études de linguistique appliquée* (Paris, France), **131**, 3 (2003), 305–328.

It is widely known that emotions are an important part of the learning process. What triggers emotions in language learning has not been widely studied, but it is a question that needs to be addressed. The author of this article argues through a psychoanalysis framework (Lacan 1966 and 1973) that learning a new language challenges the mother tongue culture's inscription into one's body. Hence, someone's unwillingness or desire to learn a new language is deeply influenced by the subconscious. Moreover, a student's motivation could be related to his or her experience in coping with the challenges created by the foreign language. The author has tested his hypothesis using autobiography literature (for instance, Wolfson 1970, Goldshmidt 1999 or Canetti 1980), where many writers have commented on their foreign language learning experience. In conclusion, it is claimed that teaching should take the unconscious into account, to give all students a fair chance at learning a foreign language.

04–29 Belz, Julie A. and Kinginger, Celeste (Pennsylvania State U., USA). **Discourse options and the development of pragmatic competence by classroom learners of German: the case of address forms**. *Language Learning* (Malden, MA, USA), **53**, 4 (2003), 591–647.

This study relates to a project which investigated the impact of a German–American telecollaborative partnership on classroom based foreign language learning and use, specifically, the development of awareness and appropriate use of the second person pronoun in German. The authors discuss the sociopragmatic ambiguity of informal (T) and formal (V) pronouns of address (realised as *du* and *Sie* in German), and the precise issues that these pronouns present for American classroom learners of German. The learners (students in higher education in the USA and Germany) engaged in computer mediated collaboration, and the transcripts of their emails and synchronous chat were analysed in order to trace the history of particular learners' pronoun use over time. The study demonstrated, firstly, that electronically enabled interaction with expert German speaking peers is a context in which learners experience both explicit assistance and opportunities to observe appropriate pronoun use; and secondly, that pragmatic awareness in this domain is reflected in learner performance towards approximation of the expert norm for interaction among peers.

04–30 Berry, Rita Shuk Yin (Hong Kong Institute of Education) **and Williams, Marion. In at the deep end. Difficulties experienced by Hong Kong Chinese ESL learners at an independent school in the United Kingdom**. *Journal of Language and Social Psychology* (Thousand Oaks, CA, USA), **23**, 1 (2004), 118–34.

This study investigated the difficulties encountered by a group of Hong Kong Chinese pupils, for whom English was their second language, studying in an English medium educational environment (an independent school) in the United Kingdom. The subjects, twenty boys and girls aged 12–18, whose English ranged from elementary to intermediate, took part in one-to-one, in-depth interviews. Although language was widely perceived as a problem for these learners, the findings indicated that social, cultural, and affective aspects were also a cause of difficulties. These aspects were often interrelated and linked to the linguistic problems of the learners. The authors conclude that attempting to accelerate language proficiency by providing extra language lessons is too narrow a means of addressing the difficulties experienced by this particular group of learners, and that a broader approach, which raises awareness of their sociocultural and affective needs, is required.

04–31 Couper, Graeme (Auckland University of Technology, New Zealand). **The value of an explicit pronunciation syllabus in ESOL teaching**. *Prospect* (Sydney, Australia), **18**, 3 (2003), 53–70.

This is an account of an action research project which investigated the value of incorporating a pronunciation sub-syllabus within the overall syllabus of a full time, post-intermediate level course in English for speakers of other languages (ESOL). The learners were adults with a variety of language backgrounds, resident in New Zealand. The pronunciation component (approximately two hours per week over 16 weeks) involved raising individual learners' awareness of their difficulties with pronunciation, and of the main features of spoken English in general. It attempted to systematically and explicitly instruct learners in these features, at both the segmental and suprasegmental levels, and to encourage learners to practise and monitor their pronunciation. The effectiveness of the sub-syllabus was examined through pre- and post-course tests (reading task and freer speaking task), and a survey (reproduced as an appendix) to gauge students' reactions to the programme, and their beliefs regarding the teaching and learning of pronunciation. Results showed a clear improvement in accuracy of pronunciation in both tasks. Learners believed that pronunciation should be taught, and that the approach taken here had been of value. The author concludes that explicit pronunciation teaching can be effective at post-intermediate level.

https://doi.org/10.1017/S0261444804262139 Published online by Cambridge University Press

04–32 De Fraine, Bieke, Van Damme, Jan, Van Landeghem, Georges and Opdenakker, Marie-Christine (Centre for Educational Effectiveness and Evaluation, Belgium; *Email*: Beatrijs.DeFraine@ped.kuleuven.ac.be) **and Onghena, Patrick. The effect of schools and classes on language achievement**. *British Educational Research Journal* (London, UK), **29**, 6 (2003), 841–859.

This study addresses the influences of secondary schools and classes on language achievement in Flanders, Belgium. The results of a three level analysis (students within classes within schools) indicate that the group composition at the class level is very important. In classes with a high average initial cognitive ability or a large proportion of girls, the language achievement is higher. These compositional effects are discussed with reference to type 'A' and type 'B' effects. The analyses show that group composition is more important than educational practices in accounting for differences in language achievement. With whom one is taught has a larger impact than how one is taught. Indications of differential effectiveness of classes related to prior achievement were found, with greater variations in effectiveness between classes for pupils of low prior achievement. The authors call for more research into group compositional effects at all educational levels, and argue that group composition should be considered when implementing a school improvement programme.

04–33 Detey, Sylvain (Université de Toulouse-Le Mirail, France). **Invariance, variations et "centration cognitive": quelles nécessités pour la didactique des langues? [Universals, individuality and "cognitive centring": what is their use for language teaching?]** *Revue Parole* (Paris, France), **25/26** (2003), 75–114.

In the recent years, much attention in research has been given to learner centred teaching. For the author of this article, the notion of learner centring displays several methodological limitations, due partly to a certain conceptual vagueness, and partly to the collective reality of language classes. The author attempts to examine which elements could be both specific to each learner and yet shared, at least partly, by his/her peers. These elements might help to establish relations between individual and universal pedagogy. They might above all indicate on which constitutive feature(s) of the learner the curriculum and/or the methodology should be centred. These features can be divided into two categories: cognition and linguistics. For instance, all learners share cognitive universals, such as perceptional, attentional and mnemic systems. There are also linguistic universals, such as the structural similarities between linguistic systems, which can help students compare the new language to learn with their L1. However, groups of language learners may have different L1s. In conclusion, the author argues that the combination of psycholinguistics and pedagogy could have significant impact on language teaching, but is full of challenges for both educational scholars and cognition specialists.

04–34 Durán, Pilar (Reading U., UK; *Email*: p.duran@reading.ac.uk). **Children as mediators for the second language learning of their migrant parents**. *Language and Education* (Clevedon, UK), **17**, 5 (2003), 311–331.

This paper argues that parent/child sharing of school homework provides a beneficial environment for the migrant parent to learn English as a second language (L2). Ten US Hispanic children aged seven to ten were studied in interactions with their migrant mothers in two settings: during homework and at meal time. Results show that during homework children spoke English more frequently, produced English verbs with richer morphology (e.g. third person singular -s, past -ed, progressive -ing), and provided feedback (e.g. corrective repetition, recast, and clarification request) more often than in mealtime conversations. Since these input characteristics have been argued to have an effect on both first language (L1) acquisition and on L2 acquisition in classroom settings, the authors argue that homework is a particularly advantageous setting for L2 learning in untutored environments. Finally, it is suggested that school homework requiring parent/child interaction could be reshaped to maximise parents' L2 learning.

04–35 Erlam, Rosemary (U. of Auckland, New Zealand). **Evaluating the relative effectiveness of structured-input and output-based instruction in foreign language learning**. *Studies in Second Language Acquisition* (New York, USA), **25**, (4) (2003), 559–582.

This paper first reviews studies that have compared the effectiveness of structured-input instruction with output-based instruction. These tend to favour the former approach. A study is then described of the relative effects of the two approaches on learners' ability in the comprehension and production of direct object pronouns in French as a foreign language. The 70 school-age learners were divided into three groups, one using a structured-input approach, one undergoing output-based instruction, and a control group. The learners' ability in listening and reading comprehension, and written and oral production were assessed by pre- and post-testing. Most of the tests asked for a pressured response. Detailed descriptions are given of the research method used, including the tests for the different skills. The results showed that, in general, the output-based instruction group made the greatest gains, in both comprehension and production. Possible reasons for the results are suggested. The author concludes that, while the study supports the evidence for the value of the input-based instruction approach, it does not seem to have an advantage over output-based instruction.

https://doi.org/10.1017/S0261444804262139 Published online by Cambridge University Press

04–36 Gardner, R. C. (University of Western Ontario, Canada; *Email*: gardner@uwo.ca), **Masgoret, A. M., Tennant, J. and Mihic L. Integrative motivation: changes during a year-long intermediate level language course**. *Language Learning* (Malden, MA, USA), **54**, 1 (2004), 1–34.

According to Gardner's (1985) socioeducational model of second language acquisition (SLA), affective variables influence achievement in learning a language while achievement and experience can influence some variables. This study applies specific questions to five affective variables related to the model: integrativeness (desire to join the L2 community), attitudes, motivation, language anxiety and instrumental orientation. The Attitude Motivation Test Battery (AMTB) which measures recognized attributes for successful SLA such as motivational intensity, desire and attitudes toward learning the language was applied six times in a single year to 197 university undergraduates studying intermediate level French as a second language in Canada in order to measure changes in levels of anxiety and motivation. Language achievement on the course was assessed on a continuous basis according to classroom quizzes and exams. Results of the study show the possibility for change in one year is not great, however they indicate changes are most likely to occur in attitudes towards the learning situation, in particular the classroom environment. The likelihood of change in levels of both motivation and language anxiety are intermediate, whilst least likely to alter are levels of instrumental orientation and integrativeness.

04–37 Gélat, Mona (Twickenham, UK; *Email*: mona_gelat@onetel.net.uk). **Taking others' perspectives in a peer interactional setting while preparing for a written argument**. *Language and Education* (Clevedon, UK), **17**, 5 (2003), 332–354.

The processes of intersubjective peer interaction are acknowledged by educational research to be cognitively motivating. This paper highlights patterns of pupil perception observed during an experimental study with 10-year-olds, who were supporting one another in small groups of three as they were verbally preparing for an argumentative writing task. Through transcripts of recorded talk, the account exemplifies the perspective-taking strategies used by the participants to assist each other and make themselves understood. A social constructivist approach is taken in analysing the mechanisms involved and how they might have contributed to the subsequently written compositions. The paper suggests that perspective taking, experienced through peer interaction, can be an invaluable means of practising the social skills necessary for the improvement of cognitive competence.

04–38 Graham, Suzanne (Reading U., UK; *Email*: suzanne@graham11.freeserve.co.uk). **Learner strategies and advanced level listening comprehension**. *Language Learning Journal* (London, UK), **28** (Winter 2003), 64–69.

This paper takes as its starting point the contention that listening in a foreign language is a complex but under-researched skill, that poses particular problems for students post GCSE. It goes on to outline what is known about how effective and less effective listeners differ in their approach to comprehending spoken language, providing a review of studies into the listening strategies used by these two types of learner. This review highlights the growing realisation among researchers of the importance of metacognitive strategies and the need to investigate not only which strategies learners use but also how they employ them. It then considers the extent to which it is possible to make good listening strategies accessible to all advanced level learners, beginning with a review of studies that have investigated this question, with mixed results. A model for strategy training is discussed, in which, it is argued, maximum emphasis needs to be placed on encouraging students to evaluate the success or otherwise of the strategies they employ. The value of such an approach in improving the listening skills and motivation of advanced language learners is highlighted.

04–39 Hew, Soon-Hin and Ohki, Mitsuri (Kyoto U., Japan; *Email*: my711010@hotmail.com). **Effect of animated graphic annotations and immediate visual feedback in aiding Japanese pronunciation learning: a case study**. *Calico Journal* (Texas, USA), **21**, 2 (2004), 397–419.

