Language teaching

03–1 Abrams, Zsuzsanna I. (U. of Texas at Austin, USA). Surfing to cross-cultural awareness: Using Internet-mediated projects to explore cultural stereotypes. *Foreign Language Annals* (New York, USA), **35**, 2 (2002), 141–60.

The *Standards for Foreign Language Learning in the 21st Century* stress that learning about culture is an integral part of learning a foreign language (L2); such exploration is a necessary bridge to gaining valuable insights about one's own culture as well as the culture(s) of the target language. Long-term projects, for example, extended interviews with native speakers, enable learners to develop an understanding of another culture from an 'emic' point of view. For many U.S. students, however, neither native speaker informants in U.S. cities nor study abroad programmes are available or accessible. This study explores Internet-based culture portfolios that bring insiders' views of other cultures into the L2 classroom. In this study, learners enrolled in third-semester German language courses conducted semester-long culture projects, in which they explored their stereotypical views of the cultures of Germany, Austria, and Switzerland. Learners investigated the extent to which these stereotypes might apply, using media from these countries and from their own cultural contexts, library and Internet resources, and online interviews with members of the cultures in Germany. The results of this study indicate that the Internet-based culture project promoted learners' acquisition of new cultures from an emic perspective.

03–2 Adami, Hervé (Université Nancy 2, France). L'oralité et la métalangue dans les rapports au langage des scripteurs/lecteurs en insécurité à l'écrit. [Spoken language and metalanguage as influences on the attitudes of unskilled readers and writers to written language.] *Mélanges CRAPEL* (Nancy, France), **26** (2001), 7–37.

This article begins from the premise that, despite compulsory education for all, some 20 per cent of French school leavers remain functionally illiterate; and suggests that this situation has been confused by a lack of clear distinctions between various groups of learners, in particular between those who have French as a mother tongue and those who do not, and those who have a minimal knowledge of the French writing system and those who have no knowledge of any writing system. Such a level of school failure is both the cause and the result of a massive social schism, and maintains an imbalance in access to knowledge and, consequently, to power. Comparing the French situation with examples drawn from a number of periods and cultures, the author argues that individuals whose mastery of the written form is inadequate produce texts which have some of the fundamental characteristics of spoken interaction. Where spoken language is indexically linked to its context of situation, written language is largely de-contextualised, requiring different modes of coherence and implicature. Moreover, the limited range of social interaction available to immigrants in particular means that their French is fossilised. In these circumstances, only the ability to write and the possession of a metalanguage can break the vicious circle and give access to abstract concepts. Both the teaching methodology and the metalanguage have to be based on learners' representations of the communicative situation and of their needs.

03–3 Allum, Paul (Rikkyo U., Tokyo, Japan; *Email*: pallum@gol.com). CALL and the classroom: The case for comparative research. *ReCALL* (Cambridge, UK), **14**, 1 (2002), 146–66.

Educators are increasingly concerned to integrate human and computer capabilities as efficiently as possible. One main yardstick for evaluation of Computer Assisted Language Learning (CALL) is, naturally, the human teacher. Thus there is demand for comparative data. Attempts to provide such data in a way that allows useful generalisations to be made or accurate analyses of the outcomes are still comparatively limited, however, and difficult to produce, and often come under attack. The belief asserted here is that there is still a need for general studies in a variety of contexts. The article reports a longitudinal comparative study that tries to take into account some of the major criticisms. The study compared two means of delivery of the same material, using the same fundamental methodology — i.e., teacher, textbook and classroom versus computerised Web exercises — with the long-term goal of seeing how the two might best be integrated. Pre- and post-test data revealed great similarity in the two methods of delivery, while a questionnaire revealed important differences. It is claimed that the outcomes of the study provide support for the idea that these kinds of comparative studies are useful and still needed.

03–4 Ayres, Robert (UNITEC, Auckland, New Zealand; *Email*: rayres@unitec.ac.nz). Learner attitudes towards the use of CALL. *Computer Assisted Language Learning* (Lisse, The Netherlands), **15**, 3 (2002), 241–49.

This paper reports on a project which aimed to gather empirical data on how much learners valued the use

of computer assisted language learning (CALL) in this learning centre and their opinions of such instruction in comparison to more traditional teaching media. One hundred and fifty seven non-native undergraduates enrolled on various courses in the School of English and Applied Linguistics were given initial questionnaires which had been prepared to reflect the current teaching situation in the learning centre and the conditions in which CALL is integrated into language programmes. No statistical differences were found between learners of any particular gender, age or nationality when analysed according to perceived usefulness, ease of use and importance to course. Overall, learners appreciate and value their CALL work; it has high face validity with learners and, while it is not seen as a worthwhile replacement for classroom-based learning, it is regarded as an important aspect of their studies. However, findings indicate CALL work needs to be integrated tightly with the rest of the course curriculum. The paper concludes by highlighting some key factors to consider when integrating CALL into language courses.

03–5 Becker, Claudia A. (Loyola U., Chicago, USA). Turning 'a rough journey' into a smoother crossing of borders: Insights into the world of female international interns in the German-speaking workplace. *Journal of Language for International Business* (Glendale, AZ, USA), **13**, 1/2 (2002), 22—42.

This article presents a study of the professional experiences and insights of international female interns in the German-speaking workplace environment between 1992 and 1998. Its thesis is that gender-related issues present key factors in any internship assignment in a German-speaking workplace environment, although international male and female interns might face the same business challenges as well as linguistic and personal struggles in trying to meet their counterpart's needs, such as service, timeliness, credibility, trustworthiness, quality of work, etc. The research data were obtained confidentially and anonymously through a questionnaire study ($n = 50$) in the form of short experiential learning reports on various professional subject areas related to the internship experience. In some cases, subjects were selected to elaborate on certain focal points in a follow-up conducted by the investigator. This cross-cultural study describes (1) the structure of gender-related issues in the German-speaking workplace environment, and (2) the varieties of gender-related experiences in the German-speaking workplace environment for international females. It further proposes an approach which will assist international female interns to find ways to better accept and handle their own value system when operating in a business culture that may have a conflicting value system.

03–6 Beckett, Gulbahar H. (U. of Cincinnati, Ohio, USA). Teacher and student evaluations of project-based instruction. *TESL Canada Journal/La*

Revue TESL du Canada (Burnaby, BC, Canada), **19**, 2 (2001), 52—66.

Project-based instruction has gained some popularity in general education and in second-language (L2) education. However, a review of the literature shows discrepancies between teachers' and students' evaluations of this activity. For example, general education teachers and students find that project-based instruction creates opportunities for in-depth learning of subject-matter content, which fosters student independence and problem-solving skills. However, English as a Second Language (ESL) teachers' and students' evaluations show mixed results. Although some anecdotal reports and one systematic research study show ESL teachers endorsing project-based instruction because it provides opportunities for comprehensible output and integrated language teaching, there is evidence that ESL students and at least one ESL teacher are frustrated by this form of instruction. The students felt that project-based instruction prevented them from learning from the teacher and textbooks and from focusing on language skills. The ESL teacher felt a loss of student respect and noted a drop in student attendance. These discrepancies are discussed from philosophical, cultural, and linguistic perspectives. Recommendations for research and pedagogy are proposed. For example, it is suggested that a framework be developed to aid ESL teachers in assisting their multicultural students to understand the benefits of project-based instruction in L2 learning.

03–7 Biber, Douglas and Reppen, Randi (Northern Arizona U., USA; *Email*: douglas.biber @nau.edu). What does frequency have to do with grammar teaching? *Studies in Second Language Acquisition* (New York, USA), **24**, 2 (2002), 199—208.

Using frequency findings from corpus linguistics, this paper explores the relationship between the information presented in English as a Second/Foreign Language (ESL/EFL) materials and what is known about actual language use based on empirical studies. Three aspects of materials development for grammar instruction are discussed: the grammatical features to be included, the order of grammatical topics, and the vocabulary used to illustrate these topics. For each aspect, it is shown that there are often sharp contrasts between the information found in grammar materials and what learners encounter in the real world of language use. In the conclusion, it is argued that a selective revision of pedagogy to reflect actual use, as shown by frequency studies, could result in radical changes that facilitate the learning process for students. *[See also abstract 03–108.]*

03–8 Black, Paul and Goebel, Zane (Northern Territory U., Australia; *Email*: pblack@darwin. ntu.edu.au). Multiliteracies in the teaching of

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Indonesian. *Babel (AFMLTA)*
(N. Adelaide, Australia), **37**, 1 (2002), 22—38.

Multiliteracies is a new movement in language education pioneered by the New London Group, which views human knowledge as embedded in social, cultural, and material contexts and sees pedagogy as a complex integration of situated practice, overt instruction, critical framing, and transformed practice. This paper uses this theoretical basis to address a neglected area in the teaching of Indonesian, namely the social significance of the use of Indonesian varieties as against regional varieties. A solution to the problem is suggested through the use of multimedia as a teaching tool and a discussion made of how this relates to the multiliteracies approach to pedagogy. The authors first debate the importance of teaching varieties of Indonesian in addition to the standard language, then describe the proposed content of the multimedia course and stress how such an approach can meet the need for considering the significance of physical context and behaviour when designing materials for language learning.

03–9 Boldt, R. F. (Educational Testing Service, USA; *Email*: rboldt@ets.org) **and Ross, S. J.** Language programme meta-analysis: Assessing corporate programmes in Korean and Japanese companies. *English Teaching* (Korea), **57**, 3 (2002), 353—71.

Accountability in foreign language programmes is often contingent on a comparison of standardised test scores before and after the programme of instruction. A parallel need in language programme evaluation is in describing not only that there has been language gain, but also in providing information about features of the programme that are related to gains. An inferential problem with pre- and post-comparisons comes when programmes are evaluated without reference to comparable controls. One methodological alternative to conventional language programme evaluation is a meta-analysis of cumulative archives of records gathered from a variety of programmes. The present meta-analysis of language programmes is one such example. Tests and surveys from 36 language programmes in Japan and Korea provided descriptors of course objectives, language curriculum features, materials, duration of instruction, information about instructors, and pre- and-post instruction TOEIC scores (Test of English for International Communication). In all, more than 3200 records of pre- and post-test scores were coded for salient programme characteristics.

03–10 Boulon, Joline (Université Claude Bernard Lyon 1, Villeurbanne, France; *Email*: boulon@ univ-lyon1.fr). Narcy's learning stages as the base for creating multimedia modules for L2 acquisition. *ReCALL* (Cambridge, UK), **14**, 1 (2002), 109—19.

Authoring systems can be a great advantage for teachers concerned with tools created specifically for their learners. The designers, often the teachers themselves, can model their work on existing CD-ROMs marketed for the general public, inserting information that is more specific to their own learners and thus enabling them to work on the language at their own rhythm and in their own time. However, there are a few issues which need to be resolved: (1) teacher access to the finished product, (2) student access to the different parts of the finished product, and (3) pedagogical and didactic criteria. This paper is concerned with all three issues, notably the last, and concentrates on developing the characteristics of all four learning stages described by Narcy (1997), while illustrating the different theoretical and practical possibilities of incorporating these stages into modules created by teachers. Narcy's first stage involves the discovery of a new structure, vocabulary item, sound, etc.; the next stage is to put adequate declarative knowledge into place; the next, to put into place the controlled processes, i.e., through controlled practice; with the final stage devoted entirely to communication and expression, i.e., 'output'. It is suggested that dividing computer-mediated activities into four learning stages in this way provides a helpful and more logical model of organising the work than doing as with marketed CD-ROMs that are divided for the most part into levels of general linguistic competence.

03–11 Bueno, Kathleen A. (Southern Illinois U.-Edwardsville, USA). Creating community and making connections in the third-year Spanish course: A content-based approach. *Foreign Language Annals* (New York, USA), **35**, 3 (2002), 333—42.

In response to advances in second language acquisition (SLA) research and the establishment of national standards for foreign language study, considerable experimentation has taken place in the design of third-year courses during the past five years. However, several practical issues warrant further study and discussion. These include (1) developing courses that facilitate progress towards ACTFL (American Council on the Teaching of Foreign Languages) advanced proficiency and (2) redesigning programmes to meet the diverse career needs of students. This article addresses the first issue by discussing a third-year composition and conversation course designed to increase students' communicative skills and the second issue by suggesting links to other subject matter. Areas for future research on the design of the language course sequence are suggested.

03–12 Callahan, Philip (U. of Arizona, USA; *Email*: pec@u.arizona.edu) **and Shaver, Peter**. Formative considerations using integrative CALL. *Applied Language Learning* (Presidio of Monterey, CA, USA), **12**, 2 (2001), 147—60.

This case study addresses the technical and learning issues relating to a formative implementation of a CALL (Computer-Assisted Language Learning) browser-based Intermediate Russian Program. Instruction occurred through a distance education implementation and in a grouped classroom using a local-area network (LAN). Learners indicated that the software was clear, motivating and content rich. High attrition rates occurred in the distance education setting. They were attributed to administrative and technical support issues, such as a lack of time for instruction due to workplace obligations and insufficient technical support for complex instructional implementation. Recommendations for improving success include continuous rapid feedback in lengthy complex systems, forums that promote group participation, adequate study time, superior evaluative tools, and immediate technical support.

03–13   Chateau, Anne and Georges, Lucy (CRELENS [Centre de Ressources pour l'Enseignment des Langues Etrangères aux Non-Spécialistes]. Université Henri Poincaré, Nancy, France). La Recherche-Action: un moteur d'innovations pédagogiques? Analyse d'un cas concret. [Action Research: A driving force behind pedagogical innovation? A case study.] *Les Cahiers de l'APLIUT* (Grenoble, France), **21**, 3 (2002) 66—79.

This paper argues for the value of an action research perspective in materials creation projects. It reports the development of a training programme in conference presentation skills for doctoral students and teacher-researchers in sciences. A needs analysis led to the creation of a resource bank of video-based and other materials which were used as the pedagogical content of a two-stage training course. A 15-hour course in January, focusing particularly on the use of the visual channel, including the use of body language, was followed by another 15-hour course in June which led to student presentations. Students were required to work individually between these two sessions, availing themselves of self-access facilities. Evaluation of the pilot version of the programme revealed that students were satisfied with the materials and the pedagogy but had not followed the requirement for individual work. The second version of the programme involved the addition of a 'Dos and Don'ts' CD-Rom based on conference presentations given by second language speakers of English and a weekly one-hour session during the interval between the two stages of the programme. The project led to improved teacher collaboration across the campus and to the enrichment of staff technical skills.

03–14   Cullen, Richard (Canterbury Christ Church U. Coll., UK; *Email*: rmc1@can.ac.uk). Supportive teacher talk: The importance of the F-move. *ELT Journal* (Oxford, UK), **56**, 2 (2002), 117—27.

This paper investigates a particular aspect of teacher talk — the teacher's provision of feedback or follow-up — and examines the role it plays in English as a Foreign/Second Language (EFL/ESL) classroom discourse. It draws on transcript data from a secondary school classroom in Tanzania to illustrate a teacher's follow-up moves, where these moves form the third part of a chain of I-R-F (Initiate-Respond-Follow-up) exchanges between the teacher and her students. Two main roles of the F-move are identified — evaluative and discoursal, each of which is argued to support learning in different ways. The paper focuses, in particular, on discoursal follow-up, and the strategies which the teacher in the data uses to build on students' contributions and develop a meaning-focused dialogue with the class. The teacher's follow-up moves are seen to play a crucial part in clarifying and building on the ideas that the students express in their responses, and in developing a meaningful dialogue between teacher and class. In doing so, the teacher supports learning by creating an environment which is rich in language and humour.

03–15   de Courcy, Michèle (La Trobe U., Australia; *Email*: m.decourcy@latrobe.edu.au), **Warren, Jane and Burston, Monique**. Children from diverse backgrounds in an immersion programme. *Language and Education* (Clevedon, UK), **16**, 2 (2002), 112—27.

Immersion or content-based language programmes are sometimes promoted as the best way of achieving high levels of proficiency in languages other than English. Evaluations of such programmes indicate that the cohort of students achieve higher levels of proficiency than students in traditional programmes. However, a recent survey of all teachers in a French early partial immersion programme revealed concerns for those who teach in English as to whether an immersion programme is suitable for all children. They felt that the problems of children who were learning English and French as second languages were compounded by the programme. There were also concerns for children who struggle with mathematics, the main content area delivered in the second-language programme. The same concerns are not expressed by those who teach in French. This paper considers whether the teachers' concerns are grounded, or whether, in fact, the nature of the immersion classroom may make it a more suitable environment for fostering the learning of a diversity of children. From the research identified in the literature review and in the present study, it is concluded that children from diverse backgrounds should not be forced out of immersion programmes, as they would do no better in the English mainstream, but would lose the benefit of learning an additional language, at a cost to their self-esteem.

03–16   Felix, Uschi (Monash U., Australia; *Email*: uschi.felix@arts.monash.edu.au). The Web as a vehicle for constructivist approaches in language teaching. *ReCALL* (Cambridge, UK), **14**, 1 (2002), 2—15.

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The central question in this paper is whether Web technology has the potential to add value to face-to-face language teaching in the form of activities that cannot be realised fully in a traditional classroom. While arguments are presented for and against e-learning, it is concluded that the latest human-machine interfaces offer an environment for interactive learning that can foster the acquisition of communicative skills. The paper argues that one of the great strengths of the Web is the potential to engage students in creative information-gap activities and real experiential learning in the form of meaningful, process-oriented projects in authentic settings. Evidence is drawn from three sources: (a) the current literature on new learning approaches; (b) the latest best-practice applications, such as Webquests, Voice Chat, MOOs and innovative co-operative ventures; and (c) the findings of two large research studies by the author on students' perceptions of Web-based language learning in school and tertiary settings. The paper emphasises the importance of creating connectivity rather than content.

03–17   Fischer, Dore (Dublin Inst. of Technology, Ireland). Irish images of Germany: Using literary texts in intercultural learning. *Language, Culture and Curriculum* (Clevedon, UK), **14**, 3 (2001), 224—34.

Ireland is currently changing rapidly from a country of high emigration to a country of high immigration. An awareness of cultural diversity, and how to live with it, has become an important issue. This paper takes a brief look at the need for intercultural learning within the Irish context. Concepts of 'culture' and cultural conditioning are discussed and aims and objectives for intercultural learning are suggested. As many accounts of intercultural contacts come from novelists, poets and playwrights, the article looks at the part literature, in particular modern Irish prose fiction and German migrant literature, can play in the intercultural learning experience. The paper concludes with the description of a module which aims to develop an intercultural competence and includes the study of literary fiction.

03–18   Fukushima, Tatsuya (U. of Arkansas, USA). Promotional video production in a foreign language course. *Foreign Language Annals* (New York, USA), **35**, 3 (2002), 349—55.

Multimedia equipment enables second language (L2) instructors to explore innovative course approaches, but such technologies are sometimes adapted with few pedagogical considerations. For optimal results, it is important to adapt multimedia technologies in a task-based activity whereby the resulting product delivers meaningful L2 content of practical value in the real world. This article describes a course project in which a group of intermediate Japanese language learners at the University of Arkansas produced the university's promotional video in the target language. Students wrote and narrated a script that described features of the university's popular colleges and facilities, videotaped the scenes on campus, and edited the recordings into a three-minute Japanese promotional video with English subtitles. The complete promotional video was later uploaded for viewing on the World Wide Web. By employing user-friendly computer software, the students produced a promotional video of substantial real-life value and of near-professional audiovisual quality. Pedagogically, this video serves not only as a showcase of the learners' L2 skills but as a motivational tool for students with limited opportunities to use their target language.

03–19   Gallien, Chloé (Université Nancy 2, France). Documents d'écoute et débutants: compte rendu d'une étude empirique. [Listening materials and beginners: Account of an empirical study.] *Mélanges CRAPEL* (Nancy, France), **26** (2001), 91—110.

This article presents an experiment carried out with beginners in French in a Scottish university. The experiment aimed to test the frequently made claim that authentic input is too difficult at such a low level and can therefore be demotivating as well as detrimental to learning. The aim was to investigate whether both the attitudes and the gain in language acquisition were impacted by exposure to allegedly difficult aural materials. The findings of the experiment indicate firstly that there was no difference in perceptions between the participants exposed to difficult input and those exposed to artificially created simple input. The results also showed that there was a highly significant improvement in the listening skills of the group exposed to the more difficult materials.

03–20   Ghosn, Irma K. (Lebanese American U., Byblos, Lebanon; *Email*: ighosn@byblos.lau.edu.lb). Four good reasons to use literature in primary school ELT. *ELT Journal* (Oxford, UK), **56**, 2 (2002), 172—79.

The teaching of English as a foreign language in primary schools is gaining popularity throughout the world. Many countries are also using English in the upper grades as the vehicular language for all or part of the general curriculum. It is therefore important to identify the types of materials that best prepare pupils for academic work in the second language (L2). The traditional structurally-based texts and the newer, integrated, communicative courses might not be sufficient for the demands of the academic classes. On the other hand, a syllabus that is based or that draws heavily on authentic children's stories provides a motivating medium for language learning while fostering the development of the thinking skills that are needed for L2 academic literacy. Literature can also act as a powerful change agent by developing pupils' intercultural awareness while at the same time nurturing empathy, a tolerance for diversity, and emotional intelligence. This is an important consideration at a time

when the world is becoming smaller, yet increasingly hostile.

03–21   Gil, Gloria (Universidade Federale de Santa Caterina, Brazil). Two complementary modes of foreign language classroom interaction. *ELT Journal* (Oxford, UK) **56**, 3 (2002), 273—79.

Theory-driven investigations into foreign language (FL) classroom interaction generally fail to offer adequate frameworks to describe the complex nature of classroom discourse. This article proposes a contextualised model which encompasses both pedagogical and natural modes of conversation, overcoming the form versus communication dichotomy; rather it considers the two modes to be complementary and co-occurring. The article considers examples of classroom interaction where pedagogic exchanges shift to natural conversation and where the two modes overlap, for example where both the teacher and students make personal asides or when learners contribute spontaneous personal comments. Thus, classroom discourse is constructed by both teacher and students and may shift backwards and forwards between pedagogic and natural conversation. The teacher needs to revisit the traditional teacher and student roles to increase learners' contributions to classroom interaction by reducing both teacher talking time and teacher control of the discourse in order to facilitate learning through social interaction and enable students to become proficient in the FL.

03–22   Gillespie, John H. and Barr, J. David (U. of Ulster, Northern Ireland, UK; *Email*: J.Gillespie@ulster.ac.uk). Resistance, reluctance and radicalism: A study of staff reaction to the adoption of CALL/C&IT in modern languages departments. *ReCALL* (Cambridge, UK), **14**, 1 (2002), 120—32.

This paper examines staff reaction towards the use of Computer Assisted Language Learning (CALL) and Communications and Information Technology (C&IT) in language learning and teaching. It considers the attitudes of colleagues in three different universities, two in the UK and one in Canada. The findings suggest that staff in these three locations are not resistant to the use of computer technology in learning and teaching but rather that any hesitations they have are due to a range of different factors of a practical kind, ranging from time pressures to course relevance. It was found that staff in one institution are clearly more enthusiastic about using CALL and C&IT than colleagues in the other two, but that CALL and C&IT were also widely welcomed in the latter. One of the main reasons for this has been the creation of common learning environments on the Web. In addition, findings show that staff already convinced of the benefits that CALL and C&IT bring to the teaching and learning experience ('radicals') have a role in encouraging their less enthusiastic colleagues to begin using this form of technology. It was found, however, that the majority of colleagues are not radicals, but

pragmatists, and are willing to make use of CALL and C&IT provided that the benefits are clearly guaranteed. There remains a small minority of conservatives (though no suggestions are made here as to how to deal with them).

03–23   Gimeno-Sanz, Ana (Universidad Politécnica de Valencia, Spain; *Email*: agimeno@idm.upv.es). E-language learning for the airline industry. *ReCALL* (Cambridge, UK), **14**, 1 (2002), 47—57.

The acquisition of foreign languages for specific purposes through e-learning strategies is one of the areas less researched and developed in the field of computer-assisted language learning. However, as a member of a recently completed Leonardo da Vinci Project devoted to vocational training, the author reports here on the findings of the Airline Talk project (website: http://www.airline-talk.com). The aim was to supply materials which would promote continuing learning amongst airline staff in three target languages: English, German and Spanish. The paper focuses on the development, structure and language content of the Spanish courseware, *Bienvenido a bordo!*, designed at the author's institution around a constructivist notion of learning, where meaning is created by the learner, not simply received. The process carried out by the project partners sought to satisfy learner demands in terms of learner orientation, process orientation and learner autonomy, to achieve language competence through the development of *communicative skills* and *interactivity*. Key issues included: needs analysis, courseware specifications, exercise template design, graphical user interface and learner motivation. An evaluation carried out at two partner institutions investigated whether the CD-ROM met learners' needs and explored the reactions of teachers not involved in the writing of the materials. Learners particularly liked the appropriacy of the situations and the language involved, while the teachers were positive about the flexibility of a learner-centred program focused on listening and speaking skills and suited to a variety of learning styles.

03–24   Guest, Michael (Miyazaki Medical Coll., Japan; *Email*: michael@post.miyazaki-med.ac.jp). A critical 'checkbook' for culture teaching and learning. *ELT Journal* (Oxford, UK), **56**, 2 (2002), 154—61.

This article sets out to make teachers aware of some of the problems that may arise when trying to add a cultural component to their English classes. The examples provided are largely from Asia, but the points made can extend to any culture. When endorsing certain research models or classroom methodologies, teachers may unwittingly be endorsing questionable (and potentially dangerous) stigmatising, monolithic, predications about 'the Other'. As a result, when trying to include overt and direct, prepositional cultural

content into the English as a Foreign/Second Language (EFL/ESL) classroom, teachers too often end up applying untenable formulae and assumptions that are inconsistent with the following realities: (1) what is true of the parts is not necessarily true of all the parts; (2) linguistic interaction is almost always at the level of individuals or small groups; and (3) reducing culture to a few generalised propositionally-stated 'pegs', while ignoring features of genre, parallels an outdated teaching methodology. It would therefore seem that a cultural anthropology-based contrastive approach may be unsuited to the EFL/ESL classroom. It is suggested that, instead, any focus upon culture teaching should rather emphasise pragmatic and linguistic universals, and psychological/social typologies, while limiting the focus to finding and interpreting differences. This would better provide for an indirect and covert introduction of culture, couched in constructs and models that more accurately represent classroom and social interactions.

03–25   Guichon, Nicolas and Penso, Anne
(IUT2 de Grenoble, France). Vers une appropriation des outils multimédias. [Towards ownership of educational technology.] *Les Cahiers de l'APLIUT* (Grenoble, France), **21**, 3 (2002) 80—90.

This paper reflects on the use of a custom-built multi-media CD-ROM (*Béani*) in the teaching and learning of Business English students of differing proficiency levels, and emphasises the importance of a design project in developing teachers' skills and their awareness of the strengths and limitations of educational technology. The design of the CD-ROM is explained: nine thematic units each including a newspaper article read by a native English speaker on which students perform lexical research, syntactic exercises, a video extract on which students practise global and local comprehension, graphic material which leads to text-completion, and Internet links. The importance of the teacher in the differential use of the materials is stressed as well as the potential for individuals to work at their own pace. The results of a student survey show the motivating and attractive nature of the materials.

03–26   Hémard, Dominique and Cushion, Steve
(London Guildhall U., UK; *Email*: hemard@lgu. ac.uk). Sound authoring on the Web: Meeting the users' needs. *Computer Assisted Language Learning* (Lisse, The Netherlands), **15**, 3 (2002), 281—94.

This paper focuses on the conception and integration of sound authoring into an existing Web-based, language learning environment. In so doing, it strives to demonstrate that sound, as a hitherto elusive time-based medium, can be modelled and successfully authored for Web-based delivery, when adopting a user-centred design approach. Thus, it reports on a design project whose main aim was to add a usable and manageable sound authoring system designed to greatly increase the potential for multimedia interactivity of an existing Web-enhanced platform. The main emphasis is placed on design considerations stemming from identified mental models leading to design decisions and solutions related to the needs of computer assisted language learning users.

03–27   Henry, George and Zerwekh, Robert
(Northern Illinois U., USA; *Emails*: henry@cs. nie.edu; zerwekh@cs.nie.edu). *SEAsite*: Web-based interactive learning resources for Southeast Asian languages and cultures. *CALICO Journal* (San Marcos, TX, USA), **19**, 3 (2001), 499—512.

SEAsite is a web-based interactive learning resource site for Southeast Asian Languages (Indonesian, Tagalog, Thai, Khmer, Lao, Burmese, and Vietnamese). Its language learning materials feature second language (L2) script support, streaming audio, pictures, and interactive exercise types that allow learners to test their understanding. Many *SEAsite* resources about culture, politics, music, art, religion, and other subjects related to Southeast Asia are written in English. A nonstandard, but workable, system for rendering Southeast Asian orthographies in web pages and interactive exercises is described. Computer code to support display of L2 characters in Java applets is available to interested parties.

03–28   Hoare, Philip and Kong, Stella (Hong Kong Inst. of Education). A framework of attributes for English immersion teachers in Hong Kong and implications for immersion teacher education. *Asia Pacific Journal of Language in Education* (Hong Kong), **4**, 2 (2001), 79—106.

This paper reports a study into the language-related attributes required by successful late immersion teachers. The paper proposes that a framework of such attributes should draw on theory, on the experience of the implementation of immersion education and immersion teacher education in international contexts, and on the unique characteristics of the individual educational context in which the teacher operates. In addition to the theoretical background, the data for the study come from a wide-ranging review of immersion teacher education provision worldwide and a number of local Hong Kong studies. The paper concludes with a brief description of how an immersion teacher education programme in Hong Kong attempts to provide teachers with the attributes identified by the study.

03–29   Houser, Chris (Kinjo Gakuin U., Japan; *Email*: chris@houser.cc),**Yokoi, Shigeki and Yasuda, Takami**. Computer assistance for reading and writing Japanese as a foreign language. *CALICO Journal* (San Marcos, TX, USA), **19**, 3 (2001), 541—49.

Computers can aid students of Japanese as a foreign language by rapidly teaching the language's 2000

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written characters, automatically translating words and documents, and assisting with input of Japanese texts. This paper introduces and evaluates new software technologies that significantly ease the reading and writing of Japanese: (a) a system of mnemonics and computerised flashcards enabling students to rapidly learn 2000 *kanji*; and (b) a word processor tool devised for existing Internet services to help students with writing Japanese texts.

03–30   Hsu, Hui-Mei and Gao, Liwei
(U. of Illinois at Urbana-Champaign, USA; *Emails*: hsu3@uiuc.edu; liweigao@uiuc.edu).
Computer-mediated materials for Chinese character learning. *CALICO Journal* (San Marcos, TX, USA), **19**, 3 (2001), 533—36.

This article reviews four sets of software packages designed for learning Chinese characters, and provides comparative observations. The computer mediated materials, *Write Chinese*, *Chinese Characters Primer*, *Animated Chinese Characters* and *USC Chinese Character Page* are all well known to teachers of Chinese: the first two are CD-ROMs published by the two major publishers of East Asian languages; the last two are websites referenced in the Learning Chinese On-line resource web site (www.csulb.edu/~txie/online.htm). The materials are all seen as having great potential for incorporation into Chinese character learning. It is concluded that, with the accumulation of relevant Chinese as a foreign language research and teaching pedagogies, computer-mediated materials can not only serve as an input mechanism but can also create a meaningful and interactive environment for language learners.

03–31   Hu, Guangwei (Nat. Inst. of Ed., Nanyang Technological U., Singapore; *Email*: gwhu@nie.edu.sg). Recent important developments in secondary English-language teaching in the People's Republic of China. *Language, Culture and Curriculum* (Clevedon, UK), **15**, 1 (2002), 30—49.

This paper reports on reforms in English Language Teaching (ELT) in the People's Republic of China (PRC) since the mid-1980s. It briefly reviews ELT during the Cultural Revolution and in the immediate following years to provide a background against which more recent developments can be examined. It then examines recent important developments in curriculum policy, syllabus design, textbook production, examinations, and research that are producing, and will continue to exert, profound influences on ELT in the PRC. These developments are discussed not only at the national level but also with specific reference to Shanghai, which has been in the forefront of ELT reforms in the country. Also discussed are a number of issues arising from the reforms that include the demands of content-based English instruction, teaching about target language culture, teacher training, and lack of solid empirical research.

03–32   Hudson, James M. and Bruckman, Amy S. (Georgia Inst. of Technology, Atlanta, USA; *Email*: jhudson@cc.gatech.edu). IRC Français: The creation of an Internet-based SLA community. *Computer Assisted Language Learning* (Lisse, The Netherlands), **15**, 2 (2002), 109—34.

Research into text-based chat environments for foreign language learning has shown that discussions online have a significantly different character from those in the classroom. This paper begins with a brief design history of one of these environments: IRC Français. The experience both illustrates the challenges involved in moving these chat environments from the language lab to the Internet and offers insight into some of the causes of these changes in conversation. The initial challenges encountered ranged from ethical difficulties in doing research in Internet-based chat environments to bootstrapping a synchronous community. The paper then presents a study taking a closer look at the interactions online and in the classroom over the course of a semester. Classroom interaction was largely teacher-oriented, despite the best efforts of the teachers involved. Even though teachers initiated online conversations in the same way, however, online interaction was student-driven and significantly more interactive. These observations lend credibility to the language ego permeability theory and its emphasis on inhibition. Quantitative findings of this study mirror a number of other studies. Qualitative findings suggest that important features of the medium lead students to feel more comfortable in the online environment. In particular, the 'almost realtime' nature of this medium seems to offer a blend of benefits that arise in both face-to-face conversation and asynchronous interaction. In doing so, however, some new challenges are introduced.

03–33   Itoh, Reiko (DePauw U., Greencastle, IN, USA; *Email*: ritoh@depauw.edu) **and Hannon, Charles**. The effect of online quizzes on learning Japanese. *CALICO Journal* (San Marcos, TX, USA), **19**, 3 (2001), 551—61.

This article describes the collaborative effort of an assistant professor of Japanese and an instructional technologist in creating online review quizzes for students of intermediate Japanese at Gettysburg College. Because of the convenience of online delivery, these quizzes were well suited to the needs of today's liberal arts students who often participate in many extracurricular activities. Student use of these quizzes increased over the course of the semester, and the benefits to them were measurable, especially in those students who had performed poorly in the class prior to the adoption of online quizzes.

03–34   Julé, Allyson (Trinity Western U., Burnaby, BC, Canada). Speaking their sex: A study of gender and linguistic space in an ESL classroom. *TESL Canada Journal/La Revue TESL du Canada* (Burnaby, BC, Canada), **19**, 2 (2001), 37—51.

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This study is an exploration of the amount of talk (also referred to as 'linguistic space', Mahony, 1985) used by girls as opposed to boys in a grade 2 English as a Second Language (ESL) classroom located in the Lower Mainland of British Columbia. The focus was on the amount of language used by the girls in teacher-led classroom lessons. Data were collected through videotaped observations, which were then transcribed, measured by counting words, and analysed for conversational opportunities. The findings revealed that being a girl may have affected participation in the classroom lessons, and by extension affected language-learning opportunities. The particular lack of linguistic space in the girls' experience suggests that the girls in this classroom may be limited in language use. Their silence appeared partly influenced by the teacher's response to their comments. The article concludes with a discussion of gender as a significant linguistic variable in an ESL experience.

03–35 Kabata, Kaori (U. of Alberta, Canada; *Email*: kkabata@ualberta.ca) **and Yang, X. Jie**. Developing multimedia lesson modules for intermediate Japanese. *CALICO Journal* (San Marcos, TX, USA), **19**, 3 (2001), 563–70.

While the recent development of multimedia technology has opened up many possibilities, there is still a lot to learn when it comes to how best to take advantage of it. This article presents *Teaching Assistance Kaleidoscope Online*, a computer-assisted Japanese language project developed to assist students' self-study. It was initiated in 1999 with the goal of creating listening comprehension materials for Japanese learners at mainly intermediate and advanced levels. The modules are based on current newsclips and are embedded in an Internet based template. The authors discuss the project's main characteristics and the basic structure of the modules, together with the results from an evaluation study, in order to share what they have learned with those who plan to launch a similar project dealing with foreign language learning.

03–36 Khuwaileh, Abdullah A. (Jordan U. of Science & Technology). English private tutoring: A case study of a new phenomenon in the north of Jordan at the university level. *Journal of Language for International Business* (Glendale, AZ, USA), **13**, 1/2 (2002), 72–83.

This paper explores the reasons and conditions which have led a substantial number of Jordanian families to hire private tutors of English for their offspring studying science and technology in Jordanian state universities through the medium of English. The topic has been neglected because private tutoring is quite new to Jordan. The samples and data were taken from the city of Irbid, a highly populated area in the north of Jordan. Specifically, 50 students from Yarmouk University and Jordan University of Science and Technology filled in a questionnaire, and some of them were later interviewed

about points raised; 10 of their parents were also interviewed. Statistical data analysis revealed reasons and conditions that gave rise to the phenomenon of English private tutoring, as well as differences between the students' viewpoints and their parents'. The study offers a number of recommendations to improve and better organise private tutoring, and is seen as being applicable to other Arab countries.

03–37 Kinginger, Celeste (Pennsylvania State U., USA). Defining the Zone of Proximal Development in US foreign language education. *Applied Linguistics* (Oxford, UK), **23**, 2 (2002), 240–56.

The focus of this article is the interpretation of Vygotsky's Zone of Proximal Development (ZPD) for foreign language (FL) teaching in the USA. This problem is taken to exemplify the effect of long-standing tensions between progressive and conservative stakeholders in educational processes. As the construct gains in prominence, it is claimed by the progressives and conservatives alike, who shape the contours of its meaning according to their particular educational vision. A brief summary of the construct's origins in the writings of Vygotsky is followed by an outline of its reception among Western psychologists and educators, reviewing a variety of proposals for interpreting the ZPD in teaching and in research. The paper then focuses on three cases in which the ZPD has been invoked in recent publications on research and classroom teaching. The first case — the 'skills' interpretation — demonstrates how the ZPD is invoked in utilitarian mode as a means of relating pedagogical practice to the exigencies of 'real' communication to further the acquisition of skills. The second — the 'scaffolding' interpretation — illustrates the use of the ZPD in progressive educational discourses, where the construct serves as a foil for conventional classroom practices. The third — the 'metalinguistic' interpretation — presents a holistic interpretation of the ZPD applied to the appropriation of metalinguistic knowledge.

03–38 Knoerr, Hélène (Université d'Ottawa, Canada). Recherche-action dans l'université du 3ème millénaire. 2001: l'odyssée de la classe? [Action research in the university of the third millenium. 2001: A class odyssey?] *Les Cahiers de l'APLIUT* (Grenoble, France), **21**, 2 (2001), 24–39.

This article argues for the validity of action research, seeing it as a 'third way' between theoretical research and pedagogic practice, in which the classroom becomes the laboratory. Having outlined the cyclical procedures of action research (plan→act→observe→reflect, and then→plan etc), the article underlines its collaborative nature and lists the team members deemed necessary to ensure the successful implementation of an action research project: the students, a critical friend, other researchers (encountered through the literature) and, in certain cases, a statistician. The ethical procedures required in the north American context are described

and evaluated. While the procedures are acknowledged as essential, certain aspects are also seen as contributing a further obstacle to what is already a difficult and complex research method; in particular the need to foresee all eventualities conflicts with the dynamic nature of action research. Finally, the article argues for continued efforts towards the acceptance of action research by other members of the research community.

03–39 Koester, Almut Josepha (U. of Birmingham, UK; *Email*: a.j.koester@bham.ac.uk). The performance of speech acts in workplace conversations and the teaching of communicative functions. *System* (Oxford, UK), **30**, 2 (2002), 167−84.

This article, based on a 34,000-word corpus of spoken discourse, argues for a discourse approach to teaching communicative functions or speech acts in spoken English. Starting with the premise that spoken corpora can provide valuable insights into the way speakers 'do' things through talk, the performance of speech acts in a corpus of workplace conversations is analysed. First a number of devices used to perform direct speech acts are analysed in the corpus as a whole, and then the transcripts of two workplace conversations are examined in order to ascertain how the performance of two particular speech acts − giving advice and giving directives − is accomplished. These analyses show that speech acts are not usually performed directly and that it is necessary to look beyond the individual utterance to see how particular communicative acts unfold within a conversational sequence. The article discusses relevance of these findings for the teaching of functional language.

03–40 Lam, Yvonne (U. of Toronto, Canada; *Email*: ylam@chass.utoronto.ca) **and Lawrence, Geoff**. Teacher-student role redefinition during a computer-based second language project: Are computers catalysts for empowering change?*Computer Assisted Language Learning* (Lisse, The Netherlands), **15**, 3 (2002), 295−315.

This paper reports on a case study examining changes in teacher and student roles in a computer-based project conducted in a university-level Spanish foreign language (FL) class. Through classroom observations, student focus groups, student and teacher questionnaires, and teacher interviews, the shift in classroom roles was not as significant as expected and was largely reminiscent of more traditional teacher-student roles observed in a communicative classroom. While learners remained largely recipients of the learning process, they did adopt increasing autonomy for managing and directing their own learning, while the teacher remained the expert and general authority figure. This preservation of more traditional roles was not due to a rejection of more transformative roles, but likely a result of external factors dictated by the logistics and nature of the computer-based activity, including the time constraints and student

unfamiliarity with software used in an FL. In spite of these constraints, both students and the teacher exhibited an increased awareness of the fluidity of their classroom roles. The teacher reported an increased recognition of the importance of individualising his teaching practice, while students appreciated their new managerial roles, giving them increased freedom and the power to direct their own learning. These small but dramatic changes suggest that computer-based second and foreign language (SL/FL) projects have the potential to empower both learners and teachers in the SL/FL learning process.

03–41 Lee, Jackie F. K. (Hong Kong Baptist U.). Attitudes towards debatable usages among English language teachers and students. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **6**, 2 (2001), 1−21.

Teachers of English as a second or foreign language may have difficulties in deciding what to teach in areas where there is divided usage. Some previous studies have found that teachers are sensitive to traditional prescriptions such as the use of *data* as a plural noun rather than a singular noun, and the use of *like* as a preposition rather than a conjunction. This paper aims to compare the attitudes towards debatable usages between Hong Kong teachers and their students. Data were collected via several elicitation tests. The findings showed significant differences between teachers' and students' attitudes towards debatable usages. Hong Kong English teachers had a higher tendency to reject and replace items such as hypothetical *was*, and *each other* and *among* for more than two entities. This suggest that Hong Kong's teachers may not be totally in tune with currently accepted usage and are linguistically more conservative than their students, particularly in formal settings; they are also considerably less tolerant of language variation as manifested in current authentic language corpora.

03–42 Lee, Jackie F. K. (Hong Kong Baptist U.). Teachers' attitudes towards disputable usages. *RELC Journal* (Singapore), **32**, 2 (2001), 1−15.

Some previous studies have found that teachers are sensitive to traditional prescriptions such as the use of *whom* rather than *who* in object function, and *between you and me* rather than *between you and I*. This paper aims to examine whether Australian teachers as native speakers of English and Hong Kong teachers as non-native English speakers still display such conservative attitudes towards disputable usages these days. Data were collected via two elicitation tests. In the first survey, 34 Australian teachers and 37 Hong Kong teachers were invited to participate in a judgement test. Their responses were compared with those of students. In the second survey, 73 Australian teachers, 70 Hong Kong teachers, 207 Australian students and 188 Hong Kong students were presented with a proofreading test. The findings showed significant differences between teachers

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and students towards disputable usages. Both Australian teachers and Hong Kong teachers had a higher tendency to reject and replace items such as *different to*, *less* + plural noun and final prepositions. This suggests that tolerance diminishes with involvement in teaching and familiarity with prescriptive rules. Pedagogical implications of these findings are also discussed.

03–43 Lee, Kang-Sub (Chungju National U. of Ed., Chungbuk, Korea; *Email*: whatsup1@cje.ac.kr). The renaissance in formal grammar instruction and grammar consciousness-raising tasks. *English Teaching* (Korea), **57**, 3 (2002), 215—38.

The view that formal instruction should allow learners to 'focus on form' within a meaning-based communicative context has been prominent recently. Following the concept of a task-based approach to language instruction, several studies have focused on the favourable learning outcomes resulting from a type of grammar consciousness-raising task where learners are provided with grammar problems they must solve interactively. This study extended earlier studies regarding the effects of interactive small group grammar tasks as opposed to traditional teacher-fronted grammar lessons. Results based on comparisons of the proficiency gains produced by the grammar task treatment with the gains produced by the non–grammar task treatment indicated that there were significant differences in favour of the grammar task activities.

03–44 Lefkowitz, Natalie (Central Washington U., USA) **and Hedgcock, John** (Monterey Inst. of Internat. Studies, USA; *Email*: john.hedgcock@miis.edu). Sound barriers: Influences of social prestige, peer pressure and teacher (dis)approval on FL oral performance. *Language Teaching Research* (London, UK), **6**, 3 (2002), 223—44.

Social pressure and prestige have been viewed as barriers to oral performance in the second language (L2) classroom, but their impact has not been extensively examined in foreign language (FL) contexts. Learner decisions to accept or reject prescriptive pronunciation norms may confer prestige, which may both privilege and marginalise novice classroom learners. This paper examines how adult, monolingual FL learners' oral performance is affected by the degree to which they associate prestige with classmate and teacher (dis)approval. Relationships are explored among the following variables: (1) learners' views of their own and their peers' pronunciation skills; (2) values associated with native-like speech; (3) beliefs about social conditions favourable to target-like speech; and (4) the accuracy of learners' perceptions of desirable pronunciation patterns. Data are drawn from 11 audio-recorded FL class sessions, 10 ethnographic interviews, and questionnaire responses supplied by 282 students in French and Spanish cohorts. Analyses reveal that participants profess a strong desire to attain 'standard' pronunciation. However, findings also highlight striking

disjunctions between learners' perceptions and their observed production, reflecting a concern for social status and solidarity. Finally, results expose a tendency to inflate oral performance self-assessments which may conceal learners' inability to notice mismatches between their production and target norms.

03–45 Levy, Mike (Griffith U., Queensland, Australia; *Email*: michael.levy@mailbox.gu.edu.au). CALL by design: Discourse, products and processes. *ReCALL* (Cambridge, UK), **14**, 1 (2002), 58—84.

'Design' is a term familiar to many language teachers and Computer-Assisted Language Learning (CALL) practitioners. It is used regularly in relation to curriculum, syllabus, course and task in the general literature, and it occurs in all these areas and more in the CALL sphere where instructional design, website design, interface design and screen design are just some of the additional points of focus. This paper looks at CALL design in more detail, placing a particular emphasis on describing the discourse, products and processes of design in CALL. It looks at what has been learnt about design, and points to areas that remain problematical. It also makes connections with cognate fields whenever these links prove helpful. This study is the second in a series of three complementary papers by the author which look at research, design and evaluation in CALL. All use the same corpus of CALL work as a database and the research design and methodology in each is the same. In this paper the description and discussion is based on 93 articles involving design published in books and journals published in 1999. The descriptive section is followed by analysis and interpretation with special attention given to the relationship between theory and design, and the centrality of the task and the learner in the design process.

03–46 Lewis, Marilyn (U. of Auckland, New Zealand; *Email*: mn.lewis@auckland.ac.nz) **and McCook, Fiona**. Cultures of teaching: Voices from Vietnam. *ELT Journal* (Oxford, UK), **56**, 2 (2002), 146—53.

Recent articles have commented on the lack of uptake by teachers in Asia of Communicative Language Teaching (CLT) principles, as introduced during teacher education programmes. One suggested reason for this is that teachers may assume that there is an opposition between CLT and traditional approaches. Studies on this topic draw on questionnaires, on the writers' teaching experiences, and on classroom observation. The present research quotes from journals written by Vietnamese teachers of English during an in-service course. The journals reveal that teachers do implement new ideas at the same time as incorporating the traditional features valued in their education systems.

Language teaching

03–47 Li, Defeng (City U. of Hong Kong; *Email*: defeng@cuhk.edu.hk). Language teaching in translator training. *Babel* (Amsterdam, The Netherlands), **47**, 4 (2001), 343—54.

In recent years there has been an increasing interest among translation scholars and practitioners alike in promoting translation professionalism and hence winning recognition for translation studies as an independent discipline. Many have convincingly and justly argued for the existence of a hardcore subject-matter knowledge for translation studies and have stressed the importance of this knowledge in the development of the students' translational competence. Unfortunately, in this attempt, the importance of language competence and thus language training is unduly played down. This article examines this issue by looking at translator training in Hong Kong. It argues that the assumption of students' first and second language competence being adequate to study translation immediately upon entering translation programmes is unfounded, and might be at least partially responsible for students' slow improvement in their translational competence throughout the programme. Key issues for strengthening language training for translation students are also highlighted in this paper.

03–48 Liu, Jun (U. of Arizona, USA). Negotiating silence in American classrooms: Three Chinese cases. *Language and Intercultural Communication* (Clevedon, UK), **2**, 1 (2002), 37—54.

A common observation about Chinese students in American classrooms is their silence, which has been speculated on by many second-language acquisition researchers as the result of the students lacking communicative competence compatible to their native-English-speaking counterparts. By focusing on three students from mainland China as part of a larger investigation of Asian students' classroom communication patterns in US universities, this paper explores in depth the complexities of silence, and the cultural interpretations of silence in various social contexts. Multiple functions of silence in terms of linkage, affecting, revelational, judgemental, and activating functions are explored across the three cases. The paper further investigates how Chinese students construct their identities through silence, and how they can reconstruct their identities by negotiating silence in American classrooms and by developing adaptive cultural transformation competence in the target culture.

03–49 Lu, Dan (Hong Kong Baptist U.). Cultural features in speech acts: A Sino-American comparison. *Language, Culture and Curriculum* (Clevedon, UK), **14**, 3 (2001), 214—23.

This paper argues that cross-cultural communication between Chinese and Americans often runs into trouble. Some factors which block communication lie in culture-governed structures of language. But in many cases, such problems occur in utterances. As Chinese and Americans subconsciously follow their own cultural beliefs and norms when in contact with each other, their speech acts are governed by these cultural differences. The paper discusses certain culture- and language-related phenomena which occur in the interaction between the two peoples. It demonstrates that some communicative obstacles are immediate consequences of the differences in styles of expression, structures of information and other cultural conventions which people of the two countries are traditionally accustomed to. In view of the fact that the cultural messages are reflected in people's daily use of language, culture elements should not be overlooked in language learning. The paper attempts to explore ways of including culture teaching in the language classroom.

03–50 Luk, Jasmine (Hong Kong Inst. of Education). Exploring the sociocultural implications of the native English-speaker teacher scheme in Hong Kong through the eyes of the students. *Asia Pacific Journal of Language in Education* (Hong Kong), **4**, 2 (2001), 19—49.

The high profile recruitment of up to 400 native English-speaking teachers (the NET Scheme) in 1998 to teach English in Hong Kong secondary schools was done at a time when the role of native English speakers in English Second/Foreign Language (ESL/EFL) contexts was being questioned. The introduction of the Scheme saw a multitude of widely-publicised contractual, administrative, and cultural problems expressed from the perspectives of teachers and principals. Views from the end-users, the students, have, however, been comparatively under-represented. This paper attempts to restore the balance by presenting and analysing the views and feelings of secondary students from two schools about their experience of being taught by a native English-speaker teacher. Findings reveal significant sociocultural implications. The NETs seem to be a *valued commodity* to the students. Access to the linguistic model and interaction opportunities provided by the NETs has produced in the majority of the students a general feeling that being taught by the NETs will be an added value to their own linguistic resources and personal experiences as a second language learner. The paper explores implications for non-native English teachers in Hong Kong.

03–51 Luo, Jing (Bloomsburg U., Pennsylvania, USA; *Email*: luo@bloomu.edu). Introducing two Chinese/Japanese/Korean (CJK) web utilities. *CALICO Journal* (San Marcos, TX, USA), **19**, 3 (2001), 537—39.

Today, browsing webpages created in Chinese, Japanese, or Korean (CJK) remains a challenge. On the one hand, CJK fonts are not widely installed in lab computers; on the other hand, even if the fonts are installed, users may

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still face another difficulty: input in CJK is not available. NJStar Software, Inc. and Asian Communications Québec, Inc. recently released web browsing utilities that allow users to gain more access to CJK web pages: the *NJStar Asian Explorer*, version 1.25, and *Asian Communicator*, version 2.25, suite (www.njstar.com); and the *KEYTIP Chinese* and *Chinese TTS* (text to speech conversion module) suite (www.cjkware.com). This article reviews these two web-browsing utilities, and suggests that they significantly contribute to the integration of technology and foreign language teaching and learning.

03–52 Machovikov, Alexei, Stolyarov, Kirill, Chernov, Maxim, Sinclair, Ian and Machovikova, Iliana (Telum Inc., Russia; *Emails*: abm@ telumintl.com; abm@unitel.spb.ru). Computer-based training system for Russian word pronunciation. *Computer Assisted Language Learning* (Lisse, The Netherlands), **15**, 2 (2002), 201–14.

This paper presents a method for automatic detection of word pronunciation errors. The method is based on Automatic Speech Recognition (ASR) technologies and uses a combination of two acoustic modelling methods: Hidden Markov Models (HMM) and Vector Quantization (VQ). The probability-based normalisation technique evaluates the average quality of word pronunciation and shows any deviation in time. This method produces acceptable results for 10 Russian digits. The conformity between experts' and system's estimations is approximately 73%. The paper overall focuses on the technical difficulties of using computers as a means of teaching pronunciation; and also sheds some light on why there are no learning tasks with pronunciation components in virtual environments.

03–53 McBride, Nicole (U. of North London, UK; *Email*: n.mcbride@unl.ac.uk). Web-enhanced approaches to the teaching of linguistic variation in French. *ReCALL* (Cambridge, UK), **14**, 1 (2002), 96–108.

This paper considers the progressive integration of a web resource in a language degree option centred on language varieties and linguistic variation in French, and how it can enhance the learning experience. The module website was created as a complement to face-to-face delivery, and gives open access to lecture notes, references, links, seminar tasks, and module information and management. The paper also addresses the issue of the language used for teaching and learning with diverse groups of students including a high proportion of non-native speakers of English, varying levels of linguistic competence and different stages of study; and examines web-based facilities supporting interaction and collaboration among the learners (some teacher-moderated). An evaluation based on a survey conducted with the 16 students who took part in the pilot implementation in 2000–2001 and on module feedback revealed overall very positive reactions. The paper also points to ways of integrating further the technology within the delivery and the assessment of the module, and of increasing student support and interaction. It is suggested, for example, that alongside a website, students need access to a wide range of computer-mediated communication tools (e.g., email, discussion forums). The role of the lecturer as as advisor and facilitator is also underlined.

03–54 Migdalek, Jack (Trinity Coll., Melbourne U., Australia). Performing English: The classroom as rehearsal space. *Prospect* (Macquarie U., Sydney, Australia), **17**, 2 (2002), 53–61.