This study examines the effectiveness of imagery and electronic visual feedback in facilitating students' acquisition of Japanese pronunciation skills. The first section summarizes previous research and discusses the effectiveness of visual feedback on FL acquisition. The paper then briefly describes the Animated Graphic Annotation (AGA) and Immediate Visual Feedback (IVF) version of the Japanese CALL programme created for this project. A study is then described which compared the effectiveness of AGA and IVF integrated into a CALL programme which focused on the pronunciation of specific Japanese word pairs. Subjects were enrolled in an elementary Japanese course in Malaysia and were randomly divided into three groups using three different versions of the programme: text + sound, text + audio + AGA, and text + audio + IVF. General results showed that both animated and immediate visual feedback helped subjects improve their pronunciation, but to differing degrees. The paper concludes with a discussion of the limitations of the study, together with implications of its findings.

04–40 Itakura, Hiroko (The Hong Kong Polytechnic University, Hong Kong; *Email*: eghiroko@polyu.edu.hk). **Changing cultural stereotypes through e-mail assisted foreign**

https://doi.org/10.1017/S0261444804262139 Published online by Cambridge University Press

language learning. *System* (Oxford, UK), **32**, 1 (2004), 37–51.

This paper explores the question of how cultural stereotypes are formed, modified, dismissed or reinforced and evaluates the role of email assisted projects in breaking down existing stereotypes of the target culture among language learners. 30 Hong Kong Japanese learners at The Hong Kong Polytechnic University participated in an intercultural email project with four native Japanese speakers to increase knowledge about Japanese language and culture. Analysis of the data collected from email exchanges, project reports and interviews with nine Hong Kong participants suggested that learners form stereotypical assumptions on the basis of various types of input from the target culture, and the level of assurance learners have about the accuracy of these cultural representations appears to be related to the types and origins of the input. Data also suggested there may be a hierarchical relationship of inputs in terms of the degree of impact each type of input has on forming the cultural stereotypes of learners. Assumptions based on remarks from native speakers and classroom teaching appear to be more influential than those based on mass media and hearsay from fellow learners. The author concludes that the project was effective in enabling learners to validate and modify previous assumptions but also led to the creation of new stereotypes or reinforced existing ones.

04–41 Johnstone, Richard (Stirling U., UK; *Email*: r.m.johnstone@stir.ac.uk). **Evidence-based policy: early modern language learning at primary**. *Language Learning Journal* (London, UK), **28** (Winter 2003), 14–21.

The purpose of this paper is the critical examination of current research evidence on early language learning (ELL) at primary school and its relationship to policy making. While priority is given to developments in England, developments in Ireland, Scotland and the continent of Europe are also discussed, as is the extent to which all of them are informed by research evidence. Then, drawing on wider research, a range of factors (societal, provision, process and individual/group) are outlined which are at play in ELL, along with the sorts of learner outcome to which clusters of such factors might lead. A number of key concerns arising from ELL policy development initiatives are identified which thus far have not been resolved, and an analysis of two specific factors ('societal attitudes' and 'motivation') illustrates how research evidence might contribute to improved ELL policy development.

04–42 Kingston, John (University of Massachusetts, USA; *Email*: jkingston@linguist.umass.edu). **Learning foreign vowels**. *Language and Speech* (Twickenham, UK), **46**, 2–3 (2003), 295–349.

Two recent hypotheses have been put forward to account for listeners' ability to distinguish and learn contrasts between speech sounds in foreign languages. First, Best's perceptual assimilation model (1994) and Flege's speech learning model (1991) both predict that the ease with which a listener can tell one non native phoneme from another varies directly with the extent to which these sounds assimilate to different native phonemes. Second, Logan, Lively and Pisoni (1991) argue that training listeners to identify non native phonemes teaches them sets of exemplars rather than more abstract distinctive feature values. This article reports on the results of three experiments designed to test these hypotheses by training American English adult listeners to categorize German non-low vowels. The first experiment showed that some instances of the same contrast between German vowels are more easily discriminated than others, a result incompatible with the Best's or Flege's models, but compatible with the alternative category recognition interpretation. The second experiment revealed effects of contextual and speaker variation on listeners' ability to learn [tense] but not [high] contrasts between foreign vowels, a result partly compatible with an exemplar model of foreign category learning. The third experiment compared Nosofsky's (1986) selective attention exemplar model of category learning with a feature learning model in tests of listeners' learning the natural classes to which German vowels belong. Results were mixed as listeners learned features that define the natural classes of [high] and [back] vowels but may have learned sets of exemplars. The author concludes that results challenge existing hypotheses and suggestions are made for a new kind of research to be done with infant listeners.

04–43 Lamb, Martin (University of Leeds, UK; *Email*: m.v.lamb@education.leeds.ac.uk). **Integrative motivation in a globalizing world**. *System* (Oxford, UK), **32**, 1 (2004), 3–19.

This article reports on research into the motivation of Indonesian children aged 11–12 years old, as they begin formal study of English in an urban junior high school. The study combined a survey of 219 (almost all) first-year students containing both closed and open questionnaire items, backed up by class observations and interviews with 12 selected learners. Findings revealed very high levels of motivation to learn the language throughout the cohort, including both integrative and instrumental orientations, but these two traditionally distinct constructs were found to be almost indistinguishable. The article argues that as English loses its association with particular Anglophone cultures and is instead identified with the powerful forces of globalization, the desire to 'integrate' loses its explanatory power in many EFL contexts. Individuals may aspire towards a 'bicultural' identity which incorporates an English speaking, globally involved version of themselves in addition to their local L1-speaking self. It is speculated that changes in individuals' motivation to learn the language may therefore be partly explained by reference to ongoing processes of

https://doi.org/10.1017/S0261444804262139 Published online by Cambridge University Press

identification, especially during the formative years of adolescence. The article concludes by considering possible implications of the study, both for research and teaching.

04–44 Larson-Hall, Jennifer (University of North Texas, USA). **Predicting perceptual success with segments: a test of Japanese speakers of Russian**. *Second Language Research* (London, UK), **20**, 1 (2004), 33–76.

Non native speakers (NNsp) usually do not achieve complete native like proficiency with phonological segments of a second language (L2) although they are able to produce segments not found in their first language (L1). This paper first points out how early contrastive analysis research led to 'simplistic' explanations for this. The paper then reports a perception experiment in which 33 native speakers of Japanese learnt Russian as an L2. Two models were used to predict outcomes in terms of phonological difficulty with eight selected segments they would meet: Brown's 1997 model, here termed the Featural Model of language perception (FM), and Flege's 1995 Speech Learning Model (SLM). Although both models believe the L1 is a major factor in determining which L2 sounds will be easily perceived, the FM claims the existence of L1 grammatical features block accurate perception of L2 segments, while the SLM hypothesizes that phonetic categories interfere with accurate perception. Both models differ in the predictions they make but this paper concludes that the FM more accurately explains the results of the experiment reported. The results indicate that even short periods of experience in the target language country can have a significant impact on perceptual ability of segments.

04–45 Lazaraton, Anne (University of Minnesota, USA; *Email*: lazaratn@umn.edu). **Gesture and speech in the vocabulary explanations of one ESL teacher: a microanalytic inquiry**. *Language Learning* (Malden, MA, USA), **54**, 1 (2004), 79–117.

Although gestures and other non verbal communication (NVC) are felt to be important, their connection to second language acquisition has yet to be elucidated. This paper points out there is still a bias towards verbal communication even though figures suggest two thirds of the communicative meaning is carried by NVC in face-to-face interaction. The paper continues that research points towards NVC being unconscious and thus not teachable and that transcribing NVC is extremely problematic. The claim made by the paper is that L2 learners receive input via NVC which may modify and make verbal input more comprehensible. The data for this analysis come from three videotaped lessons of a single teacher of English as a Foreign language (EFL) in Japan and leads the author to suggests that NVC is a fundamental aspect of the teacher's repertoire and one which, when input is of interest, should be taken into consideration. Cross cultural differences in the use of gestures and the notion that some gestures are more comprehensible and facilitative are suggested areas for future research.

04–46 Lightbown, Patsy M. (Concordia U., Canada; *Email*: patsy.lightbown@verizon.net). **SLA research in the classroom/SLA research for the classroom**. *Language Learning Journal* (London, UK), **28** (Winter 2003), 4–13.

Second language acquisition (SLA) research is one of many sources that second and foreign language (SL/FL) teachers may draw on in making decisions about their pedagogic practice. In Lightbown (1985a), the author proposed ten generalisations that she considered relevant to SL/FL teaching. In Lightbown (2000), these generalizations were revisited, looking at research that has been published more recently and giving special attention to studies that have been carried out in the classroom. The generalisations are reviewed and updated here. Of particular interest are studies in instructional settings where communicative language teaching (CLT) and content based language teaching (CBLT) have replaced more traditional approaches. The paper concludes by sounding a note of caution with regard to the relationship between SLA research and pedagogic practice.

04–47 Loewen, Shawn (University of Auckland, New Zealand; *Email*: s.loewen@auckland.ac.nz). **Uptake in incidental focus on form in meaning-focused ESL lessons**. *Language Learning* (Malden, MA, USA), **54**, 1 (2004), 153–188.

The potential value of uptake in relation to both form-focused and meaning-focused instruction in second language (L2) teaching has been of immense interest to recent research in this area. Although the term 'uptake' has several meanings in second language acquisition (SLA) the author uses it specifically to refer to what the student attempts to do with the teacher's feedback. The author looks at the importance of uptake in relation to turn-taking, repair strategies and pushed output which allows learners to reanalyse and modify their language. Studies of uptake are outlined; these include research by Ellis *et al.* (2001), which looked at focus-on-form episodes (FFE). FFEs include all the discourse that relates to one linguistic item. Previous research has shown degrees of uptake as low as 35%. Results of classroom research in a private language school in Auckland show that uptake occurred on 73% of FFEs which is comparable to Ellis *et al.* who found a rate of 74%. Since this study did not address the effectiveness of uptake in promoting language learning, or its lack, the author suggests future research is required in this area.

04–48 Matsuda, Sae and Gobel, Peter (Kyoto Sangyo University, Japan; *Email*: sae@cc.kyoto-su.as.jp). **Anxiety and predictors of**

https://doi.org/10.1017/S0261444804262139 Published online by Cambridge University Press

performance in the foreign language classroom. *System* (Oxford, UK), **32**, 1 (2004), 21–36.

The study reported here examined possible relationships between general foreign language classroom anxiety (FLCA), foreign language reading anxiety (FLRA), gender, extended overseas experience, and classroom performance. Versions of previously published measurement scales (the FLCAS and the FLRAS) were administered to three different groups in nine intact first semester English classes (252 students) at a Japanese university to elicit students' self-reports regarding anxiety. Based on this data, the possible relationships between the two theoretical constructs of FLCA and FLRA, and the variables of gender and extended overseas experience were explored. The results of the analysis suggest that the factor related to self-confidence in speaking English seemed to be significantly affected by overseas experience. Following this, the first year student subgroup data was analysed for possible predictors of success in required English classes. It was demonstrated that confidence in speaking English, gender and proficiency played an important role in classroom performance of first year students. The paper concludes with a discussion of how teachers can reduce anxiety and foster students' self confidence in the classroom.

04–49 Mills, N., Herron, C. and Cole, S. (Emory University, Atlanta; *Email*: nmills@learnlink.emory.edu.). **Teacher-assisted versus individual viewing of foreign language video: relation to comprehension, self-efficacy, and engagement**. *Calico Journal* (Texas, USA), **21**, 2 (2004), 291–316.

This article begins by considering literature on how technology has "served as a catalyst" in changing the language classroom from teacher-centred to learner-centred. If a primary goal in education is for students to become self directed, then the autonomy within technology enhanced learning and teaching assists in achieving this goal. The study examined how 53 similar students of French performed in video comprehension tasks both with and without instruction. The findings suggest that differences in comprehension were due to individual learner differences, in that some students benefited from independent exploration of the material while others found the teacher's assistance useful. Students who had high scores in the independent viewing task also had high levels of engagement in the task, this last being measured by a questionnaire. The writers conclude that assistance and scaffolding are important in developing students' self-efficacy; teachers can usefully help students to plan their video viewing and to reflect on their progress.