This article is concerned with the notion of language as performance. It draws on Bourdieu's (1990) concept of *habitus*, or practices performed below the level of consciousness, and Goffman's (1965) notion of *rehearsal*, to propose that learning to use the spoken language of another culture is a physical activity which requires both learning and practising 'embodied language practices' as well as verbal skills. Many students seem largely unaware of how their performances of English are tempered and regulated by physical traits of their usual native-language *habitus*. The article explores the paradigm of classroom as rehearsal space, and argues that embodied language rehearsal and teacher intervention in the classroom can raise students' consciousness of contradictions and contrasts between their usual modes of embodiment and those more appropriate to target English. This practical knowledge will lead to more culturally congruent performances of English.

03–55 Millrood, Radislav (Tambov State U., Russia; *Email*: millrood@millrood.tstu.ru). Teaching heterogeneous classes. *ELT Journal* (Oxford, UK), **56**, 2 (2002), 128–36.

A widely-held view is that a teacher working in a heterogeneous (mixed-ability) class should adapt the tasks to individual learner needs. Such individualisation turns a lesson into a mixed variety of the individual-fit activities, and is sometimes described by teachers as impractical. This article studies an alternative approach which involves teaching a heterogeneous class as a whole class of individuals. It draws on a study into the teacher's perception of a heterogeneous class, the self-perception of successful and unsuccessful learners, and the classroom discourse of success-building and learner-failing lessons. The research, carried out in a heterogeneous class in Russia, involved 15 students, five of them described by the teacher as 'successful', and 10 as 'unsuccessful'. Results showed how a heterogeneous class can also be addressed as a whole class of individuals who have a symmetry of learner needs. A success-building lesson context can be used to 'scaffold' learners who are 'unsuccessful', and so provide for whole class progress. This context is developed through the repertoire of the teacher's interaction with the learners. Two of the essential aims of the approach are to limit learner-failing, and to create a supportive environment.

03–56 Morris, Frank A. (U. of Minnesota, USA). Serving the community and learning a foreign language: Evaluating a service-learning programme. *Language, Culture and Curriculum* (Clevedon, UK), **14**, 3 (2001), 244–55.

This article reports on a service-learning programme in Spanish, in which learners of Spanish provide various forms of social services to native speakers in local communities in the target language, and which was evaluated to assess its impact on learner motivation and attitudes. Qualitative and quantitative analysis indicated that there was a significant positive change in the participants' motivation and attitudes. It was concluded that the service-learning class could be employed as a pedagogical tool in enhancing motivation and promoting positive attitudes towards Spanish foreign-language learning and culture.

03–57 Muncie, James (U. of Evora, Portugal; *Email*: james_muncie@hotmail.com). Finding a place for grammar in EFL composition classes. *ELT Journal* (Oxford, UK), **56**, 2 (2002), 180–86.

This article looks at the controversial position of grammar in writing methodology, and attempts to lay out a number of guidelines for the inclusion of grammar in composition classes specifically intended for English as a Foreign Language (EFL) rather than Second Language (ESL) contexts. Today's principal current methodologies — the process approach and the genre approach, which were developed primarily for ESL situations — are examined for their suitability in EFL contexts. Some of the other issues surrounding a focus on form are also considered. It is concluded that there are grounds for including a limited grammar component in composition courses, and that such a grammar needs to be of a general rather than a genre-specific nature. A number of guidelines are suggested for including grammar, along with a brief example of how they might be applied: (a) grammar should not detract from the meaning-oriented nature of composition teaching, and should always be related to its function in the discourse; (b) grammar correction should be avoided in teacher feedback; (c) a grammar component should be directly linked to the editing process; (d) it should satisfy students' perceived needs; and (e) it should involve substantial recycling of material, and possibly be restricted to the type of grammar which suits the application of rules.

03–58 Murphy-Lejeune, Elisabeth (Université Nancy 2, France). Le capital de mobilité: genèse d'un étudiant voyageur. [Travel as a social resource: The birth of a new kind of 'Stranger', the student traveller.] *Mélanges CRAPEL* (Nancy, France), **26** (2001), 137–65.

Despite the considerable efforts made by the members of the European Union, only a minority of students participate in international exchange programmes. Based on interviews with 50 students studying abroad, this article sets out to identify the distinguishing characteristics of this 'migratory elite'. Factors identified include personal and family background, previous travel experience, language skills and adaptability. The author suggests that this specific combination of institutional and individual features is sufficient to justify adding a new category, the student traveller, to the sociological typology of 'The Stranger'.

03–59 Nagata, Noriko (U. of San Francisco, USA; *Email*: nagatan@usfca.edu). *BANZAI*: An application of natural language processing to web-based language learning. *CALICO Journal* (San Marcos, TX, USA), **19**, 3 (2001), 583–99.

This paper presents *BANZAI*, a new intelligent language tutor program developed by the author over the past two years. The *BANZAI* application is programmed in Java and runs in a web browser over the Internet. It is designed to develop learners' grammatical and sentence production skills in Japanese as well as to instil cultural knowledge about Japan. It handles Japanese characters so that learners can read and produce sentences in *kana* and *kanji*. More importantly, *BANZAI* employs artificial intelligence (AI) and natural language processing (NLP) technology, which enables the program to read, parse, and correct sentences typed by learners. The NLP analyser consists of a lexicon, a morphological generator, a word segmenter, a morphological parser, a syntactic parser, an error detector, and a feedback generator. The program's capability is overviewed, then each component of the NLP analyser is briefly described, and an explanation given of how the system handles student errors. Actual lessons and sample exercises provided by *BANZAI* are also illustrated. Since the program has been integrated into the Japanese curriculum at the University of San Francisco in late 2000, questionnaire results indicate an enthusiastic student response.

03–60 Neal, Barbara (USA). The quantifier system: One of the largest and least known parts of English. *RELC Journal* (Singapore), **32**, 2 (2001), 16–26.

The structure of semantics is still largely unknown territory. Semantic fields appear to be the building blocks of semantic structure, but most semantic fields remain unmapped. This paper analyses the structure of one of those, called here the 'quantifier system', although only one small part of it is filled with well known quantifiers. The system is explained in the same way as the author explains it to her English Second Language students. It is suggested that several ideas in this paper may be of use in analysing other semantic fields. Firstly, the field is analysed in terms of distinctive features, rather as in phonology. Secondly, the semantic terms are sometimes words and sometimes phrases. Thirdly, each semantic term is a group of synonyms. Fourthly, synonyms and antonyms can be understood

not just as lists, but as the building blocks of a larger system. Fifthly, semantic groups in English can include words drawn from different parts of speech.

03–61 Nesselhauf, Nadja (U. of Basel, Switzerland) **and Tschichold, Cornelia**. Collocations in CALL: An investigation of vocabulary-building software for EFL. *Computer Assisted Language Learning* (Lisse, The Netherlands), **15**, 3 (2002), 251—79.

This paper tests Computer Assisted Language Learning (CALL) software for English vocabulary-learning as to its usefulness for learning collocations. The analysis of seven commercially available programs — most of them for German-speaking learners — shows that, so far, collocations have been largely neglected in CALL. A number of suggestions are made for collocational exercises that are likely to be both useful for the learner and easy to implement in a CALL program. The authors also surmise that, in the future, particularly interesting possibilities for variation in collocation exercises will probably be provided by the addition of on-line dictionaries including collocations and of corpora and concordancers to CALL programs.

03–62 North, Sarah (Open U., Milton Keynes, UK; *Email*: s.p.north@open.ac.uk) **and Pillay, Hannah**. Homework: Re-examining the routine. *ELT Journal* (Oxford, UK), **56**, 2 (2002), 137—45.

Homework occupies a large part of teachers' and students' lives, yet is seldom discussed. A survey of 85 Malaysian secondary school teachers of English suggests that homework practices may be out of line with the communicative aims of the English course, reflecting perhaps the continuation of unquestioned routines. However, at times the workload generated by homework can be so time-consuming that teachers rarely have the chance to stop and reflect on what they are doing, and why. This may be a common problem in other language teaching situations as well, and suggests a need for more explicit discussion of homework policies and practices. It is suggested that issues needing particular consideration include: (1) how homework should be (a) co-ordinated within the curriculum as a whole and (b) incorporated as part of an overall scheme of work or lesson plan; (2) how teachers can best exploit the resources available for homework; (3) how homework tasks can be designed to be both motivating and useful; and (4) what are the most effective ways of providing feedback.

03–63 Olivares-Cuhat, Gabriela (Cleveland State U., USA). A practical and complementary approach to the evaluation of ESL composition textbooks. *The Canadian Modern Language Review/La Revue canadienne des langues vivantes* (Toronto, Ont.), **58**, 4 (2002), 653—59.

This article outlines a method for evaluating the learner strategy training component in composition textbooks designed for English as a Second Language (ESL) and other second/foreign language students. The reasoning behind the approach is first presented along with theoretical and pedagogical considerations. The basic idea of the proposed tool is to check for the presence and content of three essential pedagogical components: nature of activities; variety of strategy types; and degree of strategy awareness. The procedure — a checklist — is then described and illustrated through the analysis of three sample chapters from three ESL college-level writing textbooks. The checklist utilises a five-point scale ranging from zero to four to reflect the level of agreement found with a list of statements; and the whole questionnaire is divided into six subcategories, i.e., composing processes, metacognitive strategies, cognitive strategies, social strategies, affective strategies, and strategy awareness. Strengths and weaknesses of the method are discussed. It is stressed that the method is user-friendly and can be helpful to teachers with various levels of experience in strategy training.

03–64 Perego, Elisa (Università di Pavia, Italy). Inglese lingua veicolare in Ungheria: L'apprendimento del lessico in uno studio di caso. [English-medium teaching in Hungary: Teaching vocabulary — a case study.] *Rassegna Italiana di Linguistica Applicata* (Rome, Italy), **33**, 2/3 (2001), 197—218.

This article firstly considers the development of content and language integrated learning (CLIL) in Hungary, with particular regard to its practice and organisation in the bilingual English–Hungarian high school *Karinthy Frigyes Ginmázium*, Budapest. Of all the issues involved in immersion education and language learning, vocabulary acquisition is the main focus here, especially when it is incidental and non-cognate languages are involved. The main aim of the article is to overview the teaching methodologies most frequently encountered during a six-month period of field research in the school. The teachers use a wide variety of approaches to new vocabulary in the second language for a number of different reasons. The article analyses the emphasis on and the constant use of new words, double translation and the introduction of synonyms, the negotiation of meaning, the practice of 're-lexicalisation', and the promotion of a receptive and productive approach to language, and provides many excerpts taken directly from the lessons.

03–65 Rees, David (Institut National d'Horticulture, Angers, France). From EFL learning theories to EFL teaching practice: Activating action research. *Les Cahiers de l'APLIUT* (Grenoble, France), **21**, 2 (2001), 53—61.

This article emphasises the cyclic nature of action research by reporting a series of projects within one higher education department. They were focused on the use of 'interactive' language learning aided by technologies which have moved from language

laboratory to multi–media laboratory over 20 years. The action of introducing technology based on a belief in the value of interaction in language learning led to successive research projects founded on negotiation theory and phonetic rehearsal loop theory. The publication of positive findings with respect to interactive language learning — students in interactive groups had a statistically significant improved long-term memory for semantic and visual items — has led to changes of attitude to language teaching and learning at both institutional and national levels with consequent increased funding for further equipment and research.

03–66 Riva, Laura (Università Cattolica, Milan, Italy). I dizionari bilingui italiano-inglese su CD-ROM. Analisi comparativa. [A comparative analysis of Italian-English bilingual dictionaries on CD-ROM.] *Rassegna Italiana di Linguistica Applicata* (Rome, Italy), **33**, 2/3 (2001), 263—76.

In recent years, Italian publishers have concentrated on the development and marketing of bilingual dictionaries on CD-ROM — now amounting to about 25% of Italian lexicographical production — while the continuous search for new solutions has aimed at enabling a more efficient and easier consultation of these tools. Nevertheless, the electronic dictionaries now on the market need further development in order to be truly effective and complete works, if they are to become a real substitute for traditional dictionaries. This article presents the main features of the origins and development of bilingual dictionaries and of the historical development of Anglo-ltalian lexicography, then identifies the main characteristics of these new dictionaries and proposes objective criteria for their description and evaluation, on the basis of an experimental comparative analysis.

03–67 Roessingh, Hetty (Calgary Board of Ed., Canada) **and Kover, Pat**. Working with younger-arriving ESL learners in high school English: Never too late to reclaim potential. *TESL Canada Journal/La Revue TESL du Canada* (Burnaby, BC, Canada), **19**, 2 (2001), 1—20.

Younger-arriving English as a Second Language (ESL) learners often come to high school ill prepared for the demands of English literature courses. Although they may have acquired the phonological and grammatical system of English with relative ease and developed a basic vocabulary, they lack the breadth and depth of vocabulary and the related concepts that are necessary to engage with the abstract nature and cultural embeddedness of literature study. This article seeks to unmask the myths surrounding the ease with which youngsters acquire a second language. It describes a programme designed to help younger-arriving ESL learners once they reach high school — a three-year project that intervened in the educational trajectory of these at-risk learners by providing direct ESL support from grades 10 through to 12. The authors were able

to help their students make gains in the development of cognitive academic language proficiency as reflected in standardised achievement measures of academic writing. The acquisition of the cultural capital necessary for success in literature studies, however, is more problematic. New questions arise about student identity and cultural understandings that are central to the success of ESL learners in high school.

03–68 Schulz, Renate A. (U. of Arizona, USA). Changing perspectives in foreign language education: Where do we come from? Where are we going? *Foreign Language Annals* (New York, USA), **35**, 3 (2002), 285—92.

New beginnings, such as the start of a new century, lead to reflection on ones professional past and possible future. This article reminisces about the 'good old days' in foreign language (FL) education and assesses changes that have taken place in language teaching since the 1960s. Using questions posed originally by Brecht (2001), regarding the future of FL education in the United States, the author offers her own perspectives and adds additional questions and issues the profession will have to deal with successfully to guarantee a valued place for FLs in schools and post-secondary institutions. In particular, she raises five questions: (1) what constitutes the 'contents' of FL education, i.e., predomi-nantly skills instruction without defined contents, or serving largely as service and support instruction for other fields in the curriculum; (2) whether the goal of oral communicative competence (regardless of the level) is realistic, or whether there should be diverse goals for diverse learners; (3) whether some 180 hours per year of formal (classroom) instruction (delivered in traditional or block scheduling) is the most efficient model for achieving goals of usable levels of oral proficiency and literacy; (4) what needs to be done to get learners to perform at advanced levels; and (5) how to keep the rich linguistic resources of immigrants alive and thriving.

03–69 Sercu, Lies (KULeuven, Faculteit Letteren, Leuven, Belgium; *Email*: lies.sercu@arts. kuleuven.ac.be). Autonomous learning and the acquisition of intercultural communicative competence: Some implications for course development. *Language, Culture and Curriculum* (Clevedon, UK), **15**, 1 (2002), 61—74.

Apart from teaching communicative language com-petence, foreign-language educationists also consider it a natural pedagogical aim to encourage learners to have an interest in, knowledge about and an opening towards foreign cultures, peoples and countries. This paper outlines some of the key terms and complexities that surround the advocacy of teaching foreign languages for intercultural communicative competence (ICC). It examines some of the issues involved in reconceptualising courses that were originally designed to teach communicative competence in a foreign language, to courses promoting the acquisition of ICC.

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It discusses criteria for selecting cultural contents and culture-and-language learning tasks, as well as ways to scaffold the ICC learning process. It takes issue with traditional culture-teaching approaches and explains why current societal developments compel a move away from a teacher-led language-and-culture pedagogy to a student-centred autonomous learning approach.

03–70   Setati, Mamokgethi, Adler, Jill (*Email*: 036ja@cosmos.wits.ac.za), **Reed, Yvonne and Bapoo, Abdool** (U. of the Witwatersrand, South Africa). Incomplete journeys: Code-switching and other language practices in mathematics, science and English language classrooms in South Africa. *Language and Education* (Clevedon, UK), **16**, 2 (2002), 128—49.

This paper describes and discusses the language practices of mathematics, science and English language teachers and learners in a sample of urban and rural primary and secondary schools in South Africa. It focuses particularly on the reception and production of language through code-switching, exploratory talk and discourse-specific talk. The article is situated in the policy and practice environment of post-apartheid South African education in which additive bi/multilingualism is officially advocated. It uses the metaphor of a journey to describe how teachers and learners move from informal, exploratory talk in learners' main languages to discourse-specific talk and writing in English. A key finding from the study is that few teachers and learners completed this complex journey and that the constraints differed across classroom context, level and subject being taught.

03–71   Shawback, Michael J. (Ritsumeikan U., Shiga, Japan; *Email*: shawback@se.ritsumei.ac.jp) **and Terhune, N. M.** Online interactive courseware: Using movies to promote cultural understanding in a CALL environment. *ReCALL* (Cambridge, UK), **14**, 1 (2002), 85—95.

Student interest in films as a medium for English as a Second Language (ESL) education is high. Interest, however, is not enough to foster understanding in a traditional classroom environment. A more hands-on interactive approach to studying a second language via film is needed. By using online interactive exercises to study the language and culture in film, students are able to gain a better understanding of the language used in the film. This paper outlines a course developed using online interactive exercises and film to study language and culture. The course incorporates several modern technologies to allow students to take an active role in their learning and to increase their skills in areas that the students perceive to be of value in the future, i.e., listening, reading, and presentation skills. Automated feedback functions let the students, as well as the instructors, constantly monitor their progress. These technologies allow a more efficient use of classroom time and permit the students to go into the content

of the film — especially the cultural aspects — much more deeply. Through this course, students are able to boost their confidence and their motivation to continue the study of language and culture via films on their own.

03–72   Shimizu, Hideko (U. of Colorado at Boulder, USA; *Email*: Shimizu@colorado.edu) **and Green, Kathy E.** Japanese language educators' strategies for and attitudes toward teaching kanji. *The Modern Language Journal* (Malden, MA, USA), **86**, 2 (2002), 227—41.

The attitudes of 251 second language teachers towards kanji and their choices of instructional strategies for teaching kanji were explored in this study. Principal component analysis resulted in the identification of six statistically reliable domains representing underlying attitudes towards teaching kanji (cultural tradition, difficulty of kanji, affective orientation, aptitudes, usefulness of kanji, and expectations for the future of kanji), and three instructional strategies (context, memory and rote learning). Descriptive statistics revealed that the most positive attitude was towards the 'usefuless of kanji' and that the most common instructional strategy was 'rote learning'. Canonical correlation revealed a statistically significant correlation between three attitude variables — affective orientation, usefulness of kanji, aud cultural tradition — and two instructional strategies — memory and context strategies. The results showed that: (a) the underlying attitudes towards teaching kanji and teaching strategies were multidimensional and complex, and (b) teachers who appreciated the cultural tradition in kanji aud its practical utilily tended to have a more positive affect and were more likely to utilise memory and contextual strategies for teaching kanji, although rote learning strategies were the most frequent among all teachers.

03–73   Skourtou, Eleni, (U. of Aegean, Greece). Connecting Greek and Canadian schools through an Internet-based sister-class network. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **5**, 2 (2002), 85—95.

Based on the premise that the World Wide Web (WWW) facilitates collaborative learning, cultural understanding and new forms of literacy, this article reports on an Internet-based foreign languages project between Greek and Canadian primary schools. The aim was to create opportunities within an electronic environment for real (asynchronous) communication to take place within prescribed formal curricula. The theoretical underpinnings of the project united Cummins' (2000) framework for academic language learning and Wells' (1999) concept of the 'community of dialogic enquiry' to create tasks that were cognitively challenging, scaffolded, and meaningful. Pupils were encouraged to make decisions about their own learning and support peers. The pedagogy of the project moved from communication to in-class collaboration to between-class collaboration.

Tasks included explaining local holidays and customs, exploring the ancient history of the island and completing an unfinished children's story. The author outlines the main problems experienced during implementation, including redefining the student–teacher relationship, lack of IT skills among both teachers and students and the need for detailed responses from the sister-classes to facilitate a personal dimension to the project. Nevertheless, the author concludes that the project succeeded in meeting its goals and that the outcomes were positive.

03–74   Slaouti, Diane (U. of Manchester, UK; *Email*: diane.slouti@man.ac.uk). The World Wide Web for academic purposes: Old study skills for new? *English for Specific Purposes* (Amsterdam, The Netherlands), **21**, 2 (2002), 105—24.

This paper argues for a specific need to explore critical information processing skills of the World Wide Web (WWW) as part of an English for Academic Purposes teaching and learning context. It recognises the potential of the WWW to bring relevant and not so relevant authentic content to academic study in a way never before possible, but also presents pilot data about the extent to which such resources are being referred to in academic courses at one UK university. It considers the specific literacies of the WWW in terms of its tools and its texts and suggests that, if learners are to become effectively autonomous in these literacies, then the WWW deserves specific study skills attention. It argues for a specific focus on the role of evaluation of both product and process as a study skill in order to ensure that teachers and learners alike keep pace with a medium that, at present, is characterised by on-going fluidity and few recognisably common standards.

03–75   Soler, Viviana (Universidad Nacional del Sur, Argentina; *Email*: insoler@criba.edu.ar). Analysing adjectives in scientific discourse: An exploratory study with educational applications for Spanish speakers at advanced university level. *English for Specific Purposes* (Amsterdam, The Netherlands), **21**, 2 (2002), 145—65.

Although the literature on the textual properties of scientific discourse is vast, less attention has been paid to the analysis of adjectival frequency in this type of discourse and its semantic implications. Adjectives are a significant communicative tool for scientists, showing the author's professional persona and manifesting a critical element in the rhetorical properties of research articles. They also allow scientists to describe and qualify phenomena observed during the experimental stage and to anticipate agreements or oppositions to claims with caution and strategical consideration of the opinions and views of peers. Being interrelated with the evaluation and interpretation of data collected in research, adjectives should not be analysed as an isolated phenomenon but within the social and academic environment in which they occur. The purpose of this paper is to explore the frequency and use of adjectives in five advanced scientific texts on biochemistry and to analyse the semantic implications of the observed occurrence. Though limited to five research articles, this study contributes to clarifying the role of adjectives in this type of discourse and underlines suggestions as to how to guide students, mainly Spanish-speaking university students, to read and write research articles efficiently.

03–76   Spratt, Mary (Hong Kong Polytechnic U.). The value of finding out what classroom activities students like. *RELC Journal* (Singapore), **32**, 2 (2001), 80—103.

This paper reports on a study which investigated learners' preferences amongst 48 English language learning activities. Nine hundred and ninety-seven students on service English programmes at a tertiary education institution in Hong Kong were asked to complete a questionnaire about their preferences. The results support claims for the value of a learning-centred approach to lesson, materials and syllabus design, go against various previous studies that indicate learners' preference for non-communicative activities and, in their suggestion of a distinct learner profile for these students, show the importance of learning context in studies of attitude. They also indicate that learners distinguish in their preferences between similar activities, and that teachers' perceptions of students' preferences are often inaccurate.

03–77   Sun, Guangyong (Private Pui Ching Commercial Coll., China; *Email*: guangyong_sun@21cn.com) **and Cheng, Liying**. From context to curriculum: A case study of communicative language teaching in China. *TESL Canada Journal/La Revue TESL du Canada* (Burnaby, BC, Canada), **19**, 2 (2001), 67—86.

This article discusses the implementation of communicative language teaching methodology in the English as a Foreign Language (EFL) context in one institution in China. The context and curriculum development of the English teaching programme at Private Pui Ching Commercial College is used here as a case study. The article suggests that a preliminary stage of context-based communicative curriculum development is necessary. Such a preliminary stage aims to investigate first the context of an English language teaching programme, and then the process of adapting the programme to its context for implementation. A framework for such a context investigation is proposed. Three key questions regarding the integration of the context study into curriculum design are also discussed, i.e.: how communicative a programme can be in the given EFL context in China; what objectives can be realistically achieved for such a programme in an EFL context; and what the teaching activities would look like in this context. The article forces a consideration of how each provincial and local context is different and how this affects programming and practice.

03–78 Taylor, Alan M. (Purdue U., USA). L'alternance de codes chez deux enseignants de français langue seconde, niveau débutant, dans l'enseignement assisté par ordinateur. [Code-switching in two teachers of French as a second language, at beginners' level, in a computer-assisted language-learning environment.] *The Canadian Modern Language Review/La Revue canadienne des langues vivantes* (Toronto, Ont.), **58**, 4 (2002), 623–52.

This study investigates the code-switching of two French teachers in a computer-assisted language-learning (CALL) environment. In light of the debate on the use of the native language (L1) in the second language (L2) classroom, it is argued that the French teacher should become more aware of the sociolinguistic implications of his or her speech in a CALL environment. The study highlights the importance of the social dynamic and technical aspects of teachers' code-switching behaviours. Its conclusions, based on the analysis of multiple data, raise fundamental questions about the use of the L1 by L2 teachers in CALL settings.

03–79 Taylor, Gregory (Southern Illinois U., USA). Teaching gambits: The effect of instruction and task variation on the use of conversation strategies by intermediate Spanish students. *Foreign Language Annals* (New York, USA), **35**, 2 (2002), 171–89.

Gambits are words or phrases that facilitate the flow of conversation by giving the speaker time to organise his or her thoughts, maintain or relinquish the floor, expound on an argument, or specify the function of a particular utterance. This study, based in part on previous research by Wildner-Bassett (1984), examined (1) whether gambit use in Spanish can be taught effectively in the classroom, allowing the student to use gambits appropriately in unplanned speech, (2) how the type of interactional situation (a friendly discussion versus a complaint) affects the production of gambits, and (3) what types of gambits show the greatest increases in use for each interactional situation. Participants were intermediate students. A repeated-measures design was used. Results suggest that students can be taught to use gambits effectively and appropriately in the classroom. In addition, the nature of the interactional situation seemed to make a difference in the ability of the students to produce gambits in spontaneous interaction and in the types of gambits they produced.

03–80 Vilar Sánchez, Karin (U. of Granada, Spain; *Email*: kvilars@goliat.ugr.es). Functional-communicative grammar (Spanish-German) for translators and/or interpreters: A project. *Babel* (Amsterdam, The Netherlands), **47**, 2 (2001), 109–20.

The research project reported here is funded by the Spanish Ministry of Education and Culture and is concerned with the elaboration of a contrastive functional-communicative grammar (Spanish-German) for translators and/or interpreters on CD-ROM, which is considered a valuable working tool for this group. It is well-known that one does not translate words and structures but text or discourse. In order to do so, the translator/interpreter must understand the communicative intention of the original text or discourse and reproduce it in the target text. That means, not only do they need a solid idiomatic knowledge (knowledge of grammar, vocabulary, phonology, suprasegmental and extralinguistic elements) in both languages, but also a good knowledge of the expressive aspect of all these linguistic resources (i.e., which resources are used to express which function in what kind of situation or text and with what effect). However, existing grammar books do not help translator/interpreters in an effective way because they do not offer them easily accessible information about the resources (lexical, grammatical, phonological. orthographic, suprasegmental, extralinguistic) that exist in each language for the expression of specific functions (e.g., 'make a request'), determined by the type of text or discourse and adding information about the frequency of use and the pragmatic connotations of each linguistic form.

03–81 Vogt, Gayle H. (California State U., USA). Distance learning and international graduate students: A point of view. *Journal of Language for International Business* (Glendale, AZ, USA), **13**, 1/2 (2002), 43–56.

Most international companies require from their employees at least some measure of competence in English writing. Distance learning – for both employees and graduate students who will soon be employed – is one of the most efficient and least expensive methods for this purpose. Teaching writing online demands that professors spend little time lecturing and more time correcting students' writing practice, an advantage for class members with limited English. International graduate students, who often have inadequate English skills but who also have initiative, motivation, and self-determination, prefer distance learning. They feel safer from the perceived intimidating barriers present in the regular business communication classroom. This paper reviews some of the advantages and disadvantages of distance learning, discusses the author's experience with her own online management communication classes, and offers some pedagogical suggestions for successfully teaching writing online.

03–82 Walker, Elizabeth (Hong Kong Inst. of Education). Roles of native-speaker English Teachers (NETs) in Hong Kong secondary schools. *Asia Pacific Journal of Language in Education* (Hong Kong), **4**, 2 (2001), 51–77.

Language teaching

The Hong Kong Government began a scheme in 1987 to import native-speaking English teachers (NETs) for secondary schools. The scheme has attracted controversy over the years. Much of the controversy has centred around cost–effectiveness — that is, the contribution of NETs to English learning in secondary schools has been seen as inadequate in relation to the cost of the scheme. This paper uses as its starting point a study carried out by Tang and Johnson in 1989 and published in 1993. The two researchers argued that lack of cost-effectiveness was associated with a lack of direction in policy on the roles of NETs in schools, and that there were serious problems in professional relations between NETs and local teachers. Further, one major cause of the problems was found to be inappropriate NET perceptions of their roles. The study reported here took a broad brush approach to finding out the perceptions of three levels of school personnel regarding appropriate roles of NETs, and whether these have changed over the years. The 1998 study surveyed over 600 school personnel from 120 secondary schools. The survey data were enriched by interview data designed to add a longitudinal dimension. Some positive changes were found, along with significant differences in role priorities. On-going barriers to improved cost-effectiveness are identified.

03–83   Wilkinson, Sharon (West Virginia U., USA; *Email*: swilkin@wvu.edu). The omnipresent classroom during summer study abroad: American students in conversation with their French hosts. *The Modern Language Journal* (Malden, MA, USA), **86**, 2 (2002), 157—73.

Study abroad is often promoted as one of the best opportunities to use foreign language skills outside the classroom. Yet relatively little is known about the language that students produce when speaking in non-instructional settings. Relying on conversation analysis and ethnographic techniques, this qualitative study investigates both speech and speaker perceptions through tape-recorded conversations between summer study abroad students and their French hosts, as well as through interviews and observations. Findings indicate that natives and nonnatives alike relied heavily on classroom roles and discourse structures to manage their interactions, calling into question the assumption that language use with a native-speaking host family liberates students from classroom limitations. The inappropriateness of transferring didactic discourse patterns to out–of–class interactions also raises issues for consideration about the nature of in-class instructional practices.

03–84   Xie, Tianwei (California State U., Long Beach, USA; *Email*: txie@csulb.edu). Using Internet Relay Chat in teaching Chinese. *CALICO Journal* (San Marcos, TX, USA), **19**, 3 (2001), 513—24.

The aim of this project is to explore the feasibility of using Internet Relay Chat (IRC) to facilitate Chinese language teaching and learning. This article describes procedures for organising and conducting chat sessions and discusses the benefits and problems of using IRC. It is argued that IRC promotes communication in the target language and that it enhances students' reading and writing skills. However, some general problems such as keyboarding skills as well as some special difficulties with typing Chinese characters exist. More research is still needed.

03–85   Yang, Anson (City U. of Hong Kong). Mysteries for college ESL students: Why and how. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **6**, 2 (2001), 44—53.

Mysteries, which are generally based on social and financial dilemmas and conflicts, can be a rich source of material for language classes and can be very motivating for students. They can provide a basis for language work as well as for improving English as a Second Language (ESL) students' understanding of cultural differences in the English-speaking world. This paper presents a case study which used two such mystery stories to help students develop their linguistic competence and their reading skills. Instruction focused on the symbolism used in both stories and the characterisation of the major protagonists with a view to encouraging discussion among the students. The results suggest that literary fiction is a ready-made authentic material which helps improve ESL students' language proficiency. Using mysteries can provide an alternative to some ESL courses which, more often than not, focus on piecemeal four skills training. The favourable results found in this study can act as small pointers to choosing appropriate materials for conducting ESL classes at university level.

03–86   Yang, Anson (City U. of Hong Kong; *Email*: enanson@cityu.edu.hk). Science fiction in the EFL class. *Language, Culture and Curriculum* (Clevedon, UK), **15**, 1 (2002), 50—60.

Science fiction in language classes can be very motivating for students: the stories frequently contain social dilemmas and conflicts; and such reading demands personal responses from readers. A college English as a Foreign Language (EFL) course using science fiction texts and films can help students whose imminent concern is not only language proficiency, but also the culture of an English-speaking world. This paper presents two responses in the author's EFL classes on helping students find joy in reading and thereby enhancing language skills through different activities, including the use of films. It was found that a lecture approach would not favour some Hong Kong students who had not had any literature training. On the other hand, a more student-oriented approach which values students' opinions made a significant difference. Such information is useful to other EFL programmes in English-speaking countries, and to an introductory literature course where there are EFL members in class.

03–87 Zhang, Hang (U. of Illinois at Urbana-Champaign, USA; *Email*: hzhang2@ uiuc.edu). Teaching Business Chinese online. *CALICO Journal* (San Marcos, TX, USA), **19**, 3 (2001), 525—32.

A comprehensive approach to teaching Business Chinese online is being developed in the Language Learning Laboratory at the University of Illinois. The courseware consists of two complementary parts: a *Business Chinese Workbook* and a *Business Chinese Simulation*. The *Workbook* offers step by step language instruction with sample texts and dialogues, focused exercises, grammar explanations, and vocabulary, while the *Simulation* presents real–world situations for problem solving through language use. This article discusses technical challenges and difficulties in constructing and administrating the courseware on the web.

Language learning

03–88 Akamatsu, Nobuhiko (Doshisha U., Kyoto, Japan; *Email*: nakamats@mail. doshisha.ac.jp). A similarity in word-recognition procedures among second language readers with different first language backgrounds. *Applied Psycholinguistics* (Cambridge, UK), **23**, 1 (2002), 117—33.

This study investigated word recognition among fluent readers of English as a Second Language (ESL). Specifically, the study examined whether ESL readers' first language (L1) affects the procedures underlying second language word recognition, with respect to the effects of word frequency and regularity on word recognition. The results revealed a similarity in word–recognition procedures between fluent ESL readers with various L1 backgrounds (i.e., Chinese, Japanese, and Persian). In processing high-frequency words, all the ESL groups recognised exception words as quickly as regular words; low-frequency exception words, on the contrary, took longer to recognise than low-frequency regular words.

03–89 Appel, Christine (Dublin City U., Ireland; *Email*: christine.appel@dcu.ie) **and Gilabert, Roger**. Motivation and task performance in a task-based web-based tandem project. *ReCALL* (Cambridge, UK), **14**, 1 (2002), 16—31.

The objective of this paper is to describe a task–based project in tandem via email, and to discuss the effects of motivation on task performance. In this project, a group of Irish students and a group of Spanish students are asked to carry out a series of tasks in collaboration with their tandem partners via email by means of a web page especially designed for the project. Half the message is meant to be written in the student's native language and half in the target language, and students are also encouraged to correct one another. The goal behind the research is to discuss the effects of motivation on task performance. It is argued that resource directing (such as reasoning demands) and resource depleting factors (such as prior knowledge) which belong to task complexity in Robinson's (2001) model are closely connected to affective variables which, as is the case with motivation, belong to task difficulty. Motivational factors like interest in the meanings to be exchanged, involvement in the decision-making process, students' expertise in the topic, media and materials used, and the diffusion of outcomes among others have strong effects on task performance, and should therefore be considered together with complexity variables.

03–90 Arnaud, C. (U. of Barcelona, Spain). L'implication de l'apprenant en classe de langue étrangère. [Personal involvement as a factor in the foreign language learner's classroom performance.] *Mélanges CRAPEL* (Nancy, France), **26** (2001), 39—62.

The ritual of the classroom imposes constraints on the discursive positions which individuals can occupy, forcing them to behave and speak as learners rather than as subjects with their own identity and personality. The discourse characteristics of this double voicing, and the ways in which they contribute to preventing the expression of a wide range of affective features, are identified and discussed in this article. Hypothesising that language learning is more successful where there is a coincidence between learners' and teachers' expectations regarding affective behaviours, the author presents a framework for observing and categorising relevant aspects of verbal and non–verbal behaviour in the classroom, and reports on its use in an experiment carried out at the University of Barcelona in which the classroom behaviour of 34 learners and 13 teachers was filmed and then subjected to quantitative and qualitative analyses as part of an investigation into the role of personal involvement and affective factors in the foreign language learning process.

03–91 Bang, Youngjoo (Myongji U., Seoul, Korea; *Email*: yjbang@mju.ac.kr). The use of collaborative work in a college EFL reading classroom. *English Teaching* (Korea), **57**, 3 (2002), 145—69.

This study investigates the effects of collaborative work compared with those of teacher-led methods in an English as a Foreign Language (EFL) reading comprehension class. It also explores the attitudes of students and teacher towards collaborative work. The 116 Korean EFL college students who took part formed an experimental group and a control group. The experimental group engaged in the collaborative work, assisting one another in understanding word meanings, getting the main idea and asking and answering questions. Findings demonstrate that these students showed statistically more significant increases in their scores on reading proficiency tests than those in the control group which received the teacher-led in-struction. Student and teacher attitudes towards the

collaborative work were explored through interview and observational data, with 20 students participating from the experimental group. They and the teacher reported that collaborative work fostered language learning, entailing a successful bridging of information gaps through the active participation of each student in the group, by virtue of an interdependent, cooperative, and mutually helpful classroom atmosphere.

03–92 Barbieri, Federica (U. of Iowa, USA). The contribution of computer learner corpora to second language acquisition research: A review. *Rassegna Italiana di Linguistica Applicata* (Rome, Italy), **33**, 2/3 (2001), 219–39.

Although the development of corpus linguistics started in the 1960s, it is only recently that it has taken an interest in the innate potential of collections of spontaneous discourse used by foreign language (FL) students, organised into corpora. The research based on this type of corpus, called CLC (Computer Learner Corpus), represents an important new source of data, both for studies of second language acquisition (SLA) and for the design of FL teaching materials. This article is mainly concerned with the contribution of CLCs to SLA research (particularly with corpus-based studies of learner output). It looks first at the methodology followed in the creation of CLCs, then studies more closely the relationship between this line of research and those preceding it, such as Error Analysis and Contrastive Analysis. The most significant trends in the field of corpora of learners' written and oral output are illustrated, highlighting in particular the features of studies concentrating on lexis and discourse analysis. Some of the problems associated with corpora-based research are also reviewed.

03–93 Barcroft, Joe (Washington U., USA; *Email*: barcroft@artsci.wustl.edu). Semantic and structural elaboration in L2 lexical acquisition. *Language Learning* (Malden, MA, USA), **52**, 2 (2002), 323–63.

This study examined the effects of semantic and structural elaboration on second language (L2) lexical acquisition. English-speaking low-intermediate L2 Spanish learners attempted to learn 24 new Spanish words in three conditions: (a) make pleasantness ratings about each word referent based on previous experiences (+semantic); (b) count letters in each word (+structural); and (c) 'do your best' only (no elaboration). Dependent variables were free recall of the target words in Spanish, free recall of the target words in English, and cued recall (generate Spanish words when presented with pictures). Results indicated higher Spanish free recall for +structural than for +semantic; higher English free recall for +semantic than for +structural; higher overall recall for no elaboration than for +semantic and +structural; and higher cued recall for control than for +semantic and +structural. The results provide evidence that increased semantic

processing can inhibit ones ability to encode the formal properties of new words.

03–94 Bardovi-Harlig, Kathleen (Indiana U., USA; *Email*: bardovi@indiana.edu). A new starting point? Investigating formulaic use and input in future expression. *Studies in Second Language Acquisition* (New York, USA), **24**, 2 (2002), 189–98.

The use of formulaic expressions by second language (L2) learners has received little attention from L2 acquisition research investigating interlanguage temporal systems. Instead, this field of inquiry has emphasised the productive use of verbal morphology by employing type-token analyses. This paper considers the proposed developmental sequence of *formula > low-scope pattern > construction* in the emergence of future expression in a longitudinal study of 16 adult learners of L2 English. The findings suggest that the use of formulaic expressions may be subject to individual variation and that learners may use them to different degrees when developing form-meaning associations even in the same grammatical subsystem, such as the tense-aspect system. The findings also suggest, however, that the practice of favouring type over token analysis as a matter of course may eliminate valuable information about the emergence and development of temporal expression. *[See also abstract 03–108.]*

03–95 Biesenbach-Lucas, Sigrun (American U., Washington, USA; *Email*: sblucas@american.edu) **and Weasenforth, Donald**. Virtual office hours: Negotiation strategies in electronic conferencing. *Computer Assisted Language Learning* (Lisse, The Netherlands), **15**, 2 (2002), 147–65.

This study of electronic office hour consultations investigates the deployment of pragmatic elements associated with negotiating the completion and evaluation of course work as evidenced in email messages of American and international students to an American professor. A total of 42 messages from 19 native-speaker and nine non-native-speaker graduate students were analysed. The relative occurrence, extent of development, and linguistic realisation of various negotiation elements (e.g., proposal and justification) were compared to identify differences between native and non-native speakers. Findings indicate a lack of negotiation skills in the non-native students' messages, which might disadvantage them in terms of successfully completing coursework.

03–96 Bley-Vroman, Robert (U. of Hawai'i, USA; *Email*: vroman@hawaii.edu). Frequency in production, comprehension, and acquisition. *Studies in Second Language Acquisition* (New York, USA), **24**, 2 (2002), 209–13.

Although there are certainly observable frequency effects in language, in most cases, there are alternative approaches to explanation that more directly relate to

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the essential characteristic of language — that it is a system relating form to meaning. For example, for both word choice in production and ambiguity resolution in comprehension, meaning-based approaches can often provide equally satisfying, or more satisfying, explanations. In the meaning-based approach, the statistical structure of the language can affect the development of linguistic knowledge (for example, by influencing acquisition order or providing evidence for developing grammars); however, linguistic knowledge is not itself knowledge of the statistical structure of language. An example is provided here of how frequency may relate to grammaticality judgements of nonnative speakers acquiring multiple *wh*-questions. *[See also abstract 03–108.]*

03–97 Boulton, Alex (Centre de Télé-enseignement, Université Nancy 2, France). Aspects lexicaux de l'acquisition 'naturelle' et l'apprentissage 'artificiel' en L2. [Lexical aspects of 'natural' acquisition and 'artificial' learning in a second language.] *Mélanges CRAPEL* (Nancy, France), **26** (2001), 63–90.

This article consists of a review of the literature comparing 'natural' language acquisition of vocabulary in a first or second language with the 'artificial' learning of vocabulary in a second language (L2). Particular attention is paid to a comparison of the relative advantages of contextualised acquisition in childhood with those of the deliberately-deployed decontextualised learning strategies characteristic of adults. Research conducted so far does not lead to the conclusion that one of these techniques is more efficient than the other, although it is clear that if learners have sufficient contact with the L2, lexical information will be processed automatically. However, this process can be accelerated by making underlying regularities more salient, either through explicit instruction or by focusing the learner's attention on them. This does not lead to a single, ideal technique for learning vocabulary, though, since individual learning styles vary. It also remains to be shown whether the particular techniques adopted influence the structure of the L2 mental lexicon.

03–98 Bruton, A. (Universidad de Sevilla, Spain; *Email*: abruton@siff.us.es). Recoding and reorganising grammatical form by meaning: The English genitive as an example. *System* (Oxford, UK), **30**, 2 (2002), 237—50.

The consideration of grammar in this article assumes that both meaning and form are central. However, in receiving language acoustic form is the initial cue, while in production meaning is the initial cue resulting in articulated forms. Beyond this, it is assumed that receptive and productive knowledges are organised differently and the processes activating the knowledges distinct. The novelty here is the argument that receptive knowledge, which is generally acoustically cued by form, has to be RECODED for semantic cueing for production. It also has to be REORGANISED. To clarify

the argument, an extended example is given of the semantic area covering possessive, part–whole and social/professional relationships and realised by the frames [NP's N], [N of NP] and [N of NP's], as in *Julia's bike*, *the tower of the cathedral* and *a friend of Laura's*. The example demonstrates how recoding/reorganising works in practice. The consequence for assimilation is that language learners, unless they expect to express meanings productively in the future, are unlikely to recode input and existing form-based intake for semantic cueing, let alone reorganise it. The article ends with a discussion of some of the pedagogical consequences of recoding/reorganising.

03–99 Bybee, Joan (U. of New Mexico, USA; *Email*: jbybee@unm.edu). Phonological evidence for exemplar storage of multiword sequences. *Studies in Second Language Acquisition* (New York, USA), **24**, 2 (2002), 215—21.

Phonological evidence supports the frequency-based model proposed in the article by Nick Ellis *[see abstract 03–108]*. Phonological reduction occurs earlier and to a greater extent in high-frequency words and phrases than in low-frequency ones. A model that accounts for this effect needs both an exemplar representation to show phonetic variation and the ability to represent multiword combinations. The maintenance of alternations conditioned by word boundaries, such as French liaison, also provides evidence that multiword sequences are stored and can accrue representational strength. The reorganisation of phonetic exemplars in favour of the more frequent types provides evidence for some abstraction in categories beyond the simple registration of tokens of experience.

03–100 Carson, Joan C. (Georgia State U., USA; *Email*: jgcarson@gsu.edu) **and Longhini, Ana**. Focusing on learning styles and strategies: A diary study in an immersion setting. *Language Learning* (Malden, MA, USA), **52**, 2 (2002), 401—38.

This diary study focuses on the second language learning styles and strategies of the diarist/researcher in a naturalistic setting, utilising categories from Oxford's (1990) Strategy Inventory for Language Learning and the Style Analysis Survey. The analysis of diary entries indicates that the learner's learning style remained relatively constant throughout her time in the language immersion situation, but her strategies, while consistent with her learning style, were more variable over time. The total of indirect strategies used (58%) was higher than the total of direct strategies (42%), with the most frequently used strategies being those in the metacognitive group. The diarist's learning style appeared to influence her use of learning strategies.

03–101 Cenoz, Jasone (U. of the Basque Country). Age differences in foreign language learning. *ITL Review of Applied Linguistics* (Leuven, Belgium), **135–136** (2002), 125—42.

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This article is based on the results of a project that analyses the linguistic development of English as a third language at different ages in a bilingual programme. Specifically, it examines the influence of the age of introduction of English as a foreign language on general proficiency. Participants were 60 secondary school students who had Basque and/or Spanish as their first language and Basque as the language of instruction except for the subjects Spanish and English. All the students had studied English for six years but they had started learning English at different ages. Half of the students started learning English in grade 6 and the other half in grade 3. All the participants completed a battery of tests and questionnaires including different measures of proficiency in English: story telling, listening comprehension, composition, grammar and cloze test. The results indicate that older learners present a higher level of proficiency in English. The differences between older and younger students are discussed as related to several factors involved in foreign language learning.

03–102   Chung, Hyun-Sook (Internat. Graduate School of English, Korea; *Email*: sook@igse.ac.kr) **and Ahn, Hyunkee**. Local acoustic vs. sentence contextual information: Which plays a more crucial role in an L2 word recognition test? *English Teaching* (Korea), **57**, 3 (2002), 239—51.

The purpose of this study was to investigate which information second language (L2) listeners rely on more in auditory word recognition: local acoustic information or sentence contextual information. The study used auditory stimuli where phoneme categorisation and sentence meaning would conflict. Data in the form of the number of correct answers to 20 questions in two sub-tests (10 congruent sentences vs. 10 incongruent sentences) were collected for each of the 72 subjects. For these collected data, a repeated measures ANOVA (two-way analysis of variance) was performed. The result showed a trend towards greater reliance on semantics and contextual cues by L2 listeners where phoneme categorisation and sentence meaning conflict.

03–103   Chung, Jing-mei (Ming-Hsin Inst. of Technology, Hsin-Chu, Taiwan). The effects of using two advance organizers with video texts for the teaching of listening in English. *Foreign Language Annals* (New York, USA), **35**, 2 (2002), 231—41.

Research has confirmed that exposing students to authentic materials through video aids language learning, especially listening skills. This study investigates the effects of two advance organizers — question previewing and vocabulary pre-teaching — on Taiwanese college students' listening comprehension of English-language videotapes. Approximately 188 college students, randomly assigned to one of four treatment groups, viewed two video episodes, each twice. The results suggest that the group exposed to a combined treatment of vocabulary pre-teaching and question previewing between two video viewings outperformed the groups who received either the vocabulary pre-teaching alone or no treatment on both multiple-choice and open-ended tests. However, the effects of question previewing are likely to be assessment task-dependent. The implications of the findings for listening instruction employing video in the English as a Foreign Language classroom are discussed.

03–104   Cortés, Kristin Hull (U. of California, Berkeley, USA). Youth and the study of foreign language: An investigation of attitudes. *Foreign Language Annals* (New York, USA), **35**, 3 (2002), 320—32.

This study was undertaken to assess the attitudes of elementary and middle school students towards foreign language (FL) study. A questionnaire, designed to measure student attitudes towards FL study and perceived parental support, was administered to 209 learners in grades three through eight, in two different school populations within the San Francisco Bay Area. The results of *t*-tests show that students with home languages other than English demonstrated more positive attitudes toward FL and a higher degree of perceived parental support for their FL programme than did students whose home language was English. There were no gender differences found on the total attitude score. However, a difference between the two school populations emerged, with students at School I scoring significantly higher on the attitude scale and reporting more parent support than students at School 2. The implications of the study are discussed and suggestions for future research are provided.

03–105   D'Angiulli, Amedeo and Siegel, Linda S. (U. of British Columbia, Canada; *Email*: linda.siegel@ubc.ca) **and Serra, Emily**. The development of reading, in English and Italian bilingual children. *Applied Psycholinguistics* (Cambridge, UK), **22**, 4 (2001), 479—507.

A central aim of this study was to investigate the hypothesis that exposure to the phonology of a very predicable language, such as Italian, would benefit reading skills in a relatively opaque language, such as English. Canadian children ($n = 81$; 9–13 years) who spoke both English and Italian were administered phonological, reading, spelling, syntactic, and working memory tasks in both languages. There was a significant relationship between English and Italian across all phonological tasks. The relationship was less evident for syntactic skills and was generally absent for working memory measures. Analyses of phonological, syntactic, and memory processes based on levels of skill in English reading showed significantly better performance by skilled readers compared to less skilled readers; this was also true for the 11- to 13-year-olds compared to the 9- to 10-year-olds. Similar results were obtained as a function of levels of skill in Italian reading. On all Italian tasks, the

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bilingual children lagged behind monolingual children matched on age. However, less skilled and skilled bilingual Italian children had significantly higher scores than monolingual English-Canadian children (with comparable reading skills) on English tasks involving reading, spelling, syntactic awareness, and working memory. The results suggest that English-Italian interdependence is most clearly related to phonological processing, but it may influence other linguistic modules. In addition, exposure to a language with more predictable grapheme-phoneme correspondences, such as Italian, may enhance phonological skills in English.

03–106 Derwing, Tracey M. and Rossiter, Marian J. (U. of Alberta, Edmonton, Canada; *Email*: tracey.derwing@ualberta.ca). ESL learners' perceptions of their pronunciation needs and strategies. *System* (Oxford, UK), **30**, 2 (2002), 155–66.

This paper examines the perceptions of 100 adult English as a Second Language (ESL) learners from a variety of first language backgrounds with regard to their pronunciation difficulties and the strategies they employ when faced with communication breakdown. The vast majority of pronunciation problems identified by students were segmental, yet their most commonly used strategies when they had not been understood were paraphrase, self-repetition, writing/spelling, and volume adjustment. Their responses were analysed according to first language groups and proficiency levels. Students were also asked to indicate whether their accents were affected by context, and whether or not they felt they had any control over their pronunciation. Those who reported being able to control their accents also recounted how they did so. The findings are discussed with reference to pronunciation instruction and commercially available resources most often used in ESL programmes across Canada. The authors make recommendations for second language teachers, drawing on research in both the pronunciation and communicative strategy literatures.

03–107 Dewaele, Jean-Marc (Birkbeck Coll., U. of London, UK; *Email*: j.dewaele@bbk.ac.uk), **and Pavlenko, Aneta**. Emotion vocabulary in interlanguage. *Language Learning* (Malden, MA, USA), **52**, 2 (2002), 263–322.

Recent research in linguistics singles out emotion words as different from other abstract words. The goal of this article is to examine five factors that may impact on the use of second language (L2) emotion vocabulary. The first study considers the impact of language proficiency, gender, and extraversion on the use of emotion words in the advanced French interlanguage (IL) of 29 Dutch first language (L1) speakers. The second examines the influence of sociocultural competence, gender, and type of linguistic material on the use of emotion vocabulary in the advanced English IL of 34 Russian L1 speakers. Combined, the results of the two studies demonstrate that the use of emotion words in IL is linked to proficiency level, type of linguistic material, extraversion, and, in some cases, gender of IL speakers.

03–108 Ellis, Nick C. (U. of Wales, Bangor, UK; *Email*: n.ellis@bangor.ac.uk). Frequency effects of language processing: A review with implications for theories of implicit and explicit language acquisition. *Studies in Second Language Acquisition* (New York, USA), **24**, 2 (2002), 143–88.

This article leads a special issue of *Studies in Second Language Acquisition* which includes 11 invited responses and also a coda by the present author *[see abstracts 03–7, 03–94, 03–96, 03–99, 03–109, 03–110, 03–111, 03–115, 03–118, 03–123, 03–130, 03–158]*. The article shows how language processing is intimately tuned to input frequency. Examples are given of frequency effects in the processing of phonology, phonotactics, reading, spelling, lexis, morphosyntax, formulaic language, language comprehension, grammaticality, sentence production, and syntax. The implications of these effects for the representations and developmental sequence of second language acquisition (SLA) are discussed. Usage-based theories hold that the acquisition of language is exemplar based. It is the piecemeal learning of many thousands of constructions and the frequency-biased abstraction of regularities within them. Determinants of pattern productivity include the power law of practice, cue competition and constraint satisfaction, connectionist learning, and effects of type and token frequency. The regularities of language emerge from experience as categories and prototypical patterns. The typical route of emergence of constructions is from formula, through low-scope pattern, to construction. Frequency plays a large part in explaining sociolinguistic variation and language change. Learners' sensitivity to frequency in all these domains has implications for theories of implicit and explicit learning and their interactions. The review concludes by considering the history of frequency as an explanatory concept in theoretical and applied linguistics, its 40 years of exile, and its necessary reinstatement as a bridging variable that binds the different schools of language acquisition research.

03–109 Ellis, Nick C. (U. of Wales, Bangor, UK; *Email*: n.ellis@bangor.ac.uk). Reflections on frequency effects in language processing. *Studies in Second Language Acquisition* (New York, USA), **24**, 2 (2002), 297–39.

This response *[see abstract 03–108]* addresses the following points raised in the commentaries; (a) complementary learning mechanisms, the distinction between explicit and implicit memory, and the neuroscience of 'noticing'; (b) what must and what need not be noticed for learning; (c) when frequency fails to drive learning, which addresses factors such as failing to notice cues, perseveration, transfer from the first language, developmental readiness, thinking too

hard, pedagogical input, and practising; (d) attention and form-focused instruction; (e) conscious and unconscious knowledge of frequency; (f) sequences of acquisition — from formula, through low-scope pattern, to construction; (g) the Fundamental Difference hypothesis; (h) the blind faith of categorical grammar; (i) Labovian variationist perspectives; (j) parsimony and theory testing; (k) universals and predispositions; and (1) *wanna*-contractions. It concludes by emphasising that language acquisition is a process of dynamic emergence and that learners' language is a product of their history of usage in communicative interaction.

03–110   Ellis, Rod (U. of Auckland, New Zealand; *Email*: r.ellis@auckland.ac.nz). Does form-focused instruction affect the acquisition of implicit knowledge? A review of the research. *Studies in Second Language Acquisition* (New York, USA), **24**, 2 (2002), 223−36.