04–50 Mishra, Ranjita (Utkal U., India). **The development of narration ability among pre-school children**. *Psycho-lingua* (Raipur, India), **33**, 1 (2003), 8–16.

Research in the development of narration has emerged as an important area for studying linguistic expression among children. The first section of the paper reviews research on narration and narrative analysis, establishing that most research has so far been carried out in western settings. This study was undertaken with 45 Oriya speaking pre-school and school children to examine the developmental trend of narratives. Subjects' narrations were analysed on a seven point scale of expression, organisation, wording, mechanics, and individuality. Findings indicated a clear developmental trend among the different age groups studied. It is concluded that, with experience and maturity, the child learns to speak topic centred or complex narratives. It is also suggested that those children who receive more exposure to narratives perform better in school and classroom discourse.

04–51 Mondria, Jan-Arjen (U. of Groningen, The Netherlands). **The effects of inferring, verifying, and memorizing on the retention of L2 word meanings**. *Studies in Second Language Acquisition* (New York, USA), **25**, (4) 473–499.

This paper describes an investigation of the effect on retention of two word-learning methods: the meaning-inferred method (students infer the meaning of a word and verify it by checking in a dictionary), and the meaning-given method (learners are given the meaning by translation). The study was carried out with 38 Dutch students of French at secondary school. A review of the literature seems to show that words are retained better when learned by the meaning-inferred method. Contrary to expectations, the findings of this particular study showed that both methods were equally effective for meaning retention, but the meaning-given method takes less time and is therefore more efficient. It was also found that each of the three stages of the meaning-inferred method: inferring, verification, memorising: contributes to retention, though memorisation makes the greatest contribution to learning effect. It is concluded that, in terms of language teaching, when the efficiency of the vocabulary learning process is the main objective, the meaning-given method is preferable to the meaning-inferred method, because it is more time-efficient. Two areas suggested for further research are investigation as to whether the conclusions of this study are valid for learning other types of words, and for lower level students.

04–52 Park, Hyeson (University of South Carolina, USA). **A minimalist approach to null objects and subjects in second language acquisition**. *Second Language Research*, **20**, 1 (2004), 1–32.

Studies of second language acquisition (SLA) have observed that Romance first language (L1) speakers

https://doi.org/10.1017/S0261444804262139 Published online by Cambridge University Press

drop many subjects in early stages of learning English as an L2 whereas East Asian (e.g. Korean) learners do not drop subjects. SLA has observed that speakers of Korean-type languages drop more objects than subjects in their L2 English. This article explores explanations for these asymmetries within a Minimalist Programme (MP) in which language learning involves learning feature values of a target language. The MP is introduced then followed by a review and critique of previous studies within both the Principles and Parameters approach {P&P} and the MP approach. The formal features involved in allowing null arguments are agreement features for subjects and theta-features for objects. This paper points out that languages with strong theta-features like English and Spanish do not allow null objects whereas languages with weak theta-features like Korean allow null objects. The extended time taken for Korean speakers of English as an L2 to learn the value of English theta-features explains the extended null object period for these speakers.

04–53 Phakiti, Aek (U. of Melbourne, Australia; *Email*: aekmaejo@hotmail.com). **A closer look at gender and strategy use in L2 reading**. *Language Learning* (Malden, MA, USA), **53**, 4 (2003), 649–702.

This study examines gender differences in cognitive and metacognitive strategy use in the context of an English as a foreign language reading comprehension test. The participants, 384 Thai university students, took a multiple choice reading comprehension test, then completed a questionnaire on their strategy use. (A description of the test, with sample questions; the cognitive and metacognitive questionnaire administered to the participants; and the cognitive and metacognitive strategy taxonomy used in this study, are presented in appendices.) Gender differences were analysed using multivariate analysis. Males and females did not differ in their reading comprehension performance and their use of cognitive strategies. Unexpectedly, males reported significantly higher use of metacognitive strategies than females. Within the same achievement groups (highly successful, moderately successful, and unsuccessful), however, there were no gender differences in either reading performance or use of cognitive and metacognitive strategies. Limitations of the study are addressed and implications for future gender-based research discussed.

04–54 Roed, J. (University College London, UK; *Email*: j.roed@ucl.ac.uk). **Language learner behaviour in a virtual environment**. *Computer Assisted Language Learning* (Lisse, The Netherlands), **16**, 2–3 (2003), 155–172.

In communicating online people seem to be more outgoing than in face-to-face communication, suggesting that a virtual classroom environment may be more relaxed than a conventional classroom. This paper describes the two-year virtual department for minority languages project which is based on collaboration between the Danish sectors at Edinburgh, Hull and University College London. This includes a shared resource bank and online language tasks. Roed's study investigates the online social behaviour of 13 first and second year students of Danish. The students were asked to interview each other in a chat room and find out the identity of their fellow students, all of whom took on roles of famous people. Their online behaviour in terms of extroversion, reticence and so on was then compared with their classroom teachers' perceptions of their classroom behaviour. The study suggests that the elimination of accent and "illusion of anonymity" are advantages to online students, as are the lack of time pressure and interruptions when replying. The virtual environment can work as scaffolding for students, helping them to participate more equally and gain confidence in a safe virtual classroom.

04–55 Rogerson-Revell, Pamela (U. of Leicester, UK; *Email*: pmrr1@le.ac.uk). **Developing a cultural syllabus for business language e-learning materials**. *ReCall* (Cambridge, UK), **15**, 2 (2003), 155–168.

The increasing emphasis on e-learning in all sectors of education, including vocational and professional domains, offers great potential to provide interactive multimedia materials which allow greater flexibility of access, update, and use. This paper reports on the development of the cultural component of LANCAM, an e-learning project which aims to exploit on line technology to develop intercultural business and language skills for European managers in the construction industry. The paper describes how intercultural theory, factual information, and authentic accounts of cross cultural experiences were integrated to create an on line cultural syllabus. After giving the background to the project, the paper describes the delivery media and materials. The central section discusses how culture is integrated into the wider structure of the vocational language materials. The last two sections review the methodology and evaluation used in the materials. It is argued that a broad view of developing communication skills is necessary, realised not only by well structured, context specific language materials, but also by taking a similarly systematic approach to developing greater understanding of cultural differences in communication and work practices.

04–56 Sanz, Cristina and Morgan-Short, Kara (Georgetown University, USA; *Email*: sanzc@georgetown.edu). **Positive evidence versus explicit rule presentation and explicit negative feedback: a computer assisted study**. *Language Learning* (Malden, MA, USA), **54**, 1 (2004), 35–78.

It is generally acknowledged that exposure is necessary for second language acquisition to occur but there is disagreement on whether such exposure is sufficient, as the input may also require explicit information

https://doi.org/10.1017/S0261444804262139 Published online by Cambridge University Press

in the form of grammatical explanation. This paper firstly provides a review of the substantial literature on input-driven acquisition. It then outlines empirical, practice based research on the acquisition of Spanish object pronouns by a group of learners of Spanish as a second language (L2). The null hypothesis posed was that providing L2 learners of Spanish with explicit information on sentences with object pronouns in preverbal positions before and during exposure will not affect the learners' ability to comprehend and produce such sentences. The findings are substantially different from the body of research evidence that suggests explicit rule presentation has beneficial effects, although the authors do acknowledge the beneficial effects of such rules when learners receive only exposure to the target form. Suggestions for further research include the use of think-aloud techniques to investigate whether providing learners with metalinguistic knowledge means learners will develop and use such knowledge.

04–57 Savignon, S. and Roithmeier, W. (The Pennsylvania State University, USA; *Email*: SJSavignon@psu.edu). **Computer-mediated communication: texts and strategies**. *Calico Journal* (Texas, USA), **21**, 2 (2004), 265–290.

Communication by computer is now an established part of language learning. This paper describes an electronic bulletin board project between two groups of students: a class of English as a foreign language (EFL) students at a German *Gymnasium* and a class of German as a foreign language students in a Midwestern US high school. Communication was conducted in English on four topics, two of which are discussed in the paper: The American Dream and the Death Penalty. Topic discussion took place over three weeks and there were 20 postings for the first topic, 24 for the second. The authors then analysed the texts for evidence of the collaborative construction of text and context and for strategies used to continue the talk without conflict. Findings include the uptake of not just lexical items but of whole ideas together with associated words. Ideas were often rephrased and followed by *but*, *however* or similar words in order to express a different opinion yet show that it was linked to the previous discussion. The paper discusses message-softening strategies such as the use of subject headers and final questions/comments. Overall, the project found that participants collaborated to create text and minimise conflict.

04–58 Shaughnessy, Michael (Washington and Jefferson C, USA; *Email*: mshaughnessy@washjeff.edu). **CALL, commercialism, and culture: inherent software design conflicts and their results**. *ReCall* (Cambridge, UK), **15**, 2 (2003), 251–268.

This paper investigates commercial software practices as they specifically relate to foreign language education. In the first part, it is claimed that much commercially designed instructional software design affects cultural representation within programmes for L2 acquisition, by creating an incongruence between the cultural context and the cultural reality of the L2 system. The paper then investigates the results of these practices with the intention of faciliating better recognition and design practices in future. The final section speculates on possible ways for commercial ventures to improve these products through their design process and alleviate some of the aspects currently considered to be running counter to the nature of CALL. The framework proposed attempts to address the inaccuracies found in many commercial CALL software products.

04–59 Shedivy, Sandra (University of Wisconsin, USA; *Email*: shed2@msn.com). **Factors that lead some students to continue the study of foreign language past the usual 2 years in high school**. *System* (Oxford, UK), **32**, 1 (2004), 103–119.

This paper reports on a phenomenological study of the factors that lead some students to persist in foreign language study past the usual two years in high school. Factors prevalent in the literature include language aptitude, motivation, grades, intellectual and cultural curiosity, language learning strategies, lack of anxiety, and positive attitudes towards the target language community. The qualitative study reported here, through in-depth interviewing, captures the essence of the experiences of five students who spent extended periods engaged in study abroad in Spanish speaking countries for the purposes of enhancing their proficiency and experiencing the culture. Data from the five interviews were categorized into five common themes that framed students' motivation to persist in their study of a foreign language. These themes showed parallels to the various motivational orientations outlined in the literature reviewed. The paper concludes with a discussion of how teachers may encourage and foster student motivation and determination to continue study in a foreign language.

04–60 Stunder, Thérèse (Geneva, Switzerland). **Kann man Grammatik unterrichten? Antworten aus der Perspektive des Genfer DiGS-Projekts** [Can we teach grammar? Some answers from the Geneva's DiGS-project.] *Der Unterrichtspraxis* (Cherry Hill, NJ, USA), **35**, 2 (Spring 2003), 109–122.

The article reports findings from a longitudinal survey with 218 francophone pupils learning German as a second language (GSL) in Geneva's schools and ranging from beginners to advanced pre-university level. The main purpose of the project was to verify the teachability hypothesis, which claims a natural acquisition order in the process of formal grammar learning and consequently questions the benefit of grammar instruction. A team of researchers evaluated 1700 pieces of free writing collected over a period of two years. Three major areas of German grammar were investigated: word order, conjugation and declination.

https://doi.org/10.1017/S0261444804262139 Published online by Cambridge University Press

A clear result emerged from the study: Second Language Acquisition (SLA) is to a great extent analogous to the acquisition of the First Language (FL). The evidence demonstrated similarities between FL acquisition and SLA with respect to the strategies, e.g. the use of ready-made chunks and to the acquisition order of grammatical aspects such as syntax and morphology. Finally, the author claims that the natural route of grammar progression has to be taken more seriously by designers of teaching materials, as this will vastly improve the effectiveness of formal grammar teaching.

04–61 Waring, Rob (Notre Dame Seishin U., Japan) **and Takaki, Misako. At what rate do learners learn and retain new vocabulary from reading a graded reader?** *Reading in a Foreign Language* (Hawai'i, USA), **15**, 2 (2003), 130–163.