The extent to which form-focused instruction (FFI) contributes to the acquisition of second language (L2) implicit knowledge is controversial. Whereas Krashen (1993) has argued that the effects of FFI on acquisition are peripheral, N. Ellis *[see abstract 03–108]* sees FFI as facilitative and even necessary for developing implicit L2 knowledge. This article examines the role of FFI in developing implicit knowledge by reviewing 11 studies that have examined the effect of FFI on learners' free production. The review suggests that FFI can contribute to the acquisition of implicit knowledge and points to two variables that appear to influence its success — the choice of the target structure and the extent of the instruction. FFI involving extensive instruction directed at 'simple' structures was more likely to succeed. However, limited instruction directed at complex structures also proved effective, provided that the target structures are readily available in noninstructional input.

03–111   Eubank, Lynn (U. of North Texas, USA; *Email*: lynneubank@yahoo.com) **and Gregg, Kevin R.** News flash — Hume still dead. *Studies in Second Language Acquisition* (New York, USA), **24**, 2 (2002), 237−47.

Ellis *[see abstract 03–108]* refers to a wide range of data supporting the uncontroversial claim that there are frequency effects in linguistic and other behaviour. He further resurrects the long-discredited claim that language acquisition consists of frequency-based abstraction of regularities from input. This article suggests that what he fails to do is to show how the former claim leads to the latter, or indeed to show any evidence for this claim. It is further claimed Ellis ignores fundamental and well-known problems — the poverty of the stimulus, cases of instantaneous acquisition, evidence for innate knowledge, evidence that even children regularly ignore perceptual input, the compositionality of concepts, and the systematicity of language — that make his frequency-based account of acquisition a nonstarter.

03–112   Fries-Verdeil, Marie-Hélène and Hay, Josiane (Université de Grenoble I, France). De l'utilité des métaphores comme outil pour la Recherche-Action: le cas de l'auto-formation guidée. [Metaphors as a tool for Action Research and self-directed language learning.] *Les Cahiers de l'APLIUT* (Grenoble, France), **21**, 3 (2001) 45−58.

Inspired by Lakoff and Johnson (1980), this paper shows how metaphors can mediate between students' representations of learning and the process of acquiring a language. Second-year students of scientific English were asked to rank 12 objectives of learning English and to complete two key sentences about science education and language learning; these invited a metaphor, although they could be completed in other ways. Analysis of the ranking task revealed a prioritisation of oral English, a disaffection with scientific English and a rejection of culture (i.e., 'high' culture). Analysis of the language learning sentences revealed three key metaphors: opening/gateway, foundation, and tool. Over half the responses mentioned the 'opening' concept which often included that of a journey but with no mention of structure. A sixth of the responses used the 'foundation' concept and often gave examples of necessary elements, e.g., vocabulary, grammar, pronunciation, suggesting gradual, methodical progress towards a final product. A tenth of the responses used the 'tool' metaphor, seeing language learning as a means to fulfilling other goals and emphasising the value of autonomy. The metaphors suggested for a science education, although fewer, were identical. Consideration of the links between the two analyses led to a better matching between the planned content of a self-directed learning scheme and student profiles.

03–113   Frost, Dan (IUT 2 Grenoble, France). Seeing is believing: l'oscillogramme, l'auto-apprentissage et l'accentuation de mots. [Seeing is believing: Wave forms, self-access and word stress.] *Les Cahiers de l'APLIUT* (Grenoble, France), **21**, 3 (2002), 21−31.

This paper reports an action research project which aimed to test the possibility of making progress in word-stress in a short time period and to compare the effectiveness of Computer-Assisted Language Learning (CALL) and traditional teaching methods using a pre-test, post-test design. Twenty-three students of the *Brevet de Technicien Supérieur* were divided into three groups: traditional, CALL, and a control group. The experimental groups were taught for 15 minutes, twice a week, for four weeks. The traditional group deduced rules from examples, listened and repeated individually and in chorus, and accomplished a communicative task. The CALL group worked unaided using the *Learning Labs* authoring package and *Sound Forge* software. Of the three different versions of the wave form given — a simple representation of the strength of the sound signal, a representation of the intonation pattern, and a histogram representing the stress by giving the length

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and pitch of each syllable — the first was found to be most useful. The traditional group progressed in all three areas — written, spoken and perception — with the best progress (30%) made in the written component. The CALL group progressed by only 10% for the written words, by only 4% for the spoken words but by 40% for the perception test. The control group made no progress in the written component, they increased their scores by 22% on the spoken test and by 44% on the perception test, due perhaps to having started from a lower base.

03–114   Gardey, Claudine (IUT Bordeaux I, France). SVP, dessine-moi une notion! Recherches sur la médiation graphique en anglais de spécialité. [Please draw me a notion! Research on the use of diagrammatic representations for the ESP class]. *Les Cahiers de l'APLIUT* (Grenoble, France), **21**, 3 (2002), 32—44.

This paper reports a practice-based research project investigating the use of graphs, charts, diagrams, etc., in special purpose English (ESP) classes in a technical university. A four-phase teaching programme is described. (1) Familiarisation with many types of diagram; students become accustomed to talking about the relationship between the visual and the verbal. (2) Students produce their own diagrams based on an English text, allowing teachers to perceive immediately any limitations in the students' understanding and provide remedial help; the diagrams are presented to the class, who ask for clarifications, make critical comments, etc., leading to a lively and linguistically rich co-construction of meaning. (3) The students prepare a technically-aided presentation (e.g., *PowerPoint*) based only on diagrammatic information. (4) The presentations are evaluated according to visualisation principles, e.g., association, familiarisation, clarity of meaning, proportional effect, simplification, information transfer, didactic power and aesthetic qualities. Reflection has revealed that, while students have become increasingly adept and inventive in their use of visual and technical support, many students remain very concrete in their representations; abstract, symbolic representations are rarer. Current research is testing the effect on memory of this work and a tentative finding is that, when revisited, the diagrams aid the recall of conceptual relationships but lexical recall remains difficult.

03–115   Gass, Susan M. (Michigan State U., USA; *Email*: gass@pilot.msu.edu) **and Mackey, Alison**. Frequency effects and second language acquisition: A complex picture? *Studies in Second Language Acquisition* (New York, USA), **24**, 2 (2002), 249—60.

This response to Ellis's target article on frequency in language processing, language use, and language acquisition *[see abstract 03–108]* argues in favour of a role for frequency in several areas of second language acquisition, including interactional input and output

and speech processing. It also discusses areas where second language acquisition appears to proceed along its own route and at its own pace regardless of the frequency of the input, as well as areas where input is infrequent but acquisition appears to be unimpeded. The response is intended to highlight the complexity of the task of deciphering the role and importance of frequency.

03–116   Goh, Christine C. M. (Nanyang Tech. U., Singapore; *Email*: cmcgoh@nie.edu.sg). Exploring listening comprehension tactics and their interaction patterns. *System* (Oxford, UK), **30**, 2 (2002), 185—206.

Much of listening strategy research has focused on broad strategy use with little attention paid to the different mental techniques by which each strategy is operationalised. This study examined a group of Chinese English as a Second Language learners' listening strategies and the tactics that operationalised them. It also conducted an exploratory analysis of the way these tactics interacted in the processing sequences of two learners. Data were collected and analysed using a retrospective verbalisation procedure based on the principles of human information processing proposed by Ericsson & Simon (1993, *Protocol Analysis: Verbal Reports as Data*, 2nd edn., MIT Press, Cambridge, MA, USA). Besides revealing tactics for two new strategies, the study identified a number of tactics for operationalising some existing strategies in the literature. Altogether, 44 listening tactics have been identified. In the comparison of the two learners' retrospective protocols, it was found that, although they used many similar strategies, the higher ability listener demonstrated more effective use of both cognitive and metacognitive tactics. The paper concludes that examining specific tactics was useful in clarifying some strategies in the literature and that an investigation of how individual tactics interact in processing sequences could offer insights into cognitive differences between learners. It also recommends the use of carefully selected retrospective protocols on tactic use for classroom awareness-raising activities.

03–117   Han, ZhaoHong (Teachers Coll., Columbia U., USA). 'Novel unaccusatives': Is detransitivisation taking place? *ITL Review of Applied Linguistics* (Leuven, Belgium), **135–136** (2002), 97—124.

Interlanguage 'novel unaccusative' (a term borrowed from Balcom, 1997) has been a subject of investigation since the late 1970s, though it has usually been discussed under the terms of an interlanguage syntactic structure called the 'pseudo-passive'. While most of the research to date is in favour of the view that the interlanguage structure is primarily induced by first language (L1) discourse/syntactic influence, Balcom provides an alternative explanatory account. Assuming a lexical perspective, she sees the interlanguage structure

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as the creation of a 'novel unaccusative' through a lexical process of detransitivisation. The present paper discusses Balcom's view, in particular her contention that interlanguage novel unaccusatives and native-like unaccusatives with transitive counterparts share the same underlying lexical process of detransitivisation. Drawing on both natural longitudinal data and elicited data, it is shown that Balcom's view would be over-generalising if applied across language acquisition contexts. What renders the application problematic is the fact that while some novel unaccusatives from L2 acquisition may derive from the lexical process of detransitivisation as in L1 acquisition, some do not. The author deems it imperative, in the context of L2 acquisition, to discriminate, at least in loose terms, between developmental and L1-induced novel unaccusatives. Such a distinction is important not only because it helps to refine our understanding of what underlies novel unaccusatives in L2 acquisition, but also because it would lend more accurate guidance to L2 teachers in dealing with novel unaccusatives in the classroom.

03–118 Harrington, Michael and Dennis, Simon (U. of Queensland, Australia; *Email*: mwharr@mailbox.uq.edu.au). Input-driven language learning. *Studies in Second Language Acquisition* (New York, USA), **24**, 2 (2002), 261–68.

Input-driven models provide an explicit and readily testable account of language learning. Although the present authors share Ellis's view *[see abstract 03–108]* that the statistical structure of the linguistic environment is a crucial and, until recently, relatively neglected variable in language learning, they also recognise that the approach makes three assumptions about cognition and language learning that are not universally shared. The three assumptions concern (a) the language learner as an intuitive statistician, (b) the constraints on what constitute relevant surface cues, and (c) the redescription problem faced by any system that seeks to derive abstract grammatical relations from the frequency of co-occurring surface forms and functions. These are significant assumptions that must be established if input-driven models are to gain wider acceptance. This article comments on these issues and briefly describes a distributed, instance-based approach which retains the key features of the input-driven account advocated by Ellis but which also addresses shortcomings of the current approaches.

03–119 Helms-Park, Rena (U. of Toronto, Canada). The need to draw second language learners' attention to the semantic boundaries of syntactically relevant verb classes. *The Canadian Modern Language Review/La Revue canadienne des langues vivantes* (Toronto, Ont.), **58**, 4 (2002), 576–98.

This paper puts forward the view that second language (L2) learners could benefit from being made aware of the semantic components which unify verbs that display a certain syntactic behaviour, and, more significantly, the semantic components which exclude other verbs from participating in this behaviour. In other words, an awareness of the parameters of verb classes could minimise both syntactic overgeneralisation and undergeneralisation. This viewpoint is supported by the findings of a study in which production and judgement data on the behaviour of 'change-of-state' and 'directional motion' verbs were elicited from learners at three levels of lexical proficiency. While learners with high lexical proficiency had fewer overgeneralisations than their lower-level counterparts, overgeneralisation was substantial at all levels of proficiency in the directional motion class. The results suggest that it might be beneficial to combine grammar and vocabulary instruction in L2 curricula, with a special focus on semantically coherent verb classes.

03–120 Hoare, Rachel (Trinity Coll., Dublin 2, Ireland; *Email*: rmhoare@tcd.ie). Attitudes and motivations of undergraduate learners of French: An integrative approach. *Revue PArole* (Paris, France), **20** (2001), 235–61.

Research consistently shows that motivation and learner attitudes are important determining factors in the successful learning of a second or foreign language (L2). The highly influential work of Gardner and Lambert (1972) on motivation in L2 acquisition in the Canadian L2 context is grounded in a social psychological framework, an approach which largely dominated subsequent work in this area. The research described in this paper takes account of the more recent theoretical developments which have informed Gardner and Lambert's original framework. Data elicited by questionnaire and interview from first-year undergraduate students of French in Trinity College are used (1) to identify motivational constructs and the factorial composition underlying the relationships among them; (2) to establish whether specific components of motivation and attitudes towards learning French are related to achievement as measured by a series of assessments in the subject; and (3) to look more specifically at this relationship for learning grammar. Findings from the qualitative data reinforced the quantitative data which showed a strong relationship between the four attitude and motivation factors identified in the factor analysis and the results of the language proficiency measures. The qualitative data served to elicit the underlying reasons for the relationship established by statistical analysis, and in this respect the paper draws attention to the value of complementing quantitative research approaches to the study of language learning attitudes and motivation with a more descriptive qualitative approach.

03–121 Huang, Yue Yuan and Yang, Suying (Hong Kong Baptist U., Hong Kong). Understanding the special characteristics of Cantonese speakers acquiring Mandarin: An important component in

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the training of Hong Kong Mandarin teachers. *Asia Pacific Journal of Language in Education* (Hong Kong), **4**, 2 (2001), 107—27.

A significant change in language education in Hong Kong recently is that Mandarin has become a compulsory subject in both primary and secondary schools since 1998. The second language (L2) Mandarin acquisition by Hong Kong Cantonese speakers is a special L2 acquisition case. Mandarin and Cantonese are not mutually intelligible, yet the two dialects have similar grammar, the same written system and the same vocabulary. This paper discusses the importance of understanding the special characteristics of Cantonese speakers acquiring Mandarin in the training of Hong Kong Mandarin teachers. It first reports longitudinal studies on the acquisition of Mandarin by three groups of Hong Kong students: (1) a group of primary school children in an immersion programme; (2) a group of primary school children learning Mandarin one hour per week; and (3) a group of university students learning Mandarin three hours per week. The findings are then discussed regarding how the acquisition patterns and specific characteristics of the three groups of learners can contribute to the development of efficient Mandarin courses for Hong Kong students.

03–122 Huh, Myung-Hye (Korea U.; *Email*: myunghuh@korea.ac.kr). Second language activity theory: L2 learner agency in asynchronous learning networks. *English Teaching* (Korea), **57**, 3 (2002), 59—74.

Much research on Computer-Assisted Language Learning (CALL) has focused on pedagogical questions of the integration of technology into language and culture curricula and descriptive characterisations of computer-mediated communication at the interactional level. To date, relatively little research has examined the sociocultural issues related to CALL use. This paper explores the implications of Vygotsky's activity theory, a component of sociocultural theory, for observing how the individual operationalises the goal of the activity, in conjunction with learner agency in electronic partnership. Based on data from retrospective statements of students' learning experiences regarding their practices in asynchronous learning networks, the study argues for an awareness of second language (L2) learners as active, purposeful individual agents, who are involved in shaping their activity based on their historically specific needs, desires, and negotiations. Certainly, the language learning task in asynchronous learning networks is best seen as uniquely situated, emergent interactions based on language learners' goals and subgoals and not merely task objectives and invariant task procedures.

03–123 Hulstijn, Jan H. (U. of Amsterdam, The Netherlands; *Email*: hulstijn@hum.uva.nl). What does the impact of frequency tell us about the language acquisition device? *Studies in Second Language Acquisition* (New York, USA), **24**, 2 (2002), 269—73.

This peer commentary *[see abstract 03–108]* emphasises the importance of placing frequency in an overarching theoretical framework of language acquisition. Three issues are raised that appear to be both important and timely: (a) the question of how innate, or initial, cognition can deal with stimulus frequency; (b) the likelihood that frequency has a differential impact depending on the type of knowledge concerned; and (c) preliminary evidence that frequency affects receptive language knowledge more than productive knowledge, which raises the issue of a possible dissociation between the two knowledge types.

03–124 Igarashi, Kanae, Wudthayagorn, Jirada, Donato, Richard and Tucker, G. Richard (Carnegie Mellon U., Pittsburgh, USA). What does a novice look like? Describing the grammar and discourse of young learners of Japanese. *The Canadian Modern Language Review/La Revue canadienne des langues vivantes* (Toronto, Ont.), **58**, 4 (2002), 526—54.

The purpose of this study is to describe diverse aspects of the speaking proficiency of novice-low to novice-mid level FLES (Foreign Languages in Elementary School) students and to identify the syntactic knowledge presumably underlying such behaviour. Data were collected from students who had been studying Japanese continually for six and seven years on a variety of oral production tasks. The analyses revealed a number of interesting findings with respect to syntactic development such as their control of certain particles and use of non-canonical word order. Additionally, although the FLES students comprehended input and spoke in ways similar to child native speakers in terms of certain word-level features, the quantity of their output differed, with FLES students producing less output less often. The pedagogical implications of these findings for early language learning educators are discussed.

03–125 Ionin, Tania and Wexler, Kenneth (Massachusetts Inst. of Technology, USA; *Email*: tionin@mit.edu). Why is 'is' easier than '-s'?: Acquisition of tense/agreement morphology by child second language learners of English. *Second Language Research* (London, UK), **18**, 2 (2002), 95—136.

This study of first-language (L1) Russian children acquiring English as a second language (L2) investigates the reasons behind omission of verbal inflection in L2 acquisition and argues for presence of functional categories in L2 grammar. Analyses of spontaneous production data show that the child L2 learners ($n = 20$), while omitting inflection, almost never produce incorrect tense/agreement morphology. Furthermore, the L2 learners use suppletive inflection at a significantly higher rate than affixal inflection,

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and overgenerate *be* auxiliary forms in utterances lacking progressive participles (e.g., *they are help people*). A grammaticality judgement task of English tense/agreement morphology similarly shows that the child L2 English learners are significantly more sensitive to the *be* paradigm than to inflection on thematic verbs. These findings suggest that Tense is present in the learners' L2 grammar, and that it is instantiated through forms of the *be* auxiliary. It is argued that omission of inflection is due to problems with the realisation of surface morphology, rather than to feature impairment, in accordance with the Missing Surface Inflection Hypothesis of Prevost and White (2000). It is furthermore suggested that L2 learners initially associate morphological agreement with verb-raising and, thus, acquire forms of *be* before inflectional morphology on *in situ* thematic verbs.

03–126   Knight, Susan M. (Central Michigan U., USA) **and Schmidt-Rinehart, Barbara C.**
Enhancing the homestay: Study abroad from the host family's perspective. *Foreign Language Annals* (New York, USA), **35**, 2 (2002), 190—201.

Most foreign language departments encourage their students not only to study abroad, but also to live with host families to maximise linguistic and cultural exposure to the target culture. While there have been a number of studies examining study abroad from the student's and programme's perspectives, the native perspective of the homestay experience has been missing. To help fill this void, 24 host families were interviewed in their home settings. The interview data were analysed using the NUD★IST computer program to determine salient, recurring topics. This article discusses the study design, and also the three major themes that emerged: adjustment, the homestay advantage, and problems families had with students. It concludes with the hosts' recommendations on how students, programmes, and the native families themselves can work together to enhance the homestay experience. Traditionally, the onus has been on the students to optimise their immersion experience; but the recommendations emerging here suggest that the voices of the families must be heard and their potential more fully realised, in order that the homestay be more fully exploited as a resource for students' linguistic development and cultural adaptation.

03–127   Kroll, Judith F. (Pennsylvania State U., USA; *Email*: jfk7@psu.edu) **Michael, Erica, Tokowicz, Natasha and Dufour, Robert**. The development of lexical fluency in a second language. *Second Language Research* (London, UK), **18**, 2 (2002), 137—71.

A goal of second language (L2) learning is to enable learners to understand and speak L2 words without mediation through the first language (L1). However, psycholinguistic research suggests that lexical candidates are routinely activated in L1 when words in L2 are processed. This article describes two experiments that examined the acquisition of L2 lexical fluency. In Experiment 1, two groups of native English speakers, one more and one less fluent in French as their L2, performed word naming and translation tasks. Learners were slower and more error prone to name and to translate words into L2 than more fluent bilinguals. However, there was also an asymmetry in translation performance such that forward translation was slower than backward translation. Learners were also slower than fluent bilinguals to name words in English, the L1 of both groups. Experiment 2 compared the performance of native English speakers at early stages of learning French or Spanish to the performance of fluent bilinguals on the same tasks. The goal was to determine whether the apparent cost to L1 reading was a consequence of L2 learning or a reflection of differences in cognitive abilities between learners and bilinguals. Experiment 2 replicated the main features of Experiment 1 and showed that bilinguals scored higher than learners on a measure of L1 reading span, but that this difference did not account for the apparent cost to L1 naming. The implications of these results for models of the developing lexicon are considered.

03–128   Lai, Lai-kwan and Hamp-Lyons, Liz (Hong Kong Poly. U.). Different learning patterns in self-access. *RELC Journal* (Singapore), **32**, 2 (2001), 63—79.

Self-access learning has recently received much attention from language practitioners, educators and linguists in the language learning field. Much emphasis has been put on the effectiveness of the self-access system. However, it is difficult to locate studies concerning the learning patterns in self-access systems. This paper looks on two levels into the different learning patterns among university students studying in a self-access learning environment. First, it addresses the impact of the different learning patterns on language learning under self-access systems. Second, it discusses the research findings on the learning patterns among university students when learning in the self-access mode and proposes appropriate self-access working models to enhance language learning. The data show that there are two different learning patterns: group-learning and individual learning. The findings also suggest that the group learners are more effective in terms of time-management, task-orientation and utilising tutor support in the study contexts of self-access.

03–129   Lamb, Martin (U. of Leeds, UK). Explaining successful language learning in difficult circumstances. *Prospect* (Macquarie U., Sydney, Australia), **17**, 2 (2002), 35—52.

This paper considers the special challenges facing learners of English in developing country contexts, and asks why a few individuals succeed in achieving competence in English where the majority more understandably fail. While research theory has shed

light on individual learner differences such as aptitude, motivation and learning strategies, there has been very little empirical investigation of whether these factors can explain achievement in a second language (L2) in environments where exposure to and use of the L2 are severely limited. At the same time, while it is now recognised that classroom behaviour must be understood in its social and cultural context, there has been less interest in how context shapes and constrains out-of-classroom learning behaviour, arguably more important where formal educational provision is wanting. This article reports on a small-scale exploratory study into the attitudes, learning behaviour and L2 achievement of 16 students in provincial Indonesia. Analysis of interview data shows that formal and informal learning opportunities are indeed scarce, frustrating the majority of English learners. The few individuals who have overcome these difficulties demonstrate a personal investment in learning, and the autonomy and resourcefulness to pursue their goals independently.

03–130   Larsen-Freeman, Diane (U. of Michigan, USA; *Email*: dianelf@umich.edu). Making sense of frequency. *Studies in Second Language Acquisition* (New York, USA), **24**, 2 (2002), 275—85.

Nick Ellis's article *[see abstract 03–108]* is impressive for its breadth of scholarship and the cogent case made for frequency as an important factor in second language acquisition (SLA). This response begins with a brief historical sketch, which aims to contextualise the frequency factor in terms of the evolution of SLA research. Although researchers have known about a frequency effect for some time, until recently neurologically plausible models and technologically convenient means of measuring and testing frequency effects in input have been lacking. Still, as relevant and important as a frequency factor is, it requires greater definition and qualification. For instance, second language learners are agents of their own learning process. They do not merely record frequency, they categorise frequently occurring patterns, abstract, and generalise from them. Higher level generalisations emerge from interactions, impose top-down expectancies on future data, and, in turn, are altered by the data in a perpetually dynamic interplay. In a similar fashion, it is incumbent on SLA researchers not to be satisfied with a frequency explanation, but to interpret it — in short, to make sense of frequency.

03–131   Lee, Haemoon (Sungkyunkwan U., Korea; *Email*: haemoon@skku.ac.kr). Communicative output as a mode of focus on form. *English Teaching* (Korea), **57**, 3 (2002), 171—92.

In the revised interaction hypothesis, output production in a communicatively interactional setting is proposed to promote acquisition through focus on form. Studies on output production, however, have examined various kinds of output production, both oral and written,

in communicative and non-communicative settings. This paper designs an authentic communicative output production task and compares it with comprehension tasks in terms of their effects on the acquisition of language structures and vocabulary. The pre- and post-test design study involved 24 adult learners. It was found that the communicative output group learned neither structures or vocabulary significantly better than the comprehension group. However, there were consistent differences between the two groups: for *structures*, the output group performed consistently better than the comprehension group learners in two post-tests, while the reverse was true for *vocabulary*. Within-group comparison showed that the comprehension group learned vocabulary significantly better than structures, whereas the output group learned both of them without a significant difference. It is concluded that, as Swain has claimed, output production requires attention to syntactic features as well as vocabulary, whereas comprehension seems to depend heavily on vocabulary processing rather than structures.

03–132   Lee, Soyoung (Inha U., Korea; *Email*: soyoung@inha.ac.kr). The effect of task type on negotiation of meaning in synchronous text chatting. *English Teaching* (Korea), **57**, 3 (2002), 3—17.

This study reports how meaning is negotiated in synchronous communication by investigating the effects of different task types on interaction. For this purpose, two tasks were given to the subjects: focused open conversational tasks in which they had a specific topic to discuss, and information-gap tasks in which they were required to exchange information. The 20 English second language students from a college English reading class were asked to carry out networked discussions in dyads using a synchronous chat program, MicroSoft Network (MSN) Messenger. The textual data produced by the dyads as they engaged in the online tasks were examined in detail. Negotiation routines, and lexical and syntactic complexity were compared quantitatively. The results show that information-gap tasks are a more productive stimulus to induce students' active communication turn-takings, confirming the claim from some previous studies that structured interactional tasks such as information-gap activities provide more language practice than free conversation activities. However, the amount of negotiations that information tasks triggered was not significantly different from that triggered by conversational tasks In addition, the range of trigger types in conversational tasks was found to be more varied than in informational tasks.

03–133   Lee-Wong, Song Mei (Nanyang Tech. U., Singapore). Contextualising intercultural communication and sociopragmatic choices. *Multilingua* (Berlin, Germany), **21**, 1 (2002), 79—99.

This paper examines intercultural communication from the standpoint of language as a social phenomenon

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(Searle) and argues for the consideration of context as basic to this approach. Based on conversation analysis of transactional exchanges between native and non–native speakers of English, it is found that miscommunication is the result of participants applying culture-specific rules to the interpretation of a single message. The analyses of verbal repertoire and verbal behaviour of non–native speakers show that interlingual transfer is a common phenomenon. Lack of speech convergence in the speech styles of both native and non–native speakers may be attributed to differing participant backgrounds in cultural and communicative conventions. There is empirical evidence to suggest that successful intercultural communication in a multilingual, cross-cultural setting is dependent, amongst other factors, on the observation that: (1) verbal politeness is culture-specific; (2) speech acts are speech variety-specific; and (3) speech styles are influenced by interlingual transfer.

03–134   Lindemann, Stephanie (Georgia State U., USA; *Email*: eslsl@langate.gsu.edu). Listening with an attitude: A model of native-speaker comprehension of non-native speakers in the United States. *Language in Society* (Cambridge, UK), **31**, 3 (2002), 419—41.

This study investigates whether there is a relationship between negative attitudes towards non–native speakers and poor comprehension of those speakers. Twelve native English speakers whose attitudes towards Koreans had been assessed were asked to complete an interactional map task paired with native Korean speakers. In the task, some but not all of those who had been assessed as having negative attitudes towards Koreans were found to use either strategies that were described as problematising their partners' utterances, or strategies that were described as avoidance. All participants completed the map task reasonably successfully except where the native English speaker used avoidance strategies, suggesting that the relationship between attitude and comprehension is mediated by the native speaker's choice of strategies. However, there appeared to be a direct relationship between attitude and perceived success of interactions, which may ultimately have the same consequences for interactants as if the relationship were between attitude and actual success.

03–135   Lozano, Cristóbal (U. of Essex, UK). Knowledge of expletive and pronominal subjects by learners of Spanish. *ITL Review of Applied Linguistics* (Leuven, Belgium), **135–136** (2002), 37—60.

A number of studies investigating second language (L2) acquisition from the perspective of Principles and Parameters Theory have focused on the *pro*-drop parameter, and have argued that older L2 learners are sensitive to the different properties it purportedly covers. This paper extends this work by investigating two of its syntactic corollaries, namely,

referential pronominal subjects (ProS) and expletive pronominal subjects (ExpS). In so-called [+pro-drop] languages both may be realised as an empty element (*pro*). While on the surface these forms are identical, referential subject *pro* is different from expletive subject *pro* both syntactically and semantically; syntactically because referential *pro* co-exists with a set of overt subject pronouns (yo '1', tú 'you', etc), whereas there are no overt expletive pronouns; semantically because referential *pro* is distinguished for three persons, number and gender features, whereas expletive *pro* would appear to be a third person, singular, gender-neutral pronoun. The paper examines whether older L2 learners are sensitive to these differences by using paired grammaticality judgement tests. Results are consistent with the claim that learners have different mental representations for ProS and ExpS.

03–136   Lybeck, Karen (U. of Minnesota, USA; *Email*: lybe0002@tc.umn.edu). Cultural identification and second language pronunciation of Americans in Norway. *The Modern Language Journal* (Malden, MA, USA), **86**, 2 (2002), 174—91.

Schumann's Acculturation Theory as presented in *The Pidginization Process: A Model for Second Language Acquisition* (1978) predicts that the degree of a learner's success in second language (L2) acquisition depends upon the learner's degree of acculturation. Attempts to test this theory have not been particularly fruitful due to the lack of an adequate measure of acculturation and the particular linguistic markers selected to measure success in L2 acquisition. This study proposes to measure sojourners' acculturation in terms of their social exchange networks. It measures L2 success in terms of pronunciation, which in the view of many scholars is the strongest linguistic marker of a speaker's cultural identification. Using this framework, the study provides strong evidence in support of Schumann's Acculturation Theory. The acculturation experiences and L2 pronunciation of nine American women residing in Norway are described, and the relationship examined. It is concluded that learners who developed positive network connections with native speakers of Norwegian evidenced more native-like pronunciation than those who had greater difficulty establishing such relationships.

03–137   Mariotti, Cristina (Università Cattolica del S. Cuore, Milan, Italy). Osservazioni sul ruolo dell'interazione nell'acquisizione incidentale del lessico in classi CLIL. [Observations on the role of interaction in the incidental acquisition of lexis in CLIL classes.] *Rassegna Italiana di Linguistica Applicata* (Rome, Italy), **33**, 1 (2001), 119–29.

Content and Language Integrated Learning (CLIL) refers to any learning context in which content and language are integrated. This paper discusses the analysis of some oral interactions recorded in geography lessons in an Italian secondary school. It looks at some features

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of such interactions that illustrate how certain strategies of the teacher can lead to conscious development of the language by the students, with particular reference to the development of lexis. The importance of negotiation of meaning as a language–learning strategy is also highlighted.

03–138   McCafferty, Steven G. (U. of Nevada, Las Vegas, USA; *Email*: mccaffes@nevada.edu). Gesture and creating zones of proximal development for second language learning. *The Modern Language Journal* (Malden, MA, USA), **86**, 2 (2002), 192—203.

This study investigated the role of gesture in and of itself and in conjunction with speech in creating zones of proximal development (ZPDs) for second language learning and teaching. A university student of English, newly arrived in the United States, was videorecorded once a week in conversational interaction with an American graduate student, an English as a Second/Foreign Language teacher, over two different periods lasting 15 weeks altogether. The view taken in the study of Vygotsky's concept of the ZPD follows that of Newman & Holtzman (1993), who argued that it primarily concerns revolutionary activity, that learning and teaching transforms as a consequence of interacting in the ZPD, and that this affects all participants. Findings indicate the important role that gesture played both in promoting language learning and in facilitating positive interaction between the two participants, helping to create a sense of shared social, symbolic, physical, and mental space.

03–139   Muncie, James (U. of Évora, Portugal; *Email*: james_muncie@hotmail.com). Process writing and vocabulary development: Comparing Lexical Frequency Profiles across drafts. *System* (Oxford, UK), **30**, 2 (2002), 225—35.

Process writing is often used as the methodology of choice on writing courses in English as a Foreign Language (EFL) countries, where there is, however, a greater need for writing courses to be able to contribute to more general language improvement than exists in the English as a Second Language (ESL) contexts for which it was designed. To see if a process writing approach was useful in improving the vocabulary of students at a Japanese university, a timed composition and the first and final drafts of a composition written through process writing were analysed using the Lexical Frequency Profile (LFP). The first and final drafts were also analysed together. The results showed no significant difference between the LFPs of the three compositions. The LFPs of the revisions made between the first and final draft did, however, show a higher percentage of more sophisticated vocabulary than those of the compositions as a whole. It is therefore assumed that process writing can be a useful means of helping students to stretch their vocabulary, although it is suggested that explicitly concentrating on vocabulary in the pre-writing stage

may encourage even greater vocabulary development. Such an adjustment to the approach could help make it more suitable for teachers and students in EFL contexts.

03–140   Nassaji, Hossein (U. of Victoria, BC, Canada). Schema theory and knowledge-based processes in second language reading comprehension: A need for alternative perspectives. *Language Learning* (Malden, MA, USA), **52**, 2 (2002), 439—81.

Despite major theoretical developments in second language (L2) reading comprehension over the last two decades, many attempts at explaining the role of knowledge in comprehension are still made almost exclusively in the context of schema theory. This paper first reviews and critically analyses the major assumptions underlying schema theory. It then considers an alternative perspective, a construction–integration model of text comprehension, and discusses how this perspective, when applied to L2 reading comprehension, offers a fundamentally different and more comprehensive account of the role of knowledge and knowledge-based processes that L2 researchers had previously tried to explain within schema-theoretic principles.

03–141   Nelson, Gayle L. (Georgia State U., USA), **Carson, Joan, Al Batal, Mahmoud and El Bakary, Waguida**. Cross-cultural pragmatics: Strategy use in Egyptian Arabic and American English refusals. *Applied Linguistics* (Oxford, UK), **23**, 2 (2002), 163—89.

This study investigated similarities and differences between Egyptian Arabic and American English refusals using a modified version of the discourse completion test (DCT) developed by Beebe *et al.* (1990). Thirty US interviews resulted in 298 refusals and 23 Egyptian interviews resulted in 230 refusals. Each refusal was divided into its component strategies. Data were analysed to compare the average frequencies of direct and indirect strategies, the average frequencies of specific indirect strategies, and the effect of interlocutor status on strategy use across groups. Results indicate that both groups use similar strategies with similar frequency in making refusals. The findings, however, suggest that although methods such as the DCT may be appropriate for collecting pragmalinguistic data, they fail to reveal the sociopragmatic complexities of face-threatening acts such as refusals.

03–142   Nutta, Joyce W. (U. of South Florida, USA), **Feyten, Carine M., Norwood, Annette L., Meros, John N., Yoshii, Makoto and Ducher, Jeannie**. Exploring new frontiers: What do computers contribute to teaching foreign languages in elementary school? *Foreign Language Annals* (New York, USA), **35**, 3 (2002), 293—306.

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Two growing trends in foreign language education, the study of foreign languages in the elementary school (FLES) and the use of computer-assisted language learning (CALL), have been well researched independently but rarely in concert. This study compares the use of a print and multimedia program to teach Spanish to second through fifth graders from quantitative and qualitative perspectives. The experimental portion of the study showed that the achievement and proficiency of students using print or multimedia materials did not differ at post-test. However, a small but statistically significant difference in achievement emerged at the delayed test point in favour of the students who used the multimedia materials, although this finding is limited by participant attrition over the 13-month study. The qualitative portion of the study detected differences in language behaviour, with the students who used multimedia spending more time to stop, check, and revise their language production, leading to greater precision in pronunciation and the use of larger chunks of language when repeating phrases.

03–143 Park, Seon-Ho (Myongji U., Seoul, Korea; *Email*: seonhopark@hanmail.net). Learning English as a second language among Korean migrant students in New Zealand. *English Teaching* (Korea), **57**, 3 (2002), 75–100.

In recent years the issue of migration has become inseparable from the English learning fever in Korea. More and more Koreans experience not only short or long term overseas studies but also even migration, aiming at learning English in English-speaking countries. In this globalised world, overseas migrants need to be understood as an extension of the domestic population of Korea. In this regard the present paper explores the situations of second language (L2) learning among Korean migrants, especially students in New Zealand. A questionnaire-based interview scheme was used to survey 221 students and parents. Some social psychological variables and language learning strategies at a societal level were found to be crucial to understanding their L2 learning processes. Korean students' motivation for learning English tended to be temporarily integrative but more instrumental in the long-term, which seemed to be closely related to their prospects for the future. Students generally had positive perceptions of their own language learning processes. It was also evident that Korean communities in New Zealand developed ways of learning English effectively and sometimes very unconventionally compared to other communities, which can suggest pedagogical implications in the Korean context.

03–144 Pavlenko, Aneta (Temple U., USA) **and Jarvis, Scott**. Bidirectional transfer. *Applied Linguistics* (Oxford, UK), **23**, 2 (2002), 190–214.

This paper argues for a refinement in the traditional approach to transfer in second language acquisition (SLA), where transfer is generally investigated as the unidirectional influence of native (or other language) knowledge on the acquisition and use of a second language (L2). It is shown that transfer can be bidirectional, influencing an individual's use of both the L1 and L2. It is further argued that bidirectional transfer can be simultaneous or synchronic, and this conclusion is based on the results of the authors' analysis of oral narratives produced by 22 Russian L2 users of English, who learned English post-puberty after having lived in the USA for three to eight years. The narratives, collected in Russian and English, demonstrate that crosslinguistic influence works both ways in the oral production of these L2 users: while Russian continues to influence their English, their English has begun to influence their Russian as well. The article discusses the factors that may influence the directionality and amount of transfer in these L2 users, as well as ways in which various types of transfer are similar and different in their two languages. It then outlines the implications of these findings for the future study of transfer in SLA and bilingualism.

03–145 Perales, Josu (HABE [Inst. for the Teaching of Basque to Adult Learners], Donostia, Spain) **and Cenoz, Jasone**. The effect of individual and contextual factors in adult second-language acquisition in the Basque Country. *Language, Culture and Curriculum* (Clevedon, UK), **15**, 1 (2002), 1–15.

The acquisition of Basque as a second language by adult speakers in the Basque Country presents some specific characteristics related to the minority status of Basque and its limited use in everyday communication. This paper reports a research study on the effect of individual and contextual variables on the acquisition of Basque by adult learners in the Basque Country. Participants were 411 learners, aged between 17 and 72, who were attending Basque classes in nine different specialised schools for teaching Basque to adults. They were asked to complete several questionnaires so as to obtain background information and measures of metalinguistic awareness, anxiety, learning strategies, attitudes and motivation. Participants also completed tests of Basque language proficiency. Once the data were collected and recorded, statistical analyses were carried out so as to identify the relative influence of several individual and contextual factors on second-language proficiency. The results indicate that metalinguistic awareness is the strongest predictor of Basque proficiency and they also show the influence of other variables. The results are discussed taking into account both the characteristics of second language acquisition by adult speakers and the specific sociolinguistic context in which the acquisition of Basque takes place.

03–146 Pereiro, Myriam (Université Nancy 2, France). Être doué pour les langues: approches scientifiques et représentations sociales. [Having a gift for languages: Scientific approaches and social

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representations.] *Mélanges CRAPEL* (Nancy, France), **26** (2001), 167—84.

What does it mean when we say someone 'has a gift for languages'? This article compares technical, scientific approaches to this question with popular, commonsense beliefs. The characteristics of gifted second language learners which have been identified experimentally by various linguists are surveyed and compared: they include precocity, autonomy, patience, concentration and diligence, but not necessarily a high IQ or superior social skills. To examine popular representations of the gifted language learner, the author interviewed 60 subjects, including both language teachers and non-teachers. The corpus of interviews was subjected to detailed statistical discourse analysis, which revealed a very wide range of factors involved in the social construction of 'the gifted learner', including a good ear, higher/quicker intelligence, a good memory, positive self-image, extraversion, and willingness to take risks. The representations of teachers and non-teachers and of English and French respondents are compared, and types of representation are classified in terms of current theoretical models of second language acquisition.

03–147   Platt, Elizabeth and Brooks, Frank B. (Florida State U., USA; *Email*: eplatt@garnet. acns.fsu.edu). Task engagement: A turning point in foreign language development. *Language Learning* (Malden, MA, USA), **52**, 2 (2002), 365—400.

This article uses a sociocultural framework to suggest *task engagement* as a viable construct in second language (L2) learning research. Clarifying and specifying this construct has important implications for the analysis of conversational data, needed in the light of claims for the causal relationship posited for certain kinds of conversational adjustments on L2 acquisition outcomes. L2 learner data are examined to identify task engagement as it emerges, unfolds in dialogic activity, and becomes associated with the transformation of task, self, and group. Data came from two pairs of L2 learners (native speakers of English) involved in jigsaw tasks, one pair using Swahili, the other Spanish. The concern with task engagement is motivated by methodological and theoretical issues entailed in the study of L2 learning in the interactionist perspective. It is argued that a sociocultural approach offers an alternative to that perspective, from the standpoint of method and theory, resting as it does on quite a different set of underlying assumptions. The study asked: (1) how task engagement might be defined within a sociocultural framework; (2) what the effect of task engagement is on data analysis and interpretation; and (3) what transformative effects, if any, can be found during task engagement. The two frameworks for thinking about task performance are juxtaposed, demonstrating that certain phenomena not even considered data according to one perspective can be interpreted as crucial in selecting, analysing, and interpreting data in the other. The task data are then presented and interpreted using the proposed analytic framework, and conclusions drawn based on the findings.

03–148   Rott, Susanne, Williams, Jessica and Cameron, Richard (U. of Illinois at Chicago, USA). The effect of multiple-choice L1 glosses and input-output cycles on lexical acquisition and retention. *Language Teaching Research* (London, UK), **6**, 3 (2002), 183—222.

The objective of this study was to determine the effect on lexical acquisition and retention of: (a) first language (L1) multiple-choice glosses, (b) second language (L2) text reconstruction with opportunities to recheck input and (c) combined treatments. These treatments were chosen for the following reasons: multiple-choice glosses are said to require 'mental effort', increasing the likelihood of retention. Reconstructing the text in the L2 may prompt learners to notice 'holes' in their lexicon and focus their attention on subsequent input. Seventy-six fourth-semester learners of German read a text in one of the four conditions (three experimental; one control). Productive and receptive word gains were tested immediately after the treatment and again five weeks later. Findings suggest that the multiple-choice gloss treatment resulted in significantly deeper productive and receptive word gains immediately after the treatment. A significant receptive word gain was retained for five weeks only for the combined treatment condition.

03–149   Schmitt, Norbert (U. of Nottingham, UK) **and Zimmerman, Cheryl Boyd**. Derivative word forms: What do learners know? *TESOL Quarterly* (Alexandria, VA, USA), **36**, 2 (2002), 145—71.

Some teachers and researchers may assume that when a learner knows one member of a word family (e.g., *stimulate*), the other members (e.g., *stimulant*, *stimulative*) are relatively easy to learn. Although knowing one member of a word family undoubtedly facilitates receptive mastery of the other members, the small amount of previous research has suggested that second language learners often have problems producing the various derivative forms within a word family. This study examined the ability of 106 graduate and undergraduate nonnative-English-speaking students to produce appropriate derivatives in the four major word classes (i.e., noun, verb, adjective, adverb) for 16 prompt words. The results indicated that it was relatively uncommon for subjects to know either all of the four word forms or none of them. Subjects usually had partial knowledge of the derivatives, with productive knowledge of two or three forms being typical. In a comparison of derivational mastery and knowledge of the prompt words on a four-stage developmental scale, the subjects showed increasing knowledge of noun and verb derivatives at each stage, but adjective and adverb forms appeared to be more difficult. The results may imply a need for more direct attention to the teaching of derivative forms.

Language learning

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03–150 **Schwienhorst, Klaus** (Trinity Coll., Dublin, Ireland; *Email*: kschwien@tcd.ie). Evaluating tandem language learning in the MOO: Discourse repair strategies in a bilingual Internet project. *Computer Assisted Language Learning* (Lisse, The Netherlands), **15**, 2 (2002), 135—45.

Over the past years, the Internet has developed communication tools as well as information resources. Text-based tools have been established as valuable modular environments for education. One of them, the MOO (Multi-User Domain, Object-Oriented) virtual environment, has maintained its appeal, not least through initiatives such as the CALLMOO project, which developed an educational database with a Java-based interface and undertook systematic research on educational uses of MOOs (Aarseth & Jopp, 1998). This paper gives a short overview of the concepts of learner autonomy and tandem learning. It then looks at repair strategies as represented in two types of data, questionnaires and transcripts, from a bilateral tandem MOO project between Information and Communication Technology students from Trinity College Dublin and the Fachhochschule Rhein-Sieg near St. Augustin, Germany. By triangulating the data, it is shown how repair strategies, in particular translation and paraphrase, are distributed, and how learners' intentions of their use (as evidenced by the questionnaire) and their actual realisations (in transcripts) work towards regulating native speaker/non-native speaker discourse, thereby supporting students in becoming more autonomous.

03–151 **Schwienhorst, Klaus** (Trinity Coll., Dublin, Ireland). The state of VR: A meta-analysis of virtual reality tools in second language acquisition. *Computer Assisted Language Learning* (Lisse, The Netherlands), **15**, 3 (2002), 221—39.

Virtual reality (VR) tools have played an increasingly important role in instructional design theory, though the significance of VR tools and their underlying concepts have largely been ignored in Computer Assisted Language Learning (CALL). This article gives a preliminary definition of VR, followed by an overview of both high- and low-end VR applications in second language acquisition (SLA). Especially text-based VR projects have indicated how a combination of VR theories that have largely evolved outside language learning and one of the most important concepts in SLA today, learner autonomy, can enhance both the design and pedagogy of CALL software. The article also reflects on the position of VR in current CALL research. As existing empirical research is insufficient for any conclusive claims at this stage, the author suggests a number of avenues where further research is necessary and promising.

03–152 **Slabakova, Roumyana** (U. of Iowa, USA; *Email*: roumyana-slabakova@uiowa.edu). Recent research on the acquisition of aspect: An embarrassment of riches? *Second Language Research* (London, UK), **18**, 2 (2002), 172—88.

This review article surveys recent research on the first and second language acquisition of temporal and aspectual properties of natural languages. Three books published in 2000 (by Bardovi-Harlig, Li & Shirai, and Salaberry) are discussed in the context of the primacy or aspect hypothesis and the prototype, the connectionist and the discourse explanations for the attested acquisition sequences. A potentially misleading terminological issue is highlighted: deictic tense, grammatical and lexical aspect are often conflated in acquisition studies. Recent research from the (innatist) generative perspective (e.g., Olsen & Weinberg, 1999) is also examined. An alternative explanation of the skewed acquisition sequences in terms of processing costs is proposed. Some important topics for future aspect research are identified.

03–153 **Song, Mi-Jeong** (Seoul National U., Korea; *Email*: mjs@snu.ac.kr). The effect of listening strategy use on listening ability: Using an immediate retrospective data collection method. *English Teaching* (Korea), **57**, 3 (2002), 19—40.

This study reinvestigated the relationship between listening strategy use and listening ability. One of the serious flaws of most previous studies on this issue has been the data collection method which depends on the participants' self-reports in hypothetical situations. Such self-reports may be vulnerable to inappropriate inferences and therefore do not guarantee that the data reflect the participants' actual behaviour and thought process in real listening situations. This study therefore used an immediate retrospective data collection method to reinvestigate three research questions: (1) whether there is any relationship between listening strategy use and listening ability, and (2) what the nature of that relationship might be; and (3) the degree of impact listening strategy use has on listening ability. It was found that there was a strong relationship between the use of task-specific listening strategies and listening ability; however, the relationship between the use of general listening strategies and listening ability was very weak. The study also revealed a linear relationship between the two variables, i.e., the higher the participants' listening ability, the more they tend to use listening strategies. It was also found that the most important predictor of listening ability was the use of task-specific listening strategies.

03–154 **Spratt, Mary, Humphreys, Gillian and Chan, Victoria** (Hong Kong Poly. U.; *Email*: Ecspratt@polyu.edu.hk). Autonomy and motivation: Which comes first? *Language Teaching Research* (London, UK), **6**, 3 (2002), 245—66.

When motivation has been discussed in relation to autonomy in language learning, it has often been put forward as a product of autonomy. This paper suggests a more complex relationship in which motivation

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in many cases precedes autonomy. It discusses some of the relevant literature and presents results from a large-scale study of Hong Kong tertiary students. The study aimed to assess students' readiness for learner autonomy in language learning by examining their views of their responsibilities and those of their teachers', their confidence in their ability to operate autonomously and their assessment of their level of motivation to learn English. It also investigated their actual practice of autonomous learning in the form of both outside and inside class activities. Results indicated that motivation played a key role in this readiness, and this led the authors to look at the relationship between autonomy and motivation as revealed in the study and in the literature. The findings lead the authors to conclude that motivation is a key factor that influences the extent to which learners are ready to learn autonomously, and that teachers might therefore endeavour to ensure motivation before they train students to become autonomous.

03–155   Stefánik, Jozef (Comenius U., Slovakia; *Email*: stefanik@fphiluniba.sk). The critical period hypothesis and the Slovak language. *Applied Language Learning* (Presidio of Monterey, CA, USA), **12**, 2 (2001), 161–76.

The aim of this study was to verify the validity of the critical period hypothesis for the Slovak language. Recordings and short essays of 10 native speakers (NSs) of Slovak and 10 non-native bilinguals (five of whom were Czechs) were evaluated by 114 native Slovak judges divided into six groups. The critical period hypothesis for language and speech (based on a percentage of correct identification of 20 recordings and texts), relationships between the age and education of Slovak judges and their correct identification scores, as well as the difference between the results of Czechs and other non-natives, were studied. The total percentage of correct identification of the recordings was only 62.7%, significantly lower than in similar experiments carried out elsewhere. This result contradicts the opinion that an NS of any given language can immediately identify non-native speakers by their foreign accent despite hearing only a short segment of their speech. It also means that, even in those cases when a person starts acquiring a second language (Slovak) in adulthood he/she can acquire it at a very high level. The low total percentage of correct identification of the texts — only 55.5% — confirms the original hypothesis that in adulthood it is possible to acquire a (written) second language (Slovak) at the level of NSs of that particular language. It also contradicts the critical period hypothesis supported by some psycholinguists who apply it to the whole language system.

03–156   Storch, N. (The U. of Melbourne, Australia). Comparing ESL learners' attention to grammar on three different classroom tasks. *RELC Journal* (Singapore), **32**, 2 (2001), 104–24.

Recent literature on second language grammar pedagogy promotes the use of tasks where learners produce written output collaboratively. This article reports on the findings of a study which set out to compare the performance of tertiary English as a Second Language learners of intermediate second language proficiency on three different grammar-focused classroom tasks which required the students to produce written output: a short composition, an editing task and a text reconstruction. Students completed the tasks in pairs and their talk was audiotaped. Data (transcripts of pair talk) were analysed for the quantity and nature of attention to grammatical choices each task generated. The completed tasks were also examined for the accuracy of the grammatical choices reached. The study found that, although all three tasks succeeded in drawing the learners' attention to a range of grammatical items, the text reconstruction task was the most successful in doing so. Furthermore, it was found that the learners reached correct grammatical decisions in a majority of instances.

03–157   Taguchi, Tatsuya (Ryukoku U., Japan). Learner factors affecting the use of learning strategies in cross-cultural contexts. *Prospect* (Macquarie U., Sydney, Australia), **17**, 2 (2002), 18–34.

This paper seeks to investigate the relationship between learner factors and the reported choice of language learning strategies in both an English as a Foreign and Second Language (EFL/ESL) context, in, respectively, Japan and Australia. The study used a revised version of the Strategy Inventory for Language Learning (SILL) designed by Oxford (1990) to ascertain the choice of learner strategies, and a specifically designed questionnaire to identify learner factors. These were administered to 46 Japanese learners of English who were, or had been, studying at language centres in Melbourne, Australia, at varying periods between 1998 and 2000. The results indicate that gender, the levels of English proficiency, and the motivation levels of learners were the main factors affecting the reported choice of strategies in both contexts. These results have implications not only for communicative and task-based teaching but also for classroom organisation.

03–158   Tarone, Elaine (U. of Minnesota, USA; *Email*: etarone@umn.edu). Frequency effects, noticing, and creativity: Factors in a variationist interlanguage framework. *Studies in Second Language Acquisition* (New York, USA), **24**, 2 (2002), 287–96.

Ellis's target article *[see abstract 03–108]* suggests that language processing is based on frequency and probabilistic knowledge and that language learning is implicit. These findings are consistent with those of second language acquisition (SLA) researchers working within a variationist framework. This paper provides a brief overview of this research area, which has developed

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useful models for dealing with frequency effects in language use, and describes a psycholinguistic model of language variation currently being proposed by Preston (2000) that dovetails nicely with Ellis's proposals. The present commentary addresses the question 'To what extent is the learner's interlanguage passively and unconsciously derived from input frequencies?' Ellis does state that factors other than frequency are also important for SLA — specifically, conscious noticing and social context. A related factor is the learner's creativity, revealed when learners' noticing leads them to view utterances not just as potential objects of analysis but as potential objects of language play. Noticing results in the selective internalisation of language input in interactions with various second language speakers, and creativity occurs in the learner's consequent production of any of a range of different voices thus internalised for the purposes of expressing social identity and of language play (Tarone, 2000).

03–159 Vandergrift, Larry (U. of Ottawa, Canada). 'It was nice to see that our predictions were right': Developing metacognition in L2 listening comprehension. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **58**, 4 (2002), 555—75.

This paper examines student responses to learning instruments used in core French in Grades 4–6 to raise their awareness of the processes involved in successful second language (L2) listening comprehension. Beginning-level students completed listening comprehension tasks and reflective exercises, using instruments that engaged them in prediction, evaluation, and other processes involved in listening. Following each task and accompanying exercises, the students completed a questionnaire on the formative qualities of the activities and instruments. Results of this qualitative study suggest that use of these instruments helped sensitise students to the processes underlying L2 listening comprehension and tapped their metacognitive knowledge. Student comments evidenced a high degree of task and strategic knowledge and, to a lesser degree, person knowledge. This evidence supports the argument that reflection on the processes of listening can help students develop metacognitive knowledge and, potentially, achieve greater success on these types of L2 listening tasks.

03–160 Williams, John N. (U. of Cambridge, UK; *Email*: jnw12@cam.ac.uk), **Mobius, Peter and Choonkyong, Kim**. Native and non-native processing of English *wh-* questions: Parsing strategies and plausibility constraints. *Applied Psycholinguistics* (Cambridge, UK), **22**, 4 (2001), 509—40.

The two experiments reported here investigated the processing of English *wh-* questions by native speakers of English and advanced Chinese, German, and Korean learners of English as a second language. Performance was evaluated in relation to parsing strategies and sensitivity to plausibility constraints. In an on-line plausibility judgement task, both native and non-native speakers behaved in similar ways. All groups postulated a gap at the first position consistent with the grammar, as predicted by the filler-driven strategy and as shown by garden path or filled-gap effects that were induced when the hypothesised gap location turned out to be incorrect. In addition, all subjects interpreted the plausibility of the filler-gap dependency, as shown by a reduction in the garden path effect when the initial analysis was implausible. However, the native speakers' reading profiles showed evidence of a more immediate effect of plausibility than those of the non-native speakers, suggesting that they initiated reanalysis earlier when the first analysis was implausible. Experiment 2 showed that the non-native speakers had difficulty cancelling a plausible gap hypothesis even in an off-line (pencil and paper) task, whereas for the native speakers there was no evidence that the sentences caused difficulty in this situation. The results suggest that native and non-native speakers employ similar strategies in immediate on-line processing and hence are garden-pathed in similar ways, but they differ in their ability to recover from misanalysis.