The authors find research showing the positive benefits for vocabulary acquisition through foreign language reading to be inconclusive and to suffer from methodological problems: immediate post-reading tests do not measure retention; the use of only one type of test (multiple choice), measures only one type of word knowledge (prompted meaning recognition); the types of test used may compromise findings. The aim of the reported study was to examine the rate at which vocabulary was learned from reading, the effect of frequency of occurrence on learning, the rate of forgetting, and to compare the scores yielded by different test formats. The subjects were 15 volunteer intermediate level Japanese female university students, and the text was an adapted level one (400 headword) graded reader, chosen to contain nothing unfamiliar other than the target vocabulary items. This was read at one sitting, without a dictionary. To avoid results being compromised through previous knowledge or later exposure, substitute words were created for words (nouns and adjectives) already known. To ascertain whether words of different frequency of occurrence rates were more likely to be learned and retained or forgotten, 25 words within five bands of differing frequency of occurrence were selected. Three tests (word-form recognition, prompted meaning recognition and unprompted meaning recognition) were administered immediately after reading, after one week, and after a three-month delay. The data suggest that learning frequently occurring words was both more likely and more resistant to decay. However, on average, the meaning of only one of the 25 new items, and none of the items that were met fewer than eight times, was remembered three months later. While accepting possible flaws in their research design, the authors suggest that a only a massive amount of graded reading will build new vocabulary, although it may bring other benefits in development and enrichment of already known vocabulary.

04–62 Wu, Xinyi (Sunchime & Yiyan Science and Education Development Corporation, China; *Email*: xinyi525@sohu.com). **Intrinsic motivation and young language learners: the impact of the classroom environment**. *System* (Oxford, UK), **31** (4) (2003), 501–517.

Recent scholarship has drawn attention to the role of intrinsic motivation (IM) in the foreign language classroom. Such factors as learner autonomy, competence and persistence are a direct result of the learner's interest and involvement in the task of acquiring a new language, which can be suitably stimulated by the classroom environment. This article reports the results of a longitudinal study of 72 learners (aged 4–6) attending a pre-school English course in China. Information concerning IM, perceived competence and perceived autonomy was collected over an eight month period from a sample of children and parents (plus a control group), using two scales with items constructed by the teacher. Statistical investigation showed that IM is linked primarily to a predictable classroom environment, with moderately challenging tasks, instructional support, enhanced autonomy and evaluation methods emphasising self improvement. As these variables act cumulatively, the author calls for a comprehensive approach capable of stimulating interest and a positive attitude to language learning not only among children but also later in life.

04–63 Yashima, Tomoko (Kansai University, Japan; *Email*: yashima@ipcku.kansai-u.ac.jp), **Zenuk-Nishide, Lori and Shimizu, Kazuaki. The influence of attitudes and affect on willingness to communicate and second language communication**. *Language Learning* (Malden, MA, USA), **54**, 1 (2004), 119–152.

This paper explains that although learners of English in Japan have a short term goal of exam study they also have a much longer term goal of using English for international communication. The paper continues that willingness to communicate (WTC), which results in more frequent communication, is seen as a means to achieve this goal but is affected by variables such as personality and self confidence. The paper combines MacIntyre's (1994) model with that of Clement's and Kruidenier (1985) and postulates that second language (L2) self-confidence leads to L2 WTC. The psychological tendency the authors term *international posture* is used to measure readiness to interact with the L2 target culture. A questionnaire was administered to two groups of Japanese high school students in which they indicated their motivation and interest in English along with their international posture. Results from the first investigation indicated that student's perception of their own competence is strongly related to how willing they were to communicate in the L2. Results of the second, which concerned students who had studied in the USA for an extended period, indicated that those with a high degree of WTC prior to departure were more likely to instigate further communication with host families.

https://doi.org/10.1017/S0261444804262139 Published online by Cambridge University Press

Reading and writing

04–64 Andrews, Richard (U. of York, UK). **Where next in research on ICT and literacies?** *English in Education* (Sheffield, UK), **37**, 3 (2003), 28–41.

So far, research into and evaluation of the relationship between information and communication technologies (ICT) and literacy development has shown that ICT has a positive impact on literacies. It is argued here that the relationship between ICT and literacy is symbiotic and the paper looks at how this relationship can be researched. The findings of a systematic literature review on the impact of ICT on 5–16-year-olds' literacy in learning in English are summarised and the interface between the verbal and the visual and their relationship to ICT is discussed (they are seen as being parts of a spectrum). The author also looks at ICT's contribution to community building and the place of the digital learner at the centre of a network of communities. Suggested topics for future research are: building on recent developments in policy terms; researching the symbiotic relationship between ICT and literacies; and finding the gaps in knowledge in this field (particularly how different communities of learning operate and how they interrelate).

04–65 Beard, Roger (Leeds U., UK; *Email*: R.F.Beard@education.leeds.ac.uk). **Not the whole story of the national literacy strategy: a response to Dominic Wyse**. *British Educational Research Journal* (London, UK), **29**, 6 (2003), 917–928.

There is evidence that the national literacy strategy (NLS) has led to a sustained increase in literacy attainment, especially in reading, although recent international comparisons also suggest some additional issues regarding pupil performance in England. The relative success of the NLS may at least partly lie in the policy application of several complementary areas of educational research. The author takes issue with the position of Dominic Wyse (see abstract 82) who disputes the suggestion. The author argues that Wyse's critical commentary is marred by important omissions, particularly of reference to debates about the teaching of reading and to the statutory status of the National Curriculum for English. He further argues that Wyse's alternative suggestions on the use of 'child development' evidence lack methodological detail and are only partly formulated.

04–66 Bournot-Trites, M. and Seror, J. (University of British Columbia, Canada; *Email*: monique.bournot-trites@ubc.ca). **Students' and teachers' perceptions about strategies which promote proficiency in second language writing**. *Revue Canadienne de Linguistique Appliquée/Canadian Journal of Applied Linguistics* (Ottawa, Canada), **6**, 2 (2003), 129–157.

This study focuses on students' perceptions of the writing process. 57 French immersion students in Vancouver were interviewed about how a composition each had written in grade 5 compared with a rewritten version in grade 7. The students were in two groups: one of low intensity, with 50% of their subjects taught in French; the second high intensity with 80% in French. Two of the three teachers involved were also interviewed, though the main focus of the project is on students' views. Students made insightful comments as to the differences between the two compositions in terms of organisation, grammar and their overall maturity. Many students felt that extensive reading was helpful in improving spelling and in finding good written models. However 34 of the 57 said that they did not read much in French as it was difficult and they could not find interesting books. The students gave many comments on how teachers can help them to read more and improve their writing, this includes the surprising suggestion that more testing would be beneficial.

04–67 Gardner, Dee (Brigham Young University, USA). **Vocabulary input through extensive reading: a comparison of words found in children's narrative and expository reading materials**. *Applied Linguistics* (Oxford, UK), **25**, 1 (2004), 1–37.

The pedagogic conviction that the most effective way to increase vocabulary is by reading narrative texts for pleasure without explicit vocabulary instruction holds sway in research on vocabulary acquisition of the first (L1) and second language (L2). Results of a computerised analysis presented in this article, however, cast doubt on this claim. The corpus of reading material under investigation included 28 narrative and 28 expository texts used in elementary education and represented a wide range of registers and content areas. By using computer software 'VocabProfile' and 'Range', the author was able to identify frequency and distribution of three groups of words: general high frequency words, academic high frequency words and unique words. The outcome indicated a high number of register specific words. Thus, the author concluded that the exposure to particular texts will have a substantial impact on types of words potentially learned. Children who read only for pleasure might not come across academic vocabulary. Consequently, this might impair their academic success and even economic opportunity. The author argues, therefore, for a more balanced selection of reading materials coupled with formal instruction.

04–68 Hu, Jim (U. College of the Cariboo, Canada). **Thinking languages in L2 writing: research findings and pedagogical implications**.

https://doi.org/10.1017/S0261444804262139 Published online by Cambridge University Press

TESL Canada Journal/Revue du TESL Canada (Burnaby, Canada), **21**, 1 (2003), 39–63.

This article reports part of a major study exploring the disciplinary writing processes and perceptions of Chinese graduate students in at a Canadian university. This part of the study was concerned with the thinking languages of the participants when writing disciplinary assignments. The findings show that whether an L2 writer thinks in L1 or L2 may depend on a number of factors, including the language of knowledge input, the language of knowledge acquisition, the development of L2 proficiency, the level of knowledge demands, and specific task conditions. It is the interplay among these factors that determines the writer's selection of thinking language, which may switch back and forth between L1 and L2. Although translation may be a strategy for a student with limited L2 proficiency, the student may use it increasingly less as s/he thinks more in L2 and becomes more proficient at writing L2. The author concludes that a thinking language continuum may exist, along which the use of translation varies.

04–69 Jarvis, Scott (Ohio University, USA; *Email*: Jarvis@ohio.edu), **Grant, Leslie, Bikowski, Dawn and Ferris, Dana. Exploring multiple profiles of highly rated learner compositions**. *Journal of Second Language Writing* (New York, USA), **12**, 4 (2003), 377–403.

Difficulties remain in giving satisfactory descriptions of second language (L2) writing and no clear predictive relationship between linguistic variables and quality ratings has been discovered. The authors of this study propose that a more successful approach might be to explore multiple profiles of highly rated compositions, in order to determine whether they are homogenous in their use of linguistic features. With this aim, they analysed two sets of timed compositions, in which 21 previously tagged linguistic features were selected, including lexical, grammatical and discourse features. Data Set 1 consisted of 160 ESL university placement compositions written by 40 learners (Arabic, Chinese, and Spanish) and Data Set 2 were 178 Test of Written English essays (written by Arabic, Chinese, Japanese and Spanish speakers). Cluster analysis of the selected linguistic features was performed separately on each set. Results suggest that the quality of a written text depends more on combinations of features (multiple profiles) than on individual features. However, profiles of highly rated texts differed considerably. This confirms that highly rated texts are not isometric, but that complementarity and compensation occur, producing constraints on variation. The authors also conclude that, while there is no single formula for good writing, a significant predictor of high rating is text length.

04–70 Mihwa Chung, Teresa and Nation, Paul (Victoria University of Wellington, NZ). **Technical vocabulary in specialised texts**. *Reading in a Foreign Language* (Hawai'i, USA), **15**, 2 (2003), 103–116.

Research on technical vocabulary has lacked reliable ways to distinguish it: previous estimates of the size and importance were thus based on intuition, not data. Describing a study of technical vocabulary in an anatomy text and an applied linguistics text, this article provides initial answers to questions regarding the size, word types, and importance of technical vocabulary, and concludes by suggesting ways of helping learners to cope with it. A four point rating scale for the classification of words as technical or non-technical was developed, and its potential for consistent application tested with an inter-rater reliability check. The primary purpose of the study, unaffected by differences in length and intended audience of the texts, was to see if technical vocabulary could be reliably distinguished from general, academic, or low frequency vocabulary. Two thirds of technical vocabulary in the anatomy text was found to be specific to that field, while in the applied linguistics text 88.4% of the technical words were familiar to non-specialists. In both texts, technical words made up a considerably larger proportion (16–37%) of the running text than had previously been estimated. Learners can be helped to cope with technical vocabulary by developing recognition of textual clues, including definitions and repetition. Teachers can provide learners with strategies for dealing with technical words, including guidance towards the core senses, analysing word parts and affixes, and, for productive use, developing learner awareness of common grammar and collocation patterns.

04–71 Ndiaye, M. and Vandeventer Faltin, A. (University of Geneva, Switzerland; *Email*: Anne.Vandeventer@lettres.unige.ch). **A spell checker tailored to language learners**. *Computer Assisted Language Learning* (Lisse, The Netherlands), **16**, 2–3 (2003), 213–232.

This paper discusses alpha-code, a frequently used method of computer spellchecking, and describes a spellchecker the authors have developed for learners of French. For native language speakers up to 80% of errors consist of letter transposition, insertion, deletion and substitution; however for foreign learners misspellings may also be due to phoneme to grapheme inaccuracies. The FipsCor system designed by the authors uses the alpha-code method whereby a misspelled word prompts the checker to retrieve words which have a similar pattern. A 'phonetiser' or phonetic rule based system, helps with errors resulting from learners' attempts to write phonetically. The third method used by the writers' checker is morphological and corrects inaccurate plural formations of certain words; this may be expanded in future versions of FipsCor. Comparisons with Microsoft Word's spellchecker are favourable but further testing is required. Future research includes linking FipsCor to a syntactic parser so that the spellchecker presents only those possibilities which fit in the user's sentence.

https://doi.org/10.1017/S0261444804262139 Published online by Cambridge University Press

04–72 Pecorari, Diane (Stockholm University, Sweden; *Email*: Diane.Pecorari@English.su.se). **Good and original: Plagiarism and patchwriting in academic second-language writing**. *Journal of Second Language Writing* (New York, USA), **12**, 4 (2003), 317–345.