Reading and writing

03–161 Busbee, Everette (Jeonju U., South Korea; *Email*: busbee@jeonju.ac.kr). 'Pushing' written output in the computer lab: Real-time error correction over students' shoulders. *English Teaching* (Korea), **57**, 3 (2002), 279—302.

Grammar has made a comeback in the English as a Foreign/Second Language (EFL/ESL) classroom, but error correction in writing has come under new attack. Critics informed by a strong realism argue that paper correction is a waste of time because students rarely look at the corrections, and further, there is the indirect evidence that students commonly continue making the same error in conversation although corrected many times. This paper describes a computer-based approach to error correction which assures that students attend to corrections while the writing is still fresh in their minds. Monitors, as opposed to paper, allow the teacher to read over shoulders, 'push' output (offer hints to elicit improved output), and verify responses. Computers also allow students, who clearly enjoy the system, to correct with ease. The CALL literature appears to make no mention of such a low-tech, personal use of the computer. One experiment suggests that the system improves grammatical accuracy, and another shows that the length of timed writing (an indicator of second language writing and language skills) increases dramatically without any process writing instruction. The paper argues that in an EFL situation such as in Korea, students' goals are better met by focusing on clean single-draft writing than lengthy pre-writing, organising, and rewriting. It is also argued that, since writing seems to be learned by writing, the primary

duty of a writing teacher may be to maximise student output.

03–162   Dyer, Brenda (Tokyo Women's Christian U., Japan) **and Friederich, Lee**. The personal narrative as cultural artifact: Teaching autobiography in Japan. *Written Communication* (Thousand Oaks, CA, USA), **19**, 2 (2002), 265—96.

This article explores the purpose and methods of teaching the personal narrative in foreign language classrooms. It offers a cross-cultural comparison of the history, purpose and form of autobiography in first-language contexts in the US and Japan; a review of the place of personal narrative in second- and foreign-language (SL/FL) composition theory and practice; and the results from survey research involving 160 Japanese freshman students about high school writing instruction in English. The article then presents a rationale and methodology for teaching personal narrative to Japanese college students of English. The five-paragraph thesis-driven personal essay presented in English SL/FL textbooks is critiqued, with recommendations for a more organic form synthesising story and essay, as in Barrington's concept of 'scene, summary and musing'. The limitations of peer editing are discussed, and the *bundan* writing workshop is described as an effective alternative.

03–163   Gascoigne, Carolyn (U. of Nebraska at Omaha, USA). Reviewing reading: Recommend-ations versus reality. *Foreign Language Annals* (New York, USA), **35**, 3 (2002), 343—48.

To determine whether the fruit of research in Second Language Acquisition (SLA) is having an actual affect on students, this article reviews developments in the treatment of second language (L2) reading, revisits recommendations stemming from these developments, and evaluates evidence of the recommendations in recently published college French textbooks. There has been a new emphasis in recent years on the role of the reader in top-down and interactive models of reading, together with a recognition of the part played by schema theory in reading comprehension. In the light of these developments, seven recommendations for the treatment of L2 reading are examined here in six textbooks. The researcher looked for evidence of: (1) activities instantiating relevant background knowledge; (2) topics familiar to and (3) of interest to students; and texts (4) with a recognisable agent or concrete subject, (5) with a minimal amount of description, (6) with an unambiguous intent, and (7) of an 'appropriate' length for beginning L2 students at post-secondary level. The reviews demonstrate that the profession (textbook authors, publishers, and consumers) has been slow to accept and embrace the findings and recommendations of SLA research.

03–164   Hinkel, Eli (Seattle U., USA; *Email*: elihinkel@aol.com). Matters of cohesion in L2 academic texts. *Applied Language Learning* (Presidio of Monterey, CA, USA), **12**, 2 (2001), 111—32.

This study presents a comparative analysis of median frequency rates of explicit cohesive devices employed in academic texts of students who were speakers of such languages as English, Japanese, Korean, Indonesian, and Arabic. Specifically, it focuses on the median frequency rates of uses of explicit cohesion devices, such as phrase-level coordinators, sentence transitions, logical–semantic conjunctions, demonstrative pronouns, and enumerative and resultative nouns in academic texts of native speakers (NSs) and nonnative speakers (NNSs). The purpose is to determine the specific differences and similarities in the uses of such devices in an NS and NNS corpus of 897 academic essays totalling 265,812 words. The quantitative analysis indicates that even advanced NNS students who have completed their English as a Second Language and composition training continue to rely on a restricted repertoire of features in constructing unified text: regardless of their native language (L1), speakers of Japanese, Korean, Indonesian, and Arabic employ sentence transitions and demonstrative pronouns at significantly higher median frequency rates than do NSs. However, in second language (L2) texts the sentence transitions do not necessarily mark a contextualised flow of information; in fact, the preponderance of sentence transitions and demonstratives often reflects NNS writers' attempts to construct a unified idea flow within the constraints of a limited syntactic and lexical range of accessible linguistic means. Another issue that needs addressing in L2 writing instruction is the use of coordinating conjunctions by speakers of Indonesian and Arabic.

03–165   Hyland, Ken (City U. of Hong Kong). Directives: Argument and engagement in academic writing. *Applied Linguistics* (Oxford, UK), **23**, 2 (2002), 215—39.

Successful academic writing involves both clear expo-sition and appropriate audience relationships, but the use of directives potentially undermines the harmony of such relationships. Because they instruct the reader to perform an action or to see things in a way determined by the writer, directives are potentially risky devices which are often regarded as bald-on-record threats to face (Brown & Levinson, 1987). The widespread use of this feature in academic writing, however, suggests a more complex rhetorical picture. This paper explores the use of directives through an analysis of a 2.5 million word corpus of published articles, textbooks, and second language (L2) student essays, and through interviews with insider informants on their perceptions and practices. The study reveals that directives are used for very different strategic purposes and indicates considerable variations in the ways they are employed across genres and disciplines. The weight of imposition carried by directives crucially depends on these purposes and on participants' perceptions of rhetorical context.

Reading and writing

Computer-mediated reading materials can help learners improve their higher order interpretation skills for constructing coherent text representation. This article presents, as an example, computer-mediated instructional material that enhances students' interaction with, and comprehension of, expository texts in Japanese newspapers. The courseware focuses on anaphoric resolutions and backward inferences, skills particularly important for developing reading skills in Japanese because of the language's tendency to omit referents if they can be reconstructed from the text. Such omissions, because they do not characterise English, present particular difficulties for English-speaking learners of Japanese.

This project aimed to develop and implement a systematic writing programme for each foreign language offered at the university and provide student writers of limited proficiency in the target language with a programme of tasks and support materials typically needed by Australian students. The paper reports on the Japanese project and discusses the findings of the two-and-a-half year programme, which featured a self-access approach to maximise the use of time and encourage students to develop as independent learners. Data are based on a longitudinal examination of students' pre- and post-feedback texts and an exit questionnaire completed by third-year students. The writing tasks used in the programme are described and then the questionnaire findings discussed. Despite the reported challenge presented by composition writing to lower proficiency students, these felt writing to be an effective means of self-expression and communication and central to the language curriculum. Students were seen to be pragmatic writers, using what is readily available to them, revealed by their use of their first language for idea generation and drafting and that of teacher feedback for revision. The author suggests the self-access approach might not be educationally effective until students develop at least a threshold level of proficiency and basic writing experience.

This article explores the extent to which published advice on the organisation and structure of theses and dissertations concurs with what happens in actual practice. The study examines guides and handbooks which focus on thesis and dissertation writing and postgraduate research. The sample texts examined were master's and doctoral theses written in a number of different study areas at a major research university. The study found that only a few of the books examined devoted a substantial amount of space to this topic. It also found a wider range of thesis types than the guides and handbooks would suggest occurs. The study identified four main kinds of thesis: 'traditional: simple', 'traditional: complex', 'topic-based' and 'compilations of research articles'. The article argues for teaching materials which show students the range of thesis options they might have, highlight the kind of variation that occurs in actual texts, and consider the rationale for the various choices they might make.

Students from the Horn of Africa studying in the Adult Migrant English Programme (AMEP) at Central TAFE (a college of technical/further education) who enter with a 1- to 1+ International Second Language Proficiency Rating in writing are often prevented from pursuing their educational and vocational goals because of their inability to pass compulsory writing competencies in Certificates II and III in Spoken and Written English (CSWE). The Horn of Africa students often have considerable fluency in their spoken English, which is not mirrored in their writing. From the teachers' perspective, it has seemed as if there is little discernible improvement in their writing upon completion of their 310 hours of English entitlement in the CSWE. This study describes the writing of CSWE II and III students from Somalia, Eritrea, Ethiopia and Sudan, and explores possible reasons for their difficulties. It also describes classroom strategies used to address these students' writing and learning needs, and identifies those found to be most helpful. These included explicit instruction and explanation of activities and assessment tasks, which developed shared understandings of classroom practices and tasks, and enabled the learners to complete writing tasks successfully. A range of whole-class and group oral activities at the pre-writing stage was also found important. Mini-conferences with students — including the revision of writing while reading aloud — were also considered effective as both a needs analysis and teaching strategy.

This case study investigated the revision process of a reluctant English as a Second Language (ESL) student

writer. It focused on revisions made at the in-process stage and at the between-draft stage of the writing process in which the student revised in response to written feedback. Two writing assignments were given, the topics varying in their degree of familiarity to the participant. Some findings corroborated those of earlier studies: the participant made more surface-level revisions than those related to structure and content; and he made more revisions and high-level revisions in response to written feedback than when working on his own. Although familiarity with the topic seemed to have no effect on the revision patterns of the student, the classroom teacher's focus on form in responding to and evaluating his writing was seen to affect his attitude toward revision and use of revision strategies. The research challenges teachers to rethink the purpose and form of the feedback commonly given to ESL students, raising the possibility that all teachers, not just ESL teachers, need to take responsibility for this instruction.

03–171   Woodall, Billy R. (U. of Puerto Rico; *Email*: bwoodall@english.uprm.edu).
Language-switching: Using the first language while writing in a second language. *Journal of Second Language Writing* (Norwood, NJ, USA), **11**, 1 (2002), 7—28.

In a protocol analysis of second language (L2) writing from 28 adult participants (9 L2 Japanese, 11 L2 English, and 8 L2 Spanish), this research observed how language-switching, i.e., L1 use in L2 writing, was affected by L2 proficiency, task difficulty, and language group (i.e., the L1/L2 relationship). Data analysis suggests that less proficient L2 learners switched to their L1s more frequently than more advanced learners, and that more difficult tasks increased the duration of L1 use in L2 writing. For students of a cognate language, longer periods of L1 use were related to higher quality L2 texts; for students of a non-cognate language, language-switching was related to lower quality texts. Possible reasons for language-switching are discussed with examples from the protocols, and suggestions made for including language-switching in L2 writing models.

03–172   Yamashita, Junko (Nagoya U., Japan).
Reading strategies in L1 and L2: Comparison of four groups of readers with different reading ability in L1 and L2. *ITL Review of Applied Linguistics* (Leuven, Belgium), **135–136** (2002), 1—35.

This study compared first language (L1) Japanese and second language (L2) English reading strategies reported by four groups of readers with different reading ability backgrounds. Information on the strategies was extracted by a think-aloud method. The following points emerged: (1) generally speaking, readers tend to transfer their L1 reading strategies to their L2 reading; (2) language independent strategies are more likely to be transferred from L1 to L2 than language dependent strategies; and (3) high L1 reading ability

compensates for weak L2 reading ability, but there is a limit to this compensation. These results suggested a stronger relationship between L1 and L2 reading processes than is predicted by the linguistic threshold hypothesis. The possibility of explaining the results by combining the linguistic threshold hypothesis and the linguistic interdependence hypothesis, which have often been treated as conflicting, is discussed.

03–173   Yates, Robert (Central Missouri State U., USA; *Email*: ryates@cmsu1.cmsu.edu) **and Kenkel, James**. Responding to sentence-level errors in writing. *Journal of Second Language Writing* (Norwood, NJ, USA), **11**, 1 (2002), 29—47.

The debate between Truscott and Ferris in the late 90s on responding to student errors in writing underscores how difficult this issue is for writing teachers. Conventionally, pedagogies have looked at errors separately from principles of text construction. From an interlanguage perspective, this article argues that many perplexing errors are the result of the interaction between developing linguistic competence and basic principles of ordering information in texts which learners already know. It is shown how this interaction results in errors at the sentence-level. These insights are applied to published comments and corrections of sentence-level errors in student writing. Based on the interlanguage perspective proposed, the analysis of these comments and corrections shows how teachers may misinterpret a learner's text. The framework proposed here situates students' sentence-level errors within their developing skill in constructing target-like texts and provides teachers with another perspective on such errors.

Language testing

03–174   Andrews, Stephen (U. of Hong Kong SAR, China; *Email*: sandrews@hkucc.hku.hk), **Fullilove, John and Wong, Yama**. Targeting washback — a case-study. *System* (Oxford, UK), **30**, 2 (2002), 207—23.

This paper focuses on the effects of changes to high-stakes tests on the performance of those who take them. These effects are explored within the specific context of the Hong Kong Advanced Supplementary (AS) 'Use of English' (UE) oral examination. The UE is taken in students' final year of schooling (Secondary 7), and a pass is a prerequisite for admission to university. A two-phase study was set up to shed light on two questions: (1) whether the addition of an oral component to the UE exam is influencing students' spoken English performance at the end of Secondary 7; and (2) whether the impact of the test innovation on student performance is immediate or delayed. The results of the study seem to indicate that the introduction of the UE Oral is exerting some influence on students' performance in spoken English, and that the impact of the test on student performance is delayed. However,

the precise nature of the washback seems to vary from student to student. In some cases, the test may have led to improved performance, but in others only to superficial learning outcomes, such as the ability to conform to the requirements of the exam format, or to produce memorised phrases.

03–175   Bourguignon, Claire (Université du Havre, France). L'importance de la représentation dans l'activité d'évaluation de la communication langagière: application au project europoliglot. [The importance of representation patterns in assessing linguistic communication: A multi-language application — project EUROPOLIGLOT.] *Les Cahiers de l'APLIUT* (Grenoble, France), **21**, 2 (2001), 62—78.

This article analyses the impact of two assessment systems on Romanian candidates and examiners. Vocationally Oriented Language Learning (VOLL), an analytic system used by the German International Certificate Conference involving written and oral tests (group interview), was contrasted with a holistic French simulation system used in the *Diplôme de Compétence en Langue*, comprising four interactive text-based professional situations designed to evaluate linguistic and pragmatic competence. The oral examinations of 17 candidates (of various languages) were filmed, preceded and followed by questionnaires. The first questionnaires established that the examiners, less knowledgeable about the candidates' professional needs, saw competence as linguistic, while the candidates took a far more pragmatic, operational view. During the pilot, the VOLL examiners controlled the situation and candidates conformed, responding when required, while the simulation examiners behaved more like interlocutors putting their candidates more at ease. Both groups saw advantages and limitations in each system. Both had been slightly 'shaken up' by the experience but did not want to reject the systems, suggesting that mental representations can change when stimulated by practical experience. Although the examiners had been initially unenthusiastic about the simulation mode, it was this mode that was chosen as the preferred base for the construction of a new model.

03–176   Esmaeili, Hameed. Integrated reading and writing tasks and ESL students' reading and writing performance in an English language test. *The Canadian Modern Language Review/La Revue canadienne des langues vivantes* (Toronto, Ont.), **58**, 4 (2002), 599—622.

This exploratory study investigated whether content knowledge from reading would affect the processes and the products of adult ESL (English as a Second Language) students' writing and reading performance in a simulated English language test that made use of reading and writing modules. Following a counterbalanced within-subjects design, 34 first-year engineering students with intermediate levels of English

proficiency did two reading and writing tasks in two conditions, one when the reading passage was related thematically to the writing task, and the other when the reading passage was not. In addition, participants answered interview questions and filled out a retrospective checklist of the writing strategies they used when the writing task was related thematically to the reading task. The students performed significantly better on their writing and on summary recalls of their reading comprehension in the condition where the reading and writing tasks were thematically related. The study revealed that the thematic connection between reading and writing enhanced both the processes and the products of students' writing performance.

03–177   Ginther, April (Purdue U., USA; *Email*: aginther@purdue.edu). Context and content visuals and performance on listening comprehension stimuli. *Language Testing* (London, UK), **19**, 2 (2002), 133—67.

The listening comprehension section of the TOEFL (Test of English as a Foreign Language) has traditionally involved audio presentations of language without accompanying visual stimuli. Now that the TOEFL is computer based, listening comprehension items are being created that include both audio and visual information. A nested cross-over design (participants nested in proficiency, level and form) was used to examine the effects of visual condition (present or absent), type of stimuli (dialogues/short conversations, academic discussions and mini-talks) and language proficiency (high or low) on performance on CBT (Computer-based Test) listening comprehension items. Three two-way interactions were significant: proficiency by type of stimuli, type of stimuli by visual condition and type of stimuli by time. The interaction between type of stimuli by visual condition, although weak, was perhaps the most interesting, and indicated that the presence of visuals results in facilitation of performance when the visuals bear information that complements the audio portion of the stimulus.

03–178   Godev, Concepción B. (U. of North Carolina at Charlotte, USA), **Martinez-Gibson, Elizabeth A. and Toris, Carol C. M.** Foreign language reading comprehension test: L1 versus L2 in open-ended questions. *Foreign Language Annals* (New York, USA), **35**, 2 (2002), 202—21.

This article addresses the issue of using students' native language (L1) versus second language (L2) in testing instruments for reading comprehension in the L2 classroom. Four groups of students of third-semester, college-level Spanish were tested under four different conditions involving combinations of L1 and L2. The test consisted of a reading passage in L2 and seven open-ended questions. The results suggest that open-ended reading comprehension tests may be better assessment instruments if some of the questions are phrased in the

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L1 and test takers are given the opportunity to respond in the L1.

03–179 Goodfellow, Robin (Open U., Milton Keynes, UK; *Email*: r.goodfellow@open.ac.uk), **Lamy, Marie-Noëlle and Jones, Glyn**. Assessing learners' writing using lexical frequency. *ReCALL* (Cambridge, UK), **14**, 1 (2002), 133—45.

This study investigated the feasibility of applying measures of lexical frequency to the assessment of the writing of learners of French. A system developed for analysing the lexical knowledge of learners, according to their productive use of high and low frequency words (Laufer & Nation, 1995), was adapted for French and used to analyse learners' texts from an Open University French course. Whilst it was found that this analysis could not be said to reflect the state of the learners' vocabulary knowledge in the same way that Laufer and Nation's study did, elements of the system's output did correlate significantly with scores awarded by human markers for vocabulary use in these texts. This suggests that the approach could be used for self-assessment. However, the feedback that can be given to learners on the basis of the current analysis is very limited. Nevertheless, the approach has the potential for refinement and when enhanced with information derived from successive cohorts of learners performing similar writing tasks, could be a first step in the development of a viable aid for learners evaluating their own writing.

03–180 Issac, Fabrice (Université Paris-Nord, France; *Email*: fabrice.issac@lli.univ-paris13.fr) **and Hû, Olivier**. Formalism for evaluation: Feedback on learner knowledge representation. *Computer Assisted Language Learning* (Lisse, The Netherlands), **15**, 2 (2002), 183—99.

In any educational process, whatever the type of learning and the field concerned, evaluation seems impossible to circumvent. It is used as a tool for certification by institutions, in particular for the delivery of diplomas, and also allows feedback on performance for both teachers and learners. Multiple Choice Questions (MCQs) are very frequently used because of their simplicity and robustness, both from pedagogical and technical points of view. However, this type of evaluation presents some limitations. This article therefore proposes a model allowing for implementation of any type of question, incorporating a feedback system designed not only to provide simplistic information but to make learners think about their responses. The model allows the implantation of a great number of questionnaires, and is seen as facilitating (a) creation of evaluation interfaces, via computational tools, (b) storage/management of a question database, and (c) the re-use of already written questionnaires.

03–181 Kim, Duk-Ja (Hansung U., Seoul, Korea; *Email*: deog@hansung.ac.kr) **and Kyungmi, O.** Washback on 12th grade English classes of the English tests within Korean University entrance exams. *English Teaching* (Korea), **57**, 3 (2002), 303—31.

As a high-stakes test, the Korean Scholastic Abilities Test (KSAT) has major significance in Korean education, in part because universities often work as a selection device for graduates into professional careers. The English test, a major constituent of the KSAT, is believed to have a significant impact on English classes in Korea. Hence, the purpose of this study is to examine the relationship between the KSAT English test and characteristics of 12th grade English classroom teaching in Korea, particularly with regard to what types of skills are taught. Textual analysis, classroom observation and interview methods were employed. Through triangulation of the three types of data, the study uncovered many discrepancies between test designers' intentions and what is actually measured on the test, suggesting that what influences English classes is not what test designers intend but what is actually measured. Additionally, the study suggests that there may be a number of intervening variables other than the test itself, such as teachers' workload. teachers' English proficiency and attitudes, classroom settings, and contexts outside the classroom.

03–182 Kobayashi, Miyoko (U. of Warwick, UK; *Email*: Miyoko.Kobayashi@warwick.ac.uk). Method effects on reading comprehension test performance: Text organisation and response format. *Language Testing* (London, UK), **19**, 2 (2002), 193—220.

If tests are to provide an accurate measure of learners' language abilities, examiners must minimise the influence of intervening factors such as text organisation and response format on test results. This article investigates the effects of these two factors on second language learners' performance in reading comprehension tests. The study analyses the results of reading comprehension tests delivered to 754 Japanese university students. The main finding is that text organisation and test format had a significant impact on the students' performance. When texts were clearly structured, the more proficient students achieved better results in summary writing and open-ended questions. By contrast, the structure of the text made little difference to the performance of the less proficient students. This suggests that well-structured texts make it easier to differentiate between students with different levels of proficiency. Examiners have hitherto taken little notice of the impact of text structure and test format on students' results. By paying more attention to these factors, they will enhance the validity of their tests.

03–183 Major, Roy C. (Arizona State U., Tucson, USA), **Fitzmaurice, Susan F., Bunta, Ferenc and Balasubramanian, Chandrika**. The effects of nonnative accents on listening comprehension:

Implications for ESL assessment. *TESOL Quarterly* (Alexandria, VA, USA), **36**, 2 (2002), 173—90.

Tests of English as a Second Language (ESL) listening comprehension attempt to sample from language that reflects what examinees will be expected to comprehend in the relevant contexts, but most listening tests do not address the fact that accented English is a normal part of ESL listening. To begin to explore the issue, this study examined the extent to which native-English-speaking and ESL listeners performed better on a test when the speaker shared their native language. Four groups of 100 listeners, whose native languages were Chinese, Japanese, Spanish, and standard American English, heard brief lectures presented in English by speakers with different native languages and answered questions based on the lectures. The results indicated that both native and nonnative listeners scored significantly lower on listening comprehension tests when they listened to nonnative speakers of English, native speakers of Spanish scored significantly higher when listening to Spanish-accented speech, and native speakers of Chinese scored significantly lower when listening to speakers who shared their native language. Findings suggest that, despite the authenticity of accented English in many settings, developers of teaching and testing materials should be concerned with the possibility of increased difficulty of accented English and potential bias for some listener-speaker matches.

03–184   Meara, Paul, Jacobs, Gabriel and Rodgers, Catherine (U. of Wales Swansea, UK; *Email*: p.m.meara@swan.ac.uk). Lexical signatures in foreign language free-form texts. *ITL Review of Applied Linguistics* (Leuven, Belgium), **135–136** (2002), 85—96.

This paper presents an investigation into the extent to which the lexical choices made by learners of a second language (L2) are distinctive. It follows on from an earlier paper by the same authors in which a neural network was successfully trained to mark a set of texts produced by L2 learners to the same standard, within broad categories, as had been awarded by experienced human markers. For this present paper, a set of L2 texts was examined, and searched for unique lexical choices ('lexical signatures'). The results suggest a possible explanation for the success of the neural-network trial, and may have some practical implications for determining the levels of achievement reached by L2 learners.

03–185   Myers, Marie J. (Queens U., Ontario, Canada; *Email*: myersmj@educ.queensu.ca). Computer-assisted second language assessment: To the top of the pyramid. *ReCALL* (Cambridge, UK), **14**, 1 (2002), 167—81.

With innovative ways available to assess language performance through the use of computer technology, practitioners have to rethink their preferred strategies of language testing. It is necessary to take into account both the new developments in language learning and teaching research and also the latest features computers have to offer to help with language assessment. In addition to best practices developed over the years in the field, it is necessary for provision to be made for authentic assessments of intercultural communication abilities. Following a review of the latest language-testing literature and a discussion of the current problems identified in it, this paper explores the latest developments in computer technology and proposes areas of language testing in the light of the new findings. A practical application follows. This is an adaptation, in a school board in Ontario, of the latest evaluation model. The model represents unit planning as an isosceles triangle with assessed assignments stacked in horizontal bands from the base to the vertex, i.e., the top. The suggestion is offered that this approach can be enriched, by changing the triangle into a pyramid with a different model on each side. Access to the four sides by rotation of the pyramid allows a broader range of activities culminating in one final assessment task at the summit.

03–186   O'Loughlin, Kieran (The U. of Melbourne, Australia; *Email*: kjo@unimelb.edu.au). The impact of gender in oral proficiency testing. *Language Testing* (London, UK), **19**, 2 (2002), 169—92.

To date, the role of gender in speaking tests has received limited attention in language testing research. It is possible in oral interviews, for instance, that both interviewing and rating may be highly gendered processes. In tests like the IELTS (International English Language Testing System) interview, where the interviewer also acts as the rater, this poses the question of whether a gender effect, if it exists, stems from the interview itself, the rating decision or a combination of both these 'events'. The data collected for this study consisted of the audio-taped performances of eight female and eight male test-takers who undertook a practice IELTS interview on two different occasions, once with a female interviewer and once with a male interviewer. The interviews were transcribed and analysed in relation to previously identified features of gendered language use, namely, overlaps, interruptions and minimal responses. The scores later assigned by four raters (two males and two females) to each of the 32 interviews were also examined in relation to the gender of both raters and test-takers using multi-faceted Rasch bias analyses. The results from both the discourse and test score analyses indicated that gender did not have a significant impact on the IELTS interview. These findings are interpreted in relation to more recent thinking about gender in language use.

03–187   Orr, Michael (The British Council, Valencia, Spain; *Email*: mike.orr@es.britcounc.org). The FCE Speaking test: Using rater reports to help interpret test scores. *System* (Oxford, UK), **30**, 2 (2002), 143—54.

Interpreting test scores depends on understanding what they represent. This article reports research using oral examiner verbal reports which attempts to gain insights into the rating process in the Cambridge First Certificate in English (FCE) Speaking test. Raters' verbal reports of the decision-making process were analysed, and heeded aspects of the test performances identified, with a view to better understanding how test scores could be interpreted. In fact, it was found that raters did not heed the same aspects of the assessment criteria, and heeded a wide range of non-criterion relevant information. One consequence was that raters produced a range of scores, but another was that raters giving the same score still perceived the performance quite differently. The varied nature of the raters' perceptions, with regard to what was heeded, and how it was judged, suggests that in normal circumstances it would be impossible to say how any one Speaking score had been reached. The validity of the interpretations that test users might wish to make of the results is thus brought into question.

03–188 Patri, Mrudula (City U. of Hong Kong; *Email*: elpatri@cityu.edu.hk). The influence of peer feedback on self- and peer-assessment of oral skills. *Language Testing* (London, UK), **19**, 2 (2002), 109—31.