Plagiarism is considered a serious crime in the academic community, and non native speakers of English (NNSEs) are often accused of it. The author of this article follows Howard (1995) in considering source-dependent composition ('patchwriting') as a developmental writing strategy, rather than a deliberate attempt to deceive. The reported research aimed to identify cases of inappropriate source use, and to investigate writers' intentions in producing such texts. The research, in two stages, employed analysis of NNSE postgraduate academic writing and interviews with the writers. An initial corpus of about 27,000 words was developed from writing samples from nine students working on master's dissertations. In the second stage, samples totalling just over 24,000 words were taken from eight completed PhD theses. Each sample was compared to sources cited, and large quantities of text were found to have been copied. All 17 samples also included misleading source use. Given that the writers made no attempt to conceal their sources, there was unlikely to be intention to deceive; alternative explanations were therefore explored in interviews with the master's students. All participants showed awareness of issues of inappropriate source use, and several showed concern about involuntary plagiarism. Causes of copying included inadequate guidance from writing teachers: a pedagogic rather than a punitive response to patchwriting is therefore suggested.

04–73 Ridgway, Tony (Queen's U., UK). **Literacy and foreign language reading**. *Reading in a Foreign Language* (Hawai'i, USA), **15**, 2 (2003), 117–129.

Although much research has been carried out into the cognitive aspects of reading in a foreign language, relatively little exists on the socio-cultural areas of reading styles, attitudes and affect, reflecting researchers' monocultural assumptions about the nature of literacy. The author suggests that the common phenomenon of students being unable to deal with a text appropriately, despite appearing to have the linguistic proficiency to do so, is the result of differing styles and attitudes in reading, which he considers under the heading of literacy, or literacies. The article overviews the differing concepts of literacy that exist within and between cultures and the profound effects they may have on how a reader approaches a text: in a mass-literate culture we develop a more discerning attitude towards text, rejecting what we do not wish to read; in a society of restricted literacy text may be considered sacred. Research is also cited showing how Chinese and American teachers reacted differently to narrative writing by three Chinese and three English speaking writers, reflecting their different cultural values. The author concludes by summarising the factors affecting reader attitudes, and draws pedagogic implications about the need to make these different approaches explicit, through a process of diagnosis, introspection, orientation, familiarisation, and encouraging the students in critical reading.

04–74 Shi, L., Wang, W. and Wen, Q. (University of British Columbia, Canada; *Email*: ling.shi@ubc.ca). **Teaching experience and evaluation of second-language students' writing**. *Revue Canadienne de Linguistic Appliquée/Canadian Journal of Applied Linguistics* (Ottawa, Canada), **6**, 2 (2003), 219–236.

This study explores the relationship between teachers' years of experience and how strictly or leniently they marked written work. 46 English teachers were each asked to give a holistic mark out of ten to each of ten Chinese students' essays. The teachers ranged from novices to those with five or more years of experience. No guidance was given as to how to assign this mark and the study found that the inexperienced teachers achieved the lowest reliability. Surprisingly, the most consistent teachers were those who had taught English writing for one to four years rather than the group with five or more years of experience. Teachers were additionally required to give three qualitative comments on each essay. In justifying their lower scores, experienced teachers gave fewer positive or more negative comments in the areas of organisation, fluency, ideas and general language and seemed to be more sensitive to deviations from standard English essay organisation. This study is viewed by the researchers as a pilot and they comment on the need for parity in native and non native teachers within each experience grouping.

04–75 Stuart, Morag (U. of London; *Email*: m.stuart@ioe.ac.uk). **Getting ready for reading: a follow-up study of inner city second language learners at the end of Key Stage 1**. *British Journal of Educational Psychology* (Leicester, UK), **74** (2004), 15–36.

The basic aim of this follow-up study was to see whether previously documented advantages of phonics-trained children in phonemic segmentation, grapheme-phoneme correspondence knowledge, word reading and spelling had been retained to the end of Key Stage 1. A second aim was to see whether processing differences in printed word recognition were apparent between this group and another who had not received an introduction to reading through phonics and phoneme awareness training. Data were reported from 101 seven-year-olds (85 of whom were L2 learners) tested on four standardised tests of reading, spelling, and vocabulary and a further six tests of grapheme-phoneme correspondence and word recognition. Results provide some evidence that early structured phonics teaching can have long lasting effects on subsequent literacy

https://doi.org/10.1017/S0261444804262139 Published online by Cambridge University Press

skills, although a year of structured intensive phonics training appeared to be useful as a catch up strategy for untrained subjects. It is also suggested that reading SATs probably underestimate the reading achievements of ESL children.

04–76 Stuart, Morag (U. of London, UK; *Email*: m.stuart@ioe.ac.uk), **Dixon, Maureen, Masterson, Jackie and Gray, Bob. Children's early reading vocabulary: description and word frequency lists**. *British Journal of Educational Psychology* (Leicester, UK), **73** (2003), 585–598.

When constructing stimuli for experimental investigations of cognitive processes in early reading development, researchers have to rely on adult or American children's word frequency counts, as no such counts exist for English children. This paper introduces a database of children's early reading vocabulary. Texts from 685 books from reading schemes and story books read by children aged five to seven were used in the construction of the database. The resulting up-to-date word frequency list of early print exposure in the UK is available in two forms from a website address given in this paper. This allows access to two lists of words, ordered alphabetically and by frequency. The authors briefly discuss some fundamental issues underlying early reading vocabulary (e.g. it is heavily skewed towards low frequencies; the large number of nonwords and misspellings; the preponderance of function words). Other characteristics (e.g. regular/irregular spelling patterns; variety of syllable structures; use of apostrophes; occurrences of male and female terms) are also discussed. It is hoped that the lists will be of use to researchers seeking to control word frequency, and to teachers interested in the vocabulary to which young children are exposed in their reading material.

04–77 Takagaki, Toshiyuki. The revision patterns and intentions in L1 and L2 by Japanese writers: a case study. *TESL Canada Journal/Revue TESL du Canada* (Burnaby, Canada), **21**, 1 (2003), 22–38.

This small case study investigated the revising patterns and intentions in L1 and L2 of Japanese writers with various writing experiences. Three participants were selected to do within-case comparisons. Using think-aloud protocols, these participants produced two revised essays in Japanese and two revised essays in English. The revised texts, think-aloud protocols, and retrospective interviews were analysed to identify revision patterns and revision intentions. It was found that all three writers produced many more revisions in Japanese than in English. The writers also showed similar revising intentions across languages. These findings are interpreted in terms of revision control structure, which is gained through writing experiences. In an introductory review of revision research, problems in earlier research methodology are discussed. The structure of the writing sessions and writing samples are given in two appendices.

04–78 Van de Poel, K. and Swanepoel, P. (Centre for Language and Speech, University of Antwerp, Belgium; *Email*: vanpoel@uia.ua.ac.be). **Theoretical and methodological pluralism in designing effective lexical support for CALL**. *Computer Assisted Language Learning* (Lisse, The Netherlands), **16**, 2–3 (2003), 173–211.

The authors begin by asserting the need for research based vocabulary teaching material in computer assisted language learning, arguing that current material is frequently technology-driven rather than theory-driven. They favour a pluralist approach, advocating the need for explicit vocabulary teaching. The writers cite differing models for acquisition, memory and learning from context. The final part of the paper outlines "An Interactive Approach to Language and Culture" or LINC, which comprises whole learning packages for 17 European languages and plans for others. LINC is designed for learners aged 16 plus who already have a working command of a minimum of 2000 words and a basic command of the target grammar. It provides a multimedia environment for teaching, learning and in particular the acquisition of vocabulary. All design features of LINC are motivated by current vocabulary research, although since language acquisition is a complex phenomenon, the theoretical and empirical justification for LINC is seen as provisional.

04–79 Wang, Lurong (University of Toronto, Canada; *Email*: lwang@oise.utoronto.ca). **Switching to first language among writers with differing second-language proficiency**. *Journal of Second Language Writing* (New York, USA), **12**, 4 (2003), 347–375.

Research shows that second language (L2) writers tend to think in their first language (L1) and to resort to it for problem solving and decision making while composing. However, there is little research on patterns of language switching (L-S) with writers of differing L2 proficiency. The reported study explores relations between L-S frequency and L2 proficiency, the purposes of L-S, and the qualitative effects of L-S on written production. Eight adult Chinese speaking learners, recent immigrants to Canada from northern Mainland China, were selected for demographic and educational homogeneity. Four were identified as having high levels of English proficiency (HP) and four had low proficiency (LP). Data were collected through individual writing sessions, during which think-aloud verbalizations were recorded, and observation notes taken. Retrospective interviews were conducted in Mandarin, focusing on the planning and revision of the text. Think-aloud protocols were transcribed and analysed, with the L-S sections categorised as idea generation (IG), lexical searching (LS), metacomments (MC). L-S, used for planning, translation, and revising,

https://doi.org/10.1017/S0261444804262139 Published online by Cambridge University Press

was found to be common to all participants, but LP participants relied more on translation from L1, while HP participants used L1 more for ideational thinking and their L-S appears more related to discourse and rhetorical concerns. The innovative approach to coding L-S sequences may have value for future studies.

04–80 Warner, Lionel (Newlands Girls' School, Maidenhead, UK). **Wider reading**. *English in Education* (Sheffield, UK), **37**, 3 (2003), 13–18.

This paper argues that, in attempting to determine and standardise the secondary school reading curriculum in mainstream English, central initiatives in the UK have had the effect of narrowing the choice of texts and the breadth of reading in all three key stages. Reasons for this narrowing effect, seen in different areas such as the National Literacy Strategy Framework, in KS3 tests, and in developments at GCSE and Advanced level, are discussed. Changes in the GCSE syllabuses in the 1990s led to teachers delivering the requirements in achievement with economy of reading. A further problem mentioned is a lack of qualified examiners: teachers themselves lack wide and eclectic experience of literature. It is also suggested that the introduction of electronic assessment procedures is unlikely to widen the range of what is read and taught.

04–81 Williams, Mary (Brunel U., UK). **The importance of metacognition in the literacy development of young gifted and talented children**. *Gifted Education International* (Bicester, UK), **17**, 3 (2003).

Drawing on an earlier research project that set out to identify variables used by gifted and talented children to extend and develop their literacy, this article concentrates on one finding from that research, namely, that these children possessed some metacognitive awareness of how they were learning. Importantly, this impacted on their progress in literacy in a positive way. Data were collected during interviews with six gifted and talented year one children (i.e. aged five to six years), their parents and teachers. The children had some understanding of how they were learning (e.g. awareness of their own learning strategies, having a systematic approach to learning), and knew why it is important to be literate. The author concludes that there should be a metacognitive element to all literacy lessons, even in key stage one, to help pupils be more purposeful and strategic in their learning; and this may help raise literacy standards for all children, not just those who are gifted and talented.

04–82 Wyse, Dominic (Liverpool John Moores U., UK; *Email*: d.wyse@livijm.ac.uk). **The national literacy strategy: a critical review of empirical evidence**. *British Educational Research Journal* (London, UK), 29, **6** (2003), 903–916.

This article examines three areas that are of central importance to the pedagogy of the National Literacy Strategy Framework for Teaching (FFT) at primary level: inspection evidence; school effectiveness (SE) research; and child development evidence. Analysis of national inspection reports on the teaching of English illustrates that these cannot be used as a reliable source of evidence. A focus on the claims made in support of an objectives-based framework in SE research shows that there is very little evidence to support the particular use of objectives in the FFT. A synthesis of child development research in relation to language and literacy finds that the FFT does not adequately reflect the evidence. It is concluded that there is an urgent need for a formal review of the FFT.

Language testing

04–83 Akiyama, Tomoyasu (U. Melbourne, Australia). **Assessing speaking: issues in school-based assessment and the introduction of speaking tests into the Japanese senior high school entrance examination**. *JALT Journal* (Tokyo, Japan), **25**, 2 (2003), 117–141.

Japanese government guidelines for teaching English to high school students state that speaking is one of the most important skills to develop, yet few senior high school entrance examinations have included a means to test this skill. Against this background, this paper firstly examines three assessment contexts and then goes on to identify and discuss issues relevant to examining in Tokyo. Results based on a questionnaire survey, are analysed using Rasch techniques and indicate that differences of task difficulty between combinations of tasks might impact on student performance. The majority of teachers currently assess speaking skills through observation, combining this with more traditional testing. Similarly, testing methods varied so much both within and between schools that it would be difficult to compare student ability across schools. Trial speaking tests were developed and piloted with 219 junior high school students. The paper argues for the need to build a task bank to support the introduction of speaking tests in senior high school entrance examinations.

04–84 Chiang, Steve (Yuan Ze University, Taiwan). **The importance of cohesive conditions to perceptions of writing quality at the early stages of foreign language learning**. *System* (Oxford, UK), **31** (2003), 471–484.

This study investigates the relative contribution of discourse and grammar features to the quality of student writing, as perceived by professors of English. Data were collected in Taiwan from a sample of 60 undergraduates, who were asked to write a 150–250 word assignment introducing their country. The resulting texts were evaluated by 15 Chinese and 15 English speaking lecturers, using a scale with 20 facets divided into four broad categories (coherence, cohesion, syntax, morphology). Regression analysis of rater feedback

https://doi.org/10.1017/S0261444804262139 Published online by Cambridge University Press

suggests that such categories act as predictors of overall quality in the order given above, with discourse features taking precedence over grammatical accuracy unless morphological errors are so severe that they impair comprehension. Interestingly, there was little variation between the two rater groups. In the light of these findings, supplemented by further empirical research, the author envisages the development of a valid and reliable, criterion-referenced rating scale for the evaluation of writing samples from different languages and levels of proficiency.

04–85 Escamilla, Kathy, Mahon, Elizabeth, Riley-Bernal, Heather and Rutledge, David (U. of Colorado, Boulder, USA). **High-stakes testing, Latinos, and English language learners: lessons from Colorado**. *Bilingual Research Journal* (Arizona, USA), **27**, 1 (2003), 25–49.

Recently a number of concerns have been raised about the application of standards-based education reforms in the USA to English language learners. The Colorado Student Assessment Program (CSAP) is used to measure student mastery of state content standards and also as the primary criterion for assigning school report card grades. This study was undertaken to begin to assess the impact the tests in reading and writing are having on Latino students in general and, specifically, on Spanish-speaking Latinos in elementary schools in Colorado. Findings are presented from three years of performance data from third and fourth graders on the programme and the influence of high numbers of English language learners on school report card grades in eight districts. Results documented a large performance gap between Latinos taking the CSAP assessments in Spanish, those taking it in English, and all Colorado third and fourth graders. It is suggested that this gap cannot be attributed to language alone. Furthermore, it was found that school report card grades are lower in schools with large numbers of English language learners.

04–86 Gorsuch, Greta (Texas Tech U., USA; *Email*: greta.gorsuch@ttu.edu). **Test takers' experiences with computer-administered listening comprehension tests: interviewing for qualitative explorations of test validity**. *Calico Journal* (Texas, USA), **21**, 2 (2004), 339–371.

The purpose of this study was to create a protocol for test taker interviews and a methodology that would generate useful, dependable, and credible information for computerized test validation in a local situation. Six international graduate students were asked to respond to semi-open and open-ended questions in individual retrospective interviews. Their responses were used to gather information on sources of systematic and random error variance which may have influenced their performances on the computerized listening comprehension test, and to generate ideas about unanticipated sources of error variance for further investigation. Results are presented in terms of the potential sources of systematic error variance associated with i) test method and conditions, ii) test taker attributes: participants as a homogenous group, iii) test taker attributes: participants as a heterogeneous group, and iv) comparisons of interview, post-test questionnaire and observation log data. Results suggested the specific retrospective interview methodology proposed was useful, dependable, and credible in generating broad based, yet focused, information specific to the use of a particular test.

04–87 Hardcastle, Peter. How to not test language (Part 2). *Language Testing Update* (Lancaster, UK), **33** (2003), 28–35.

This article follows up on a previous report published in *LTU* (No. 28, 2000) which discussed the implementation of an admissions testing system (GAT) in a Moroccan English language medium university. The test was designed to focus on cognitive ability rather than linguistic knowledge to ensure that the effect of poor language skills is minimized when assessing students' academic potential. Over a period of two years, longitudinal data was collected and analysed to compare GAT results with the results of the TOEFL, other local English language placement measures, University English language tests and academic preparation courses taught in the Centre for Academic Development. The goal was to understand the interactivity of these measures and examine the degree to which an aptitude test in one language could serve as a predictor of academic success in courses taught in another. The study established clear links between certain language testing procedures and academic success, while unearthing a surprising lack of connection between aptitude testing and subsequent academic performance. The author concludes that dependance on a single measure or small number of indicators to make admissions decisions is untenable. Admissions procedures at the university need to incorporate as broad a range of data as possible.

04–88 Hemard, D. and Cushion, S. (London Metropolitan, University, UK; *Email*: hemard@lgu.ac.uk). **Design and evaluation of an online test: assessment conceived as a complementary CALL tool**. *Computer Assisted Language Learning* (Lisse, The Netherlands), **16**, 2–3 (2003), 119–139.

Computer assisted language learning (CALL) is a common feature of language courses in schools and universities. Sometimes students may feel negative towards CALL if programmes lack purpose or feedback appears patronising. This study looks at the need to combine teacher requirements for on line testing with students' perceptions of their own needs and tries to design a test taking into account all user requirements. A pilot scheme for an on line test was launched by London Guildhall University in the academic year 2001–2002, targeting two groups of post-GCSE

https://doi.org/10.1017/S0261444804262139 Published online by Cambridge University Press

students and two groups of post-A level students. The tests were grammar and listening comprehension, involving both gap fill and multiple choice questions. Of the 15 questionnaires returned at the end of the course, it became clear that the majority of students and teachers preferred the new computer test to traditional paper or language laboratory testing. The flexibility of the computer was appreciated, as well as the opportunity to correct answers and receive automatic feedback. Improvements in the process could be made by a prompt for staff to check incorrect answers since these were sometimes due to typing errors and inaccurate accents. It is not clear from this study whether the on line testing improved the way staff and students use CALL generally, but user feedback indicates that it was viewed as a useful tool within CALL.

04–89 Ishii, David N. and Baba, Kyoko (U. of Toronto, Canada; *Email*: dishii@aoise.utoronto.ca). **Locally developed oral skills evaluation in ESL/EFL classrooms: a checklist for developing meaningful assessment procedures**. *TESL Canada Journal/Revue TESL du Canada* (Burnaby, Canada), **21**, 1 (2003), 79–96.

The aim of this article is to propose a systematic method for collecting multiple sources of evidence of oral language ability in context specific learning environments. It explores how teachers, students, and other stakeholders collaboratively develop classroom based assessment procedures for the local evaluation of oral skills. Taking into account crucial issues in assessment such as validity, teacher-learner collaboration and contextual factors, the authors propose a model (or checklist) that will help ESL/EFL teachers develop meaningful assessment procedures for their own classrooms. The checklist addresses questions worth considering in five test developing stages that might be used with a hypothetical pre-university ESL class: (a) identification of course objectives; (b) identification of skills, strategies, tasks, and content; (c) design of rating procedures; (d) interpretation of learner performance; and (e) reflection on the impact of the assessment procedure. In every stage the authors emphasise the significance of involving students in the assessment process, which promotes students' responsibility for their own learning and may encourage both instructors and learners to regard assessment as another learning experience.

04–90 Iwashita, Noriko and Grove, Elizabeth (University of Melbourne, Australia). **A comparison of analytic and holistic scales in the context of a specific-purpose speaking test**. *Prospect* (Sydney, Australia), **18**, 3 (2003), 25–35.

This paper reports on a study which examined patterns of rating in the speaking sub-test of the Occupational English Test for health professionals, a threshold requirement for professional accreditation of overseas-trained health professionals who wish to practise in Australia. Score data, gathered over an eight year period, were submitted to analysis by means of Facets (a multi-faceted Rasch model programme). The aim was to investigate whether in using a set of five analytical criteria (grammar/expression, fluency, intelligibility, appropriateness, comprehension) and one holistic criterion (overall communicative effectiveness), raters tended to favour one criterion more than another, thus advantaging candidates who performed well on certain criteria and penalising those who did not. Results indicated that one analytical criterion, comprehension, was the easiest on which to receive a high score, and significantly out of line with the others. It was therefore a poor predictor of overall candidate performance. The authors believe this has implications for criterion selection in rating scale development.

04–91 Lee, Yong-Won (Educational Testing Service, Princeton, NJ, US; *Email*: ylee@ets.org). **Examining passage-related local item dependence (LID) and measurement construct using Q_3 statistics in an EFL reading comprehension test**. *Language Testing* (London, UK), **21**, 1 (2004), 74–100.

The purpose of the study reported in this article is to empirically examine passage-related local item dependence (LID) by using an IRT (item response theory) based LID index called Q_3 in an EFL reading comprehension test. The particular focus is on item types as a potentially competing source of LID with passages. In this article, definitions and causes of LID and major LID detection methods including Q_3 statistics are reviewed along with the two potential sources of LID in EFL reading assessment. Scored item responses of 1857 Korean high school students to a 40-item EFL (English as a Foreign Language) reading comprehension test were analysed by using MULTILOG and IRTNEW. It was found that positive LID exists among items within passages, but no item-type related LID was confirmed in the study. Subsequent content analysis of an item pair with an extreme Q_3 value has also provided some insights into the item characteristics that may exacerbate passage-related LID. These findings shed important light on the nature of passage-related LID, psychometric dimensionality, and measurement construct in an EFL reading comprehension test.

04–92 Qian, David D. (Hong Kong Polytechnic U., Hong Kong; *Email*: David.Qian@polyu.edu.hk) **and Schedl, Mary** (Educational Testing Service, Princeton, NJ, US). **Evaluation of an in-depth vocabulary knowledge measure for assessing reading performance**. *Language Testing* (London, UK), **21**, 1 (2004), 28–52.

The central purpose of this study was to empirically evaluate an in-depth vocabulary knowledge measure in the context of developing the new TOEFL test. The study was carried out with a sample of 207 international students attending an intensive English

https://doi.org/10.1017/S0261444804262139 Published online by Cambridge University Press

as a second language (ESL) programme in a major Canadian university, in order to determine whether this vocabulary knowledge measure could provide a basis for developing appropriate and useful item types for assessing test takers' reading comprehension. The results indicate that, compared with existing TOEFL vocabulary measures, the new measure has a similar difficulty level and provides a similar amount of prediction of test takers' reading performance.

04–93 Rea-Dickins, Pauline (University of Bristol, UK). **Classroom assessment of English as an additonal language: Key stage 1 contexts – summary of research findings**. *Language Testing Update* (Lancaster, UK), **33** (2003), 48–53.

This paper reports on a three year study to identify and develop a knowledge base of assessment practices used to monitor the progress and measure the attainment of learners for whom English is an additional language (EAL) with the aim of promoting the content and language learning of EAL children. The study explored teacher assessment practices in three primary inner city schools that were part of a larger project to support Key Stage 1 learners with EAL (Phase 1). In Phase 2 of the research, contextualised classroom language use was analysed in the context of specifically designed language assessment activities trialled by teachers. Research was conducted by targeting and tracking two children in each class over a period of a full school year, observing lessons, analysing documents and interviewing language support coordinators and classroom teachers. Principal findings identified aspects of the assessment process which are distinctive for learners with EAL, different yet complementary purposes for class teacher and language support, teacher assessment, and a rich descriptive account of current classroom assessment practices. The final part of the paper discusses a number of main conclusions arising from the study, which the author suggests may enhance language development for learners with EAL through classroom language assessment processes.

04–94 Rodgers, Catherine, Meara, Paul and Jacobs, Gabriel (U. of Wales Swansea, UK). **Factors affecting the standardisation of translation examinations**. *Language Learning Journal* (London, UK), **28** (Winter 2003), 49–54.

Conventional practice in the setting of translation examinations is that examining bodies appoint examiners who select the texts to be translated. Such bodies rely heavily on examiners' judgment that a particular text is appropriate for the level of the students being assessed. Judgments of this sort are, however, increasingly being called into question – examination boards are being asked to justify their choice of texts for translation, and can even face legal challenges on the grounds, for example, that a particular paper was exceptionally difficult compared to papers in previous years. One such challenge has been the starting point for this paper. In an attempt to explore the nature of the problem, the authors presented a set of texts to a group of examiners and asked them to rate their difficulty for specific target groups. This enabled the authors to extract a number of features which seem to contribute to the perceived difficulty of a text as a translation task, in much the same way as certain objective features can be used to estimate a text's readability. Judgments about difficulty level are very complex, but it is possible to move towards modelling them, and the authors believe that their approach might offer a partial solution to the problem of how to evaluate the difficulty of a translation task.

Teacher education

04–95 Andrews, Stephen (University of Hong Kong, Hong Kong SAR, China). **Teacher language awareness and the professional knowledge base of the L2 teacher**. *Language Awareness* (Clevedon, UK), **12**, 2 (2003), 81–95.

A major concern for L2 teacher educators, especially on courses for native speakers (NSp) of English, is teacher language awareness (TLA). At the core of TLA is subject matter knowledge, i.e. the teachers' knowledge of the language system. In contrast, for L2 teacher educators working with non native speakers (NNSp) the concern is more with language proficiency than subject knowledge. This paper describes how and why in recent years concerns about subject matter knowledge of both NSp and NNSp have grown. One indication of this concern is the establishment of benchmark tests to establish minimum standards. The focus of these tests is, however, still knowledge about language rather than knowledge of and use of language. The paper describes a benchmark study in Hong Kong that focused on language proficiency. It then outlines the author's conceptualisation of TLA that defines the characteristics of TLA. This is followed by two other reconceptualisations, one from applied linguistics, the other from general education literature. The paper concludes that each language teacher's individual language awareness has a significant impact on pedagogic practice in terms of input and output and the content of learning.

04–96 Carless, David R. (Hong Kong Institute of Education; *Email*: dcarless@ied.edu.hk). **Putting the learning into assessment**. *The Teacher Trainer* (Canterbury, UK), **17** (2003), 14–18.

Apart from providing evidence of performance and achievement, classroom evaluation tools may be used to promote learning, i.e. for "formative assessment". The issue is addressed in this paper, which describes a number of techniques used with teachers training for service in Hong Kong's primary and secondary schools. At the beginning of each module, trainees were informed of assignment assessment criteria and prompted for their own views. Each classroom session

https://doi.org/10.1017/S0261444804262139 Published online by Cambridge University Press

opened with a statement of learning objectives and ended with an assessment of results, either through discussion or in a five minute paper. During the course, students were offered tutorials and encouraged to defend their assignment in a short viva voce examination. Finally, written feedback on assignments was organised in a way that highlights opportunities for improvement. At each stage, students were expected to work interactively, combining the insights of self assessment and peer assessment. The author's experience of this approach suggests that formative assessment with enhanced feedback should be widely adopted for its positive impact on trainers and trainees alike.

04–97 Gupta, Renu (National University of Singapore, Singapore). **Old habits die hard: literacy practices of pre-service teachers**. *Journal of Education for Teaching* (Abingdon, UK), **30**, 1 (2004), 67–78.

This article reports findings of a study concerned with reading strategies applied by a group of pre-service teachers in Singapore. 29 trainees participated in an elective course in reading research, which aimed at making strategies used in reading instructions transparent. In the end of term assignment, they were asked to give a written account of their own reading experience. It clearly emerged from the self-reports that the vast majority of the student teachers drew a sharp distinction between academic reading and reading for pleasure. In addition, they employed different sets of strategies for the two domains. Whilst leisure reading involved the use of non linear strategies such as skipping or deducing meaning from the context, reading academic texts was based on word-by-word techniques. Student teachers were convinced that the purpose of reading academic texts is to gather information. Hence, they are to be read slowly and carefully. The author argues that this approach has negative consequences as it may impair critical reading. Furthermore, pre-service teachers may later transfer inadequate strategies into the classroom. In conclusion, the author suggested some tasks, which may be helpful in developing the literacy beliefs of pre-service teachers.

04–98 Lamb, Terry (Sheffield U., UK; *Email*: t.lamb@sheffield.ac.uk) **and Simpson, Michael. Escaping from the treadmill: practitioner research and professional autonomy**. *Language Learning Journal* (London, UK), **28** (Winter 2003), 55–63.

At the launch of the Department of Education and Science Continuing Professional Development Strategy in 2002, Terry Lamb attended a seminar on practitioner research. At the time, Michael Simpson was working as a head of languages in Bedfordshire. He spoke enthusiastically about the way in which his own small scale inquiry into a specific model of teaching and learning had re-invigorated him as a teacher. His subsequent rediscovery of the learning process through a part time postgraduate MA course resonated with Terry Lamb's own work on professional autonomy and school improvement. This article is the result of their reflections and discussions and it attempts to explore the extent to which teachers' involvement in research can provide them with a much needed opportunity for creativity and growth. The authors conclude that it is vital to provide teachers with opportunities for learning, in order that they themselves can be reinvigorated as learners who are then more able to have empathy for the learners they teach.

04–99 Lawes, Shirley (London U., UK). **What, when, how and why? Theory and foreign language teaching**. *Language Learning Journal* (London, UK), **28** (Winter 2003), 22–28.

Recent writing on foreign languages (FL) teaching has revived the question of the need for theory, especially at the initial training stage. However, the understanding of 'theory' in this writing can be seen to draw, consciously or otherwise, on functionalist, postmodern and broadly relativistic perspectives. The author suggests that the revival of theory is made even more problematic by a new orthodoxy of 'reflective practice'. The notion of 'reflective practice' has made possible a sleight of hand where 'practice' invisibly becomes redefined or labelled as 'theory.' 'Theory' now often means nothing more than talking about 'practice'. To re-establish the real unity of theory and practice, it is argued here, it is necessary to reverse contemporary fashion and emphasise theory over practice. Educational theory must be central from the beginning of initial training if it is to be of value to teachers in their future careers. To ask 'Why theory?' is a theoretical and not a practical question.

04–100 Moris, Lori (Universite du Québec à Montreal, Canada). **Linguistic knowledge, metalinguistic knowledge and academic success in a language teacher education programme**. *Language Awareness* (Clevedon, UK), **12**, 2 (2003), 109–122.

A key problem for teacher educators is that many undergraduates may not yet have acquired the intellectual maturity which training courses demand. This paper reports the findings of a project looking at the correlation between linguistic and metalinguistic knowledge, and academic performance and progress of two different groups of highly bilingual undergraduate trainee teachers of English as a second language (TESL) in Canada, one enrolled on a grammar course, the other on a methodology course. The paper outlines a single phase of an investigation to identify reliable candidate selection criteria and academic support for those selected. Three questions are considered: the extent that linguistic knowledge in the form of L1 and L2 vocabulary profiles correlates with academic results, the extent to which metalinguistic knowledge in the form of grammar study correlates with academic

https://doi.org/10.1017/S0261444804262139 Published online by Cambridge University Press

success and the extent to which change, and its causes, occurred in metalinguistic knowledge. Findings show a strong correlation between L1 knowledge and academic performance and conclude it may be possible to foster and develop metacognitive ability and lead students towards higher levels of reflective thinking.

04–101 Mullock, Barbara (University of New South Wales, Australia). **What makes a good teacher? The perceptions of postgraduate TESOL students**. *Prospect* (Sydney, Australia), **18**, 3 (2003), 3–24.

Shulman's (1987) conceptualisation of the knowledge base of teachers includes knowledge of content, general pedagogy, curriculum, pedagogical content, learners and their characteristics, educational contexts, and educational ends, purposes and values. While exploring some of these categories, many researchers have utilised the notion of 'expert teachers', who are often identified through reputation and/or through their students' superior performance on standardised tests. However, perceptions of what behaviours students believe characterise an expert teacher (in teaching English to speakers of other languages, TESOL) are under-represented in research. This study examines the views of novice and experienced teachers about what constitutes a good teacher. 42 postgraduate students of applied linguistics and TESOL at three universities in Sydney, Australia, from various cultural and language backgrounds, were interviewed or completed a questionnaire (the latter reproduced in the appendix). The findings are presented, and compared with those of other researchers, including Shulman, and Cortazzi and Jin (1996). The most important qualities identified were knowledge and understanding of students' needs, expectations, strengths, and weaknesses; knowledge of the subject matter; skill in teaching techniques and methods. The study has implications for language teacher education, language teaching methodology, and cross cultural communication.

04–102 Roessingh, Hetty and Kover, Pat (U. of Calgary, Canada). **Variability of ESL learners' acquisition of cognitive academic language proficiency: what can we learn from achievement measures?** *TESL Canada Journal/Revue TESL du Canada* (Burnaby, Canada), **21**, 1 (2003), 1–21.

The demographic profile of new arrivals to Canada has taken a marked shift towards better educated, socio-economically ambitious immigrants since a change in immigration policies in 1985. Most of them are from the Pacific Rim and they have high expectations for the academic achievement of their children; the children's learning outcomes, however, show significant variability as reflected in standardised achievement measures. Taking into consideration the children's age and their L1 proficiency on arrival, this study looked at the effects of instructed ESL support in terms of their achievement in grade 12 tests. Analysis of the data reveals that, although all learners benefit from structured ESL support, the younger-arriving ESL learners have the most to gain. It is argued that all ESL learners, regardless of age on arrival, struggle to acquire the cultural and metaphoric competence that is beyond the linguistic threshold required for success, but nevertheless central to successful engagement in a literature based programme of studies.

04–103 Simpson, Carole, Popovic, Radmila and Stojanovic, Smiljka. Modifying tasks in teacher education sessions to meet learners' need better. *The Teacher Trainer* (Canterbury, UK), **18**, 1 (2004), 5–?

This article is concerned with mismatches between aims and context in teacher education. The three authors, teacher educators working on a pre-service teacher training project at the University of Belgrade, Yugoslavia (two Yugoslav lecturers and one English native speaker adviser), describe and discuss three instances of mismatch that led to task 'ineffectiveness' in methodology classes for undergraduates studying English. The three case studies reported here identified a lack of spoken fluency for reflective practices; inability to perform a task in teaching writing due to lack of own writing experience; and reluctance to take part in a singing activity. The solutions implemented to overcome these problems are evaluated.

04–104 Walsh, Steve (Queen's University Belfast, Northern Ireland). **Developing interactional awareness in the second language classroom**. *Language Awareness* (Clevedon, UK) **12**, 2 (2003), 124–142.

Classroom interaction, along levels of teacher talking time (TTT) are much discussed on teacher training courses. This paper explains how, using a social constructivist theory of learning, classroom interaction can be more fully understood when analysed in terms of multi-layered contexts and in terms of the type and quality of TTT along with the pedagogic purpose or 'goal' behind the exchange. To enable teachers to understand the interactional processes in their classrooms the paper outlines a descriptive system of four 'modes'(L2 classroom microcontexts)along with their individual interaction features and pedagogical goals. Using extracts of data in feedback interviews teachers were asked to use a self evaluation of teacher task (SETT) grid to identify and comment upon observed interaction modes. The paper concludes that by learning to understand the interactional organisation of each mode teachers can train and be trained to understand that the task of the teacher varies according to the mode.

04–105 Wang, Wendy (OISE, U. of Toronto, Canada). **How is pedagogical grammar defined in current TESOL training practice?** *TESL Canada*

https://doi.org/10.1017/S0261444804262139 Published online by Cambridge University Press

Journal/Revue TESL du Canada (Burnaby, Canada), **21**, 1 (2003), 64–78.

This article reports on the results of a survey of pedagogical grammar (PG) courses in MA TESOL programmes in the United States and Canada. An analysis of self-report questionnaires and course syllabi provides information about the content and emphasis of the courses and how pedagogical grammar is defined in current TESOL training practice. The specific areas reported on are: course requirement status and course titles; course objectives and requirements; instructors' perceptions of the PG course; course content and emphasis; instructors' self-ratings and suggestions for enriching the PG course. Varied course titles and focuses indicate that conceptualisations of PG in current TESOL training practice vary just as much as the term PG. The findings indicate a need for a consensus among TESOL professionals as to what constitutes PG and therefore what knowledge, skills, awareness and attitudes should be taught to prepare prospective teachers to integrate grammar into ESOL pedagogy.

04–106 Yurtseven, Bengü (Bilkent U., Turkey; *Email*: bengu@bilkent.edu.tr). **Three-way observation: including language learner feedback**. *The Teacher Trainer* (Canterbury, UK), **17** (2003), 3–6.

Observation of classroom behaviour can yield useful information for teacher training and professional development. This short report describes the results of three-way observation, as tested in Turkey on a sample of five volunteer EFL practitioners teaching three classes with a total of 34 undergraduate students. Observation data from four separate lessons was provided by students, teachers and colleagues through questionnaires and interviews. The results, processed to extract significant divergences, prevalently showed agreement among the three sources, with a few exceptions: limited student awareness of ideas for improvement; more informative/descriptive answers provided by students as compared to the other two groups of respondents. This model also helps to identify student preferences and motivators by making their perceptions explicit and manageable. The author's conclusion is that three-way observation deserves both greater attention from researchers and wider use in teacher training programmes.

Bilingualism

04–107 Amara, Muhammad Hasan (Bar-Ilan University). **Recent foreign language education policies in Palestine**. *Language Problems and Language Planning* (Amsterdam, The Netherlands), **27**, 3 (2003), 217–232.

This paper investigates the development of foreign language education policy in Palestine, at a time when the Palestinians have become responsible for Palestinian education. The author argues that an international orientation is part of the policy, with the learning and teaching of languages having a primary concern in identity formation. First, the socio historical background to Palestinian multilingualism is discussed. The author then looks at the specific roles of English and Hebrew respectively, including both historical data and data from recent attitude studies in his analysis. He concludes with a discussion of the role of foreign language education in the development of an independent Palestinian identity.

04–108 Bekker, Ian. Using historical data to explain language attitudes: A South African case study. *Africa and Applied Linguistics: AILA Review* (Amsterdam, The Netherlands), **16** (2003), 62–77.

This study describes the employment of a theoretically based analysis of historical data to explain the attitudes of L1 African language University of South Africa (Unisa) students towards the languages of learning and teaching (LOLT) issue at Unisa. Dimensions which underlie attitudes were identified by constructing a Likert-type questionnaire containing belief statements based on interviews relating to LOLT, conducting a mini-survey with 100 Unisa students and employing exploratory factor analysis to extract relevant factors from the generated data. This data was then framed with a historical analysis and related to Social Identity Theory (SIT) to ensure explanatory adequacy. Results showed that domain-specific considerations (primarily of utility and performance) still play a role in the formation of attitudes towards the use of the L1 at Unisa, however, when these considerations are combined with more general concerns (e.g. the instrumental value of English or the equality of languages) a more complex and ambiguous attitudinal complex is formed. It is concluded that both a clear theoretical understanding of the relationship between language, society and power and an understanding of the historical genesis of student language attitudes are essential if policymakers and language planners are to make informed decisions about the use of languages as LOLT.

04–109 Costa, Albert, Colomé Angel, Gómez, Olga and Sebastián-Gallés, Núria (U. of Barcelona, Spain; *Email*: Acosta@psi.ub.edu). **Another look at cross-language competition in bilingual speech production: lexical and phonological factors**. *Bilingualism: Language and Cognition* (Cambridge, UK), **6**, 3 (2003), 167–179.

This research aims to explore the existence of cross-language competition in bilingual speech production and, specifically, how lexical selection functions in highly proficient bilingual Spanish-Catalan speakers and whether the latter can prevent interference from their L1 (Spanish) when producing speech in the L2 (Catalan). Two picture-word interference experiments were carried out with 48 subjects. Findings revealed the reliability of the phono-translation effect in that the

https://doi.org/10.1017/S0261444804262139 Published online by Cambridge University Press

most relevant condition in the experiments was that in which the distractor word was phonologically related to the target's translation. These findings replicate in part previous work in the area, in that phono-translation distractors were seen to interfere more than unrelated distractors in the course of picture naming. The authors discuss some possible loci of this effect during the lexicalization process, and the implications for models of bilingual speech production.

04–110 Dei, G. and Asgharzadeh, A. (University of Toronto, Canada; *Email*: gdei@oise.utoronto.ca). **Language, education and development: case studies from the southern contexts**. *Language and Education* (Clevedon, UK), **17**, 6 (2003), 421–449.

This paper examines the presence and effects of dominant languages in two countries, namely English in Ghana, and Farsi in Iran. These case studies are used to outline the importance of indigenous languages to people's culture, history and identity. In Ghana, the native land of the first author, English is the ex-coloniser's language and is the medium of instruction in school. English was imposed on Ghanaians during the colonial period from the 1880s to the 1960s, and there is still now an economic and social currency attached to English to the extent that students may be punished for speaking their native language in school. In Iran the dominant language is not a foreign one but a local one, Farsi. This was imposed on Iranians by the Shah of Iran in 1925, and other languages were devalued under the proclamation 'one country, one nation, one language'. The writers describe their view as anti-colonial and argue that education should be a means by which the individual's sense of self is strengthened rather than eroded.

04–111 Ferguson, Gibson. Classroom code-switching in post-colonial contexts: functions, attitudes and policies. *Africa and Applied Linguistics: AILA Review* (Amsterdam, The Netherlands), **16** (2003), 38–51.

Code-switching in the classroom across a range of curricular subjects is a widespread phenomenon in multilingual language contact settings in Africa and yet it is frequently regarded unfavourably by educational policy makers. This article reviews the literature on classroom functions of code-switching in post-colonial contexts, commenting on the merits and limitations of recent research. It also examines some of the conceptions of language underlying official and lay attitudes to code-switching and evaluates a number of policy proposals addressing the issue of how code-switching might be more effectively exploited as a communicative and pedagogic tool in instruction. It is concluded that although further research into the effects of different types of code-switching is needed, the profession should work towards more relaxed policies on its usage in the classroom, as it offers teachers potential pedagogic resources for mitigating the difficulties experienced by pupils studying content subjects through a foreign language medium.

04–112 Jackson, Jane (Chinese U. of Hong Kong; *Email*: jjackson@cuhk.edu.hk). **Case-based learning and reticence in a bilingual context: perceptions of business students in Hong Kong**. *System* (Oxford, UK), **31** (2003), 457–469.

This paper investigates the link between local sensitivities and ESL acquisition in case based teaching within tertiary education. A group of 589 Hong Kong business administration and accounting students were surveyed using a previously developed 91-item questionnaire to gauge their response to case based courses in English and Chinese. This was integrated with individual interviews and data collected through classroom discussions focused on reticence and anxiety. Despite recent improvements introduced by professors to cater for student expectations, the evidence collected shows a considerable degree of frustration due to a mix of psychological, social and cultural factors ranging from limited exposure to problem based teaching and lack of suitable oral skills to the need for improved sequencing and timing of classroom work. For successful implementation of case based courses, practitioners need to look not only at the input provided but also at its impact on students, encouraging feedback and openness about learning difficulties. A closer relationship between ESP and academic disciplines, i.e. between language and content, can improve the quality of classroom work, boosting student motivation through the discussion of manageable and yet relevant topical cases.

04–113 Kouega, J-P. (*Email*: jkouega@uycdc.uninet.cm). **English in francophone elementary grades in Cameroon**. *Language and Education* (Clevedon, UK), **17**, 6 (2003), 408–420.

The author begins by giving a brief history of the Federal Republic of Cameroon and goes on to discuss successive governments' attempts to encourage proficiency in both French and English in the whole population. The failure of the government's first two policies was probably due to the shortage of both bilingual teachers and teaching materials. The current policy is, according to the writer, likely to follow the same path since the problems of insufficient trained teachers and materials are still present. Children starting school are usually learning a new language since there are 250 indigenous languages in the Cameroon and very often teachers do not speak their pupils' languages. Primary school, particularly in a country where many children do not continue to secondary education, should concentrate on the basic knowledge required to function usefully in society, yet currently some 42% of school hours are devoted to learning French and English. Kouega proposes therefore that children be taught through the medium of either French or English

https://doi.org/10.1017/S0261444804262139 Published online by Cambridge University Press

in primary schools. Within each area there should be equal numbers of French medium and English medium primary schools, thus increasing the hours available for other subjects. Interaction between children from different primary schools within one neighbourhood will then encourage bilingualism.

04–114 Ovando, Carlos, J. (Arizona State U., USA). **Bilingual education in the United States: historical development and current issues**. *Bilingual Research Journal* (Arizona, USA), **27**, 1 (2003), 1–24.

Bilingual education in the US has been contested and reformulated within varying historical, political, social, and economic contexts. This paper examines three interrelated research questions on language ideology, policy, and politics. The first section is devoted to a discussion of the so-called permissive, restrictive, opportunist, and dismissive historical periods and argues that changing localised political, social, and economic forces have shaped the national response to language diversity. It is argued that language ideology in the US, rather than maintaining a stable course through these periods, has shifted according to changing historical events. The second section analyses current challenges to the defence of bilingual education; in the absence of a consistent US language ideology, bilingual education has become a societal irritant involving complex issues of cultural identity, social class status, and language politics.

Sociolinguistics

04–115 Ammon, Ulrich. Sprachenpolitik in Europa – unter dem vorrangigen Aspekt von Deutsch als Fremdsprache (1). [Policy towards languages in Europe with special reference to German as a foreign language (1).] *Deutsch als Fremdsprache* (Leipzig, Germany), **4** (2003), 195–209.

This paper explores policies towards languages within the European Union (EU) and its institutions. Firstly, the author draws a clear distinction between two terms: language policy – *Sprachpolitik*- and the policy of languages – *Sprachenpolitk*. While the first term refers to the policy towards one language, the latter analyses different languages, interrelations between them, their status, and usage in institutional domains. Subsequently, a systematic overview of languages spoken in the Member States and official working languages in EU institutions is provided. A clear result emerges: German leads a rather shadowy existence in institutional domains of the EU. This in turn can have serious consequences for the spread of German as a foreign language in Europe. The second part of the paper raises a number of questions related to theoretical, motivational and legislative factors involved in language policymaking. Aspects such as cultural identity, language politics, minority and endangered languages as well as financial resources are discussed. Finally, chances and limitations of multilingualism in the Members States and in EU institutions are critically revealed.

04–116 Browett, Julie (U. of Tasmania, Australia; *Email*: Julie.Browett@utas.edu.au). **Culture: are we speaking the same language? Teachers' conceptual frameworks of culture**. *Babel* (Victoria/Melbourne, Australia), **38**, 2 (2003), 18–25.

Intercultural competence is an acknowledged aim in Australian education. The research project described here investigated Australian primary school teachers' conceptual frameworks of culture. The author outlines five different paradigms of culture: high culture, behaviourist, functionalist, cognitive, and symbolic. On a visit to Shanghai, China, primary teachers were asked to take 16 photos, then asked to explain their choice and what message about Chinese culture the image would convey to their students. Of the five paradigms of culture, the behaviourist (i.e. culture is composed of behaviour that can be observed) received the most substantial representation in this study. The author also discusses the attributes of culture as shown in the participants' responses (e.g. dynamic, diverse, shared, intangible), and the low representation of connections between culture and language. The teachers did not appear to possess the metalanguage to discuss culture in precise terms, and the author concludes that there is a need to develop teachers' own intercultural capacities if they are to promote intercultural competence in their students.

https://doi.org/10.1017/S0261444804262139 Published online by Cambridge University Press