This article investigates the agreement amongst teacher-, self- and peer-assessments of students in the presence of peer feedback. This is done in the context of oral presentation skills of first year undergraduate students of ethnic Chinese background. The research instrument consisted of a self- and peer-assessment questionnaire containing 14 items related to the organisation of the presentation content, use of language and interaction with the audience. The participants had taken part in a training and practice session on self- and peer-assessment before engaging in the assessment tasks. The findings show that, when assessment criteria are firmly set, peer-feedback enables students to judge the performance of their peers in a manner comparable to those of the teachers. However, the same is not found to be true with self-assessment.

03–189 Song, Bailin and August, Bonne (City U. of New York, USA; *Email*: bsong@kbcc.cuny. edu). Using portfolios to assess the writing of ESL students: A powerful alternative? *Journal of Second Language Writing* (Norwood, NJ, USA), **11**, 1 (2002), 49—72.

This article describes a quantitative study that compared the performance of two groups of advanced English as a Second Language (ESL) students in ENG 22, a second semester composition course. Both groups had been enrolled in ENG C2, a compensatory version of Freshman English for students with scores one level below passing on the Writing Assessment Test (WAT) at the authors' institution (CUNY). At the end of ENG C2, one group was assessed on the basis of portfolios, as well as the CUNY WAT; the other was assessed using the WAT. Comparable percentages of students in both groups passed the WAT at the end of C2. However, students from the portfolio group with passing portfolios were permitted to advance to ENG 22 regardless of their performance on the WAT, while students in the non-portfolio group moved ahead only if they had passed the WAT. (The WAT remained a graduation requirement for all students.) The study found that students were twice as likely to pass into ENG 22 from ENG C2 when they were evaluated by portfolio than when they were required to pass the WAT. Nevertheless, at the end of ENG 22, the pass rate and grade distribution for the two groups were nearly identical. Because portfolio assessment was able to identify more than twice the number of ESL students who proved successful in the next English course, however, it seems a more appropriate assessment alternative for the ESL population.

03–190 Wilhelm, Kim Hughes and Rivers, Marilyn (Southern Illinois U., USA). An audience approach to EAP writing assessment: Learners, teachers, outsiders. *Applied Language Learning* (Presidio of Monterey, CA, USA), **12**, 2 (2001), 177—90.

This paper focuses on the evolution of an assessment scheme implemented in an EAP (English for Academic Purposes) process writing course which sought to meet the assessment needs of three different audiences: learners, teachers, and outsiders. Desirable assessment outcomes were that learners would self-assess and actively participate in their own learning, that teachers would be encouraged to function as instructional developers, and that both proficiency and progress judgements could be made. A formative approach was employed by the curriculum coordinator and writing coordinator when implementing a new process writing course for international students enrolled in their final level of a pre-university intensive English programme. Assessment plans and revisions made by curriculum managers and writing teachers are described across 18 months (10 terms) of implementation. Assessment plans included criterion-referenced grading, norm-based achievement testing, portfolio assessment, and process-oriented measurements. The notion of meeting the needs of various assessment audiences is seen as a useful model that allows reflection on assessment schemes within a framework of desirable instructional outcomes.

03–191 Yien, Liju (Nat. Lien Ho Inst. of Technology, Taiwan). Effective test-taking strategies on English tests: Implications from Taiwanese students. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **6**, 2 (2001), 22—43.

The growing body of research into the effect of test-taking strategies on the testing process, as well as research regarding the relationship between test-taker

characteristics and test performance, continues to grow. Only limited research, however, has attempted to define more precisely the relationships between all of these data sources. This paper, utilising as subjects 523 two-year college freshmen from Taiwan, explores the relationships among test-taker characteristics, test-taking strategies, and test performance. Test-taking strategies applied by Anderson *et al.* (1991) are adapted as an instrument for the study; and Yien's (1999) findings concerning the relationships between the characteristics of test-takers and test performance also serve as reference points. The results indicate that significant relationships among test-taker characteristics, test-taking strategies, and test performance exist. It is suggested that test-taking strategies play a role in mediating between test-taker characteristics and test performance. The overall findings thus suggest that, if classroom teachers were able to determine what their students are really doing while taking tests and were to apply those test-taking strategies that genuinely help the performance of their students, they would be able to design their class activities more carefully and with more success.

Teacher education

03–192 Catroux, Michèle (IUT Bordeaux I, France). Introduction à la Recherche-Action: Modalités d'une démarche théorique centrée sur la pratique. [An introduction to Action Research: Aspects of a practice-centred theoretical process.] *Les Cahiers de l'APLIUT* (Grenoble, France), **21**, 3 (2002), 8—20.

Drawing on Lewin (1946) and Kemmis and McTaggart (1988), this paper outlines the chief identifying characteristics of Action Research, emphasising its potential as a collaborative process designed to empower teachers with the means to improve their practices and reflect upon their pedagogy. The cyclic nature of Action Research is illustrated incorporating explanations of the five activity types: identification of the problem, deciding on a plan of action, implementation of the plan, evaluation of the effects, and communication and validation of the research. Claims are also made for the knowledge-building and awareness raising potential of Action Research.

03–193 Farrell, Thomas S. C. (Nat. Inst. of Ed./Nanyang Technological U., Singapore). Concept maps to trace conceptual change in preservice English teachers. *RELC Journal* (Singapore), **32**, 2 (2001), 27—44.

Teacher educators usually set the curriculum of the methods courses. However, it is now understood in general education that preservice teachers come to the teacher education course with prior beliefs and values. It is not therefore clear what concepts/ideas the preservice teachers believe are useful as a result of taking the course; and, hence, differences may exist between what teacher educators think is important for their students to learn

and what the students actually learn. One method at the disposal of teacher educators to trace conceptual change in preservice teachers is the use of concept mapping. This paper examined the conceptual change(s) of 24 preservice teachers in Singapore as a result of taking a Reading Methods Module. Pre-module and post-module concept maps were elicited and participants were also asked to write short descriptions of changes they saw and to consider reasons for these changes in their thinking. Results show that the course had some impact on the trainees and that the concept map may be a useful research tool for gathering qualitative data to trace preservice English teachers' conceptual change.

03–194 González-Bueno, Manuela (U. of Kansas, USA). Pronunciation teaching component in SL/FL education programs. Training teachers to teach pronunciation. *Applied Language Learning* (Presidio of Monterey, CA, USA), **12**, 2 (2001), 133—46.

In spite of the traditional relegation of the teaching of pronunciation from the second and foreign language (SL/FL) classroom to a position of lesser importance, some language specialists have pointed out a renewed interest in the importance of oral communication in the past few years. This interest has taken the shape of new approaches to the learning and teaching of the speech/ pronunciation component of oral communication. However, pronunciation specialists have observed that many professional development programmes give SL/FL pronunciation teaching inadequate attention, and recognise the need for addressing this lack of professional training. They suggest that more attention to conceptually grounded implications for teaching SL/FL pronunciation be incorporated within Phonetics/Phonology courses, and that SL/FL teaching preparation programmes be redesigned to include appropriate modern-day theory and practice in speech/ pronunciation instruction. This article proposes a model for the inclusion of a pronunciation teaching unit within SL/FL teacher preparation programmes. A pilot course was offered at the University of Kansas in the spring of 1998. It was expected that this component would give prospective language teachers the requisite background for making sound instructional decisions concerning pronunciation teaching.

03–195 Gwyn-Paquette, Caroline (U. of Sherbrooke, Quebec, Canada; *Email*: cgwyn@interlinx.qc.ca) **and Tochon, François Victor**. The role of reflective conversations and feedback in helping preservice teachers learn to use cooperative activities in their second language classrooms. *The Modern Language Journal* (Malden, MA, USA), **86**, 2 (2002), 204—26.

The object of this qualitative study was to examine how preservice second language teachers navigate through the difficulties of introducing cooperative learning into their classrooms during student teaching,

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despite the fact that this approach differs from their cooperating teachers' customary teaching strategy. The study sought to determine what helps or inhibits the student teachers' progress. Although convictions about the usefulness of the cooperative approach and other personal motivation provided the springboard for experimentation, it became evident from the analysis of supervisory conversations that expert coaching and continuous moral support are essential to foster the development of the preservice teachers' ability to innovate in their teaching approach. In the absence of informed in-school support, expert help is needed from outside the school. Under these conditions, the university supervisor becomes a central player in the preservice teacher's construction of knowledge about cooperative learning.

03–196   Lamie, Judith (U. of Birmingham, UK; *Email*: j.m.lamie@bham.ac.uk). An investigation into the process of change: The impact of in-service training on Japanese teachers of English. *Journal of In-service Education* (Wallingford, UK), **28**, 1 (2002), 135–61.

The interim findings of a (1998) research project by the present author designed to assess teacher response to the Japanese Ministry of Education (Monbusho) innovation, the New Revised Course of Study, suggested that if English teaching is to fulfil its aims in Japan, the restructuring of teacher training must become a priority. One in-service training programme designed to support this innovation is provided at the author's institution. This article presents the overall findings and recommendations of the research examining the impact of the programme on four Japanese teachers of English by analysing their communicative status before and after the training period. The research focuses on attitudes, espoused methodology and classroom practice. It concludes that changes have taken place in all cases. In the wider context, the research highlights impact areas in the process of change which challenge the established notion that change in practice occurs before change in attitude.

03–197   Lozano, Albert S., Sung, Hyekyung, Padilla, Amado M. and Silva, Duarte M. (Stanford U., California, USA). Evaluation of professional development for language teachers in California. *Foreign Language Annals* (New York, USA), **35**, 2 (2002), 161–70.

The California Foreign Language Project (CFLP), established in 1988 by the California legislature, is a professional development programme designed to improve and expand foreign language (FL) teaching in California while promoting access and equity within educational institutions for every student. As one of the nine content areas of the California Subject Matter Project, CFLP is a voluntary project that served 609 elementary, secondary, and post-secondary FL teachers from 43 counties in 1998/1999. This article

describes the origin and rationale of the California Foreign Language Project and discusses the importance of professional development programmes, a topic of growing interest given the nationwide focus on student performance and school reform. The components of professional development programme evaluation, and specifically of CFLP's Evaluation Design, are presented, along with the findings from the 1998/1999 programme year. The results provide evidence that the programme is having a positive impact on participating teachers and their students. What seems most promising about CFLP's Evaluation Design is that it allows regional sites and CFLP evaluators to both plan and refine programmes and activities to best serve participating teachers, most notably in service to low-performing schools.

03–198   Macrory, Gee (Inst. of Ed., The Manchester Metropolitan U., UK). Learning to talk like a language teacher: Crossing the boundary between university and school. *Prospect* (Macquarie U., Sydney, Australia), **17**, 2 (2002), 62–70.

This paper presents the results of a small research study with a group of student teachers of foreign languages on a one-year postgraduate teaching course in an English university. Notably, two thirds of the training in this particular course takes place in school. The study focused on the student teachers' experience of acquiring the professional discourse of foreign language teaching, and the extent to which there was a unified discourse across the training contexts of school and university. The main findings are that the student teachers were initially daunted by the range of terminology to be learned, and that they recognised both the social–referential and cognitive functions (Freeman, 1991) of the new discourse, but that there was also evidence of differences between the two discourses of school and university. These differences, in turn, have implications for the acquisition of the professional discourse.

03–199   Narcy-Combes, Jean-Paul (Université de La Rochelle, France). La recherche-action en didactique des langues: apprentissage, compagnonnage ou évolution libre? [Action research for language teachers in French higher education: From a traditional approach to collegiality.] *Les Cahiers de l'APLIUT* (Grenoble, France), **21**, 2 (2001), 40–52.

This article situates its argument within cognitive work which emphasises the role of the metacognitive and of conscious reflection in learning and within a scientific epistemology. Arguing that action research is the appropriate methodology for research into teaching and learning, it distinguishes between an anglo-american and a French model, seeing these as at the two ends of a continuum. The strongest version of the anglo-american model is seen as practical, ideological and social constructivist while the French model is

characterised as scientific, objective and concerned with the testing of hypotheses. The concepts of action and research are examined to show the possible evolution within French higher education of a practising teacher (action) into first an apprentice- and then an expert-researcher, as the capacity for distancing/reflection increases. It sees open relationships between expert and apprentice researchers and respect for the different competencies of others as strengths of this research model.

03–200   O'Brien, Teresa (U. of Manchester, UK). 'Recherche-action'/'Recherche basée sur la pratique' et développement professionel. [Action research/Practice-based research and professional development.] *Les Cahiers de l'APLIUT* (Grenoble, France), **21**, 2 (2001), 7—23.

This article briefly traces the development of action research from the work of the German social psychologist Lewin in the 1930s and 1940s through that of Stenhouse, Elliott, Carr and Kemmis, to its present day use within language teacher development as practice-based research. It emphasises the critical and democratic aims of action research and argues, with reference to examples of teacher research in language support work with ethnic minorities in the north of England, that although it may not always be possible to fulfil these aims within the constraints of daily teaching, the need for reflection which the model occasions is in itself a valuable stimulus to teacher development. This point is exemplified with reference to the understandings of teachers involved in research, based loosely on the Allwright model of reflective practice, in their own classrooms.

03–201   Schocker-von Ditfurth, Marita (U. of Ed., Schwäbisch-Gmünd, Germany; *Email*: Marita@Schocker_Ditfurth.de) **and Legutke, Michael K.** Visions of what is possible in teacher education — or lost in complexity? *ELT Journal* (Oxford, UK), **56**, 2 (2002), 162—71.

This article discusses some of the insights gained while looking at ways in which computer-mediated communication (CMC) can help bridge different and often separate fields of practice, school, and university, and offer learning experiences for pre-service and in-service teachers alike. The authors refer to their experiences with various strategies for re-designing foreign-language (FL) teacher education through seminars offered in a joint research project at the University of Giessen and the University of Education in Freiburg, and thereby explore ways in which co-operative contexts of participation can be created and sustained. The learning environment they developed departs quite radically from standard practice. While it maintains a university course as a core component, this is extended by contact with up to 10 EFL classrooms a term, whose teachers participate in the university work through face-to-face encounters and by email. At the same time, the student teachers become

part of the school classroom for some time through personal participation and CMC with the teacher and the students. Thus, groups of student teachers collaborate with one of the participating EFL teachers in a classroom-based field study project. Computer technology is both the content and the vehicle of the collaborative work: teams of student teachers develop, carry out, and evaluate web-based research projects for their partner teachers' classrooms. It is expected that this will allow prospective EFL teachers to begin to develop the process competence, team skills, and media competence needed to be able to respond to the challenges of multiple roles in the pupil-oriented language classroom.

03–202   Sercu, Lies and Peters, Elke (KU Leuven, Belgium; *Email*: Lies.sercu@ arts.kuleuven.ac.be) Learning e-learning — a comprehensive investigation of course developers' and language teacher trainees' views regarding the usefulness and effectiveness of a multimedia self-tuition course. *ReCALL* (Cambridge, UK), **14**, 1 (2002), 32—46.

This paper presents the results of a comparative investigation of course developers' (designers) and teacher trainees' views regarding the usefulness and effectiveness of a multimedia self-tuition course designed to introduce foreign language (FL) teacher trainees to tools and methods for organising Computer-Assisted Language Learning (CALL). The self-study course consists of a text part, a reference section, a series of workshops, and five evaluation tasks. Views regarding the usefulness and effectiveness of the course were collected by means of written questionnaires and assessment sheets (for the trainees), and individual interviews (with both trainees and designers). The data showed that the designers felt the course possessed the key features of a powerful learning environment and would help teacher trainees to reflect on various aspects related to CALL. The teacher trainees, however, felt that the course focused too little on potential uses of ICT in FL teaching: for them, bridging the gap between the self-tuition course and actual teaching practice was too large a step to take. The paper describes the changes brought about in the course as a result, and reflects on the necessity to take account of future users' views and requirements in the design and development process if the training of FL teachers is to benefit from web-based delivery.

03–203   Ypsilandis, G. S. (U. of Macedonia, Thessaloniki, Greece; *Email*: ypsi@uom.gr). Feedback in distance education. *Computer Assisted Language Learning* (Lisse, The Netherlands), **15**, 2 (2002), 167—81.

This study investigates the feedback features of a distance learning teacher training course in second/foreign language (L2/FL) learning (Greek). The course attempted to offer a balanced syllabus on the theory of L2/FL learning and practical information for language

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teachers to adopt and implement in the classroom. It embodied 10 units incorporated into five modules: (i) methodology of teaching; (ii) teaching of listening; (iii) teaching of writing; (iv) teaching of spelling; and (v) testing. Each module was designed to take approximately 2–4 hours for students to complete. All the material was stored on the Internet and participants were provided with user names and passwords to access it from their location. Instructions on how to run the software and useful tips relating to distance self-study were also provided on-line. Where possible, the material was written in a conversational style in order to activate the participants' knowledge of the subject. From a total of 51 applications, 33 applicants were selected, and 21 actually started the course. All participants had to submit a compulsory assignment for every module (every 15 days) and two final projects (of their choice from a total of five topics), after having completed the five modules. Drop-out rates were very low: 18 students finished the course successfully and completed a questionnaire related to technical, design, relevance, and feedback issues. The results revealed several interesting issues related to design, application and feedback, resulting from the way in which each student exploited the material for self-study.

Bilingual education/ bilingualism

03–204 **Bilash, Olenka S. E.** (U. of Alberta, Canada). The challenges and successes of developing a literacy community in a minority language in Western Canada: An action research study. *Foreign Language Annals* (New York, USA), **35**, 3 (2002), 307—19.

This article describes a community action research study in the spirit of Elliot (1991) and Carr and Kemmis (1983), i.e., a form of 'self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of (our) practices and the situations in which these practices are carried out' (p. 5). Language leaders in the Ukrainian community undertook a complex literacy initiative to investigate and improve Ukrainian-English bilingualism/biliteracy in Western Canada and throughout the diaspora. In the context of the long-term absence of research funding for developing and maintaining literacy in non-majority or non-official languages, this article documents project activities over several years, presents the findings of student/teacher needs assessments, shares the approach to reading preferred by participating teachers, and reveals some of the transformations teachers experienced in their own thinking about bilingualism and biliteracy as a result of their involvement in this initiative.

03–205 **Capirci, Olga** (Inst. of Psychology, Nat. Research Council (CNR), Rome, Italy; *Email*: capirci@ip.rm.cnr.it), **Iverson, Jana M., Montanari,**

Sandro and Volterra, Virginia. Gestural, signed and spoken modalities in early language development: The role of linguistic input. *Bilingualism: Language and Cognition* (Cambridge, UK), **5**, 1 (2002), 25—37.

The aim of this study was to examine potential effects of early exposure to sign language on the use of communicative gestures by a bilingual hearing child of deaf parents. Data collected monthly during the first two years were analysed in order to identify types and tokens of communicative gestures, words, and signs and the ways in which they were combined. These data are compared with those obtained from 12 monolingual hearing children observed at 16 and 20 months of age who were exposed only to spoken language. Findings suggest that while exposure to sign language does not seem to provide the bilingual child with an advantage in the rate of early linguistic development, it does appear to influence the extent to which he communicated in the manual modality and made use of its representational and combinatorial potential. This suggests that gesture is a robust feature of early communicative development.

03–206 **Francis, Norbert** (Northern Arizona U., USA; *Email*: norbert.francis@nau.edu). Modular perspectives on bilingualism. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **5**, 3 (2002), 141—61.

This review of the research traces the current discussion on models of bilingualism to the contributions of Vygotsky and Luria. The attempt to differentiate among the different components of language ability in child development has from the beginning sparked sharp debate. Bilingualism, as an object of study, offers researchers a privileged viewpoint on the questions in dispute: the distinction between interpersonal conversational discourse and literacy-related academic discourse; the relationship between the development of linguistic knowledge of two languages and general cognitive development; and aspects of development that are universal and those aspects of child bilingual development that show wide variation. The article proposes that a modular approach to studying the different aspects of bilingual development promises to chart a course toward finding a broader common ground around research findings and interpretations that currently appear to be irreconcilable.

03–207 **Ghadessy, Mohsen** (Zhongshan U., Guangzhou, P. R. China; *Email*: mghadessy@ hotmail.com) **and Nicol, Mary**. Attitude change in bilingual education: The case of Brunei Darussalam. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **5**, 2 (2002), 113—28.

This study compares and contrasts the scores of 285 students from several primary and secondary schools in Brunei Darussalam in relation to a number of variables, including attitudes towards (1) teachers, (2) learning

processes, (3) language arts, and (4) mathematics, and including also the students' reading and comprehension ability in English. The study used Arlin–Hills Attitude Surveys and suitable reading materials. The major research questions posed were whether there are: (1) any relationships between the five variables; (2) any similarities/differences within and across groups; and (3) any differences in scores for the above five dependent variables and a number of independent variables including age, sex and race. The results indicate both positive and negative correlations among the five dependent variables and significant differences between the primary and secondary students. Additional ANOVA statistics indicate that the reading ability of students differs significantly in relation to a number of independent variables. The paper discusses some of the major factors that could have contributed to these findings and calls for additional relevant research in this area.

03–208 Gutiérrez-Clellen, Vera F. (San Diego State U., CA, USA; *Email*: vclellen@mail.sdsu.edu). Narratives in two languages: Assessing performance of bilingual children. *Linguistics and Education* (New York, USA), **13**, 2 (2002), 175−97.

Studies with monolingual children have demonstrated the significance of children's narrative development for the acquisition of literacy skills. However, little is known about the narrative skills of Spanish-speaking children who are in the process of becoming bilingual. These children may exhibit various levels of competence in the first (L1) and second language (L2). For some of these children, their English narrative skills may not be sufficient to facilitate their literacy development. This study examined the narrative performance of 33 typically developing bilingual children in both (Spanish) L1 and English (L2), using story recall and story comprehension tasks. Most children exhibited greater narrative recall and story comprehension in English, and some children showed significantly poorer performance on the narrative recall than on a spontaneous narrative production task for one of the languages. The data underscored the notion of bilingualism as a continuum of proficiencies. Narrative assessment tasks in L1 and L2, which appear to be comparable, may not pose similar processing demands on a bilingual speaker.

03–209 Helot, Christine and Young, Andrea (Université Marc Bloch, Strasbourg, France; *Emails*: christine.helot@alsace.iufm.fr; andrea.young@alsace.iufm.fr). Bilingualism and language education in French primary schools: Why and how should migrant languages be valued? *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **5**, 2 (2002), 96−112.

While bilingual education programmes in European mainstream languages are becoming increasingly popular in France, the bilingualism of migrant children remains overlooked and is believed by many to delay the acquisition of French. An institutionalised language hierarchy lies all too often unchallenged within the French education system, and linguistic policies for primary schools, while trying to develop foreign language (FL) learning from the earliest age, fail to deal with the question of minority languages. This study presents a language awareness project in a small primary school in the Mulhouse area of Alsace as an example of how languages of unequal status can be placed on an equal footing in a school context, how children can be educated to linguistic and cultural variety and teachers made aware of the linguistic and cultural wealth present in their classes and their community. It is argued that language awareness programmes do not have to compete with early FL teaching, but can be implemented in a complementary way, to educate children about language, languages and cultures, thus valuing differences as a source of learning, helping to foster tolerance and fight racism, and extending teachers' knowledge and understanding of multilingual and multicultural issues.

03–210 Holowka, Siobhan, Brosseau-Lapré, Françoise (McGill U., Canada) **and Petitto, Laura Ann** (Dartmouth Coll., Hanover, USA; *Email*: Laura-Ann.Petitto@Dartmouth.edu). Semantic and conceptual knowledge underlying bilingual babies' first signs and words. *Language Learning* (Malden, MA, USA), **52**, 2 (2002), 205−62.

This study addressed the question of how babies exposed to two languages simultaneously acquire the meanings of words across their two languages. It attempted in particular to shed new light on whether babies know that they are acquiring different lexicons right from the start, or whether early bilingual exposure causes them to be semantically confused. A collection of research methods is proposed that, taken together, can answer these questions, which have hitherto received scant attention. Six hearing babies were videotaped for one hour on average seven times over one year (ages ranging from 0;7 to 2;2); three babies were acquiring French and English, and three French and Québec Sign Language. These populations offer unique insights into the semantic knowledge underlying bilingual as well as monolingual language acquisition. It was found that the babies (1) acquired their two languages on the same timetable as monolinguals and (2) produced translation equivalents in their very first lexicons. Further, their early words (signs) in each language (3) were constrained along kind boundaries, (4) showed fundamentally similar semantic organisation across their dual lexicons, and (5) reflected the meanings of their favourite things first. The article discusses why attributions that young bilinguals are delayed and confused have prevailed, and shows that they are neither at this point in development. The present findings show how research of this type can provide a method for making bilingual norms wholly attainable.

03–211 Huver, Emmanuelle (Université Nancy 2, France). Quelle scolarisation pour les enfants de migrants? [What kind of schooling do immigrants' children receive?] *Mélanges CRAPEL* (Nancy, France), **26** (2001), 111—36.

The past fifteen years have seen a new wave of immigration into France. Immigrant children may be placed in special reception classes or, very often, absorbed directly into the ordinary school system. However, no research has been carried out to evaluate the relative efficacy of these two forms of schooling in aiding pupils to achieve mastery of French as a second language, or to avoid or overcome culture shock. This article reports the findings of a survey carried out in 1998 which aimed to identify the kinds of linguistic and cultural difficulties immigrant children encounter in France and to examine to what extent they could be related to the type of schooling they received. Interviews were conducted with 25 teenagers who had been in France for less than two years. Their extremely diverse accounts reveal a lack of any systematic policy for dealing with these young people and their impression that too much attention is paid to cultural differences between themselves and French youngsters, whereas their real problems are personal and individual.

03–212 Jake, Janice L. (Midlands Tech. Coll., USA; *Email*: jakej@midlandstech.com), **Myers-Scotton, Carol and Gross, Steven**. Making a minimalist approach to codeswitching work: Adding the Matrix Language. *Bilingualism: Language and Cognition* (Cambridge, UK), **5**, 1 (2002), 69—91.

This paper shows how some proposals within the Minimalist Programme are compatible with a model of codeswitching that recognises an asymmetry between the participating languages, the Matrix Language Frame model. The discussion of an analysis of NPs in a Spanish-English corpus illustrates this compatibility and shows how recent minimalist proposals can explain the distribution of nouns and determiners in this data set if they adopt the notion of Matrix Language as the bilingual instantiation of structural uniformity in a CP. The central premises of the Matrix Language Frame model are outlined, and the Uniform Structure Principle is introduced — this requires that the structure of constituents be uniform at an abstract level. Previous applications of the Minimalist Programme to codeswitching are then reviewed. Much recent research in minimalism has focused on issues related to feature checking. Earlier approaches to feature checking required matching of features in grammatical structures, although more recent proposals consider distinctions in the values of features and in types of matching. Because phi-features for grammatical gender in Spanish and English differ, an analysis of NPs in this corpus of naturally occurring Spanish-English conversations provides a test for minimalist applications to codeswitching. The general findings of the distribution of types of NP constituents are presented and explanations of these distributions are considered in the light of minimalist proposals. It is possible to explain these distributions in a recasting of the Matrix Language Frame model in minimalist terms, if the construct of the Matrix Language is maintained. The requirement that one language, the Matrix Language, provide an abstract grammatical frame in bilingual constituents corresponds to the type of uniformity that Chomsky (2001) suggests is necessary for the explanatory study of language and variation in language.

03–213 Montrul, Silvina (U. of Illinois at Urbana.Champaign, USA; *Email*: montrul@uiuc.edu). Incomplete acquisition and attrition of Spanish tense/aspect distinctions in adult bilinguals. *Bilingualism: Language and Cognition* (Cambridge, UK), **5**, 1 (2002), 39—68.

This study investigates whether age of onset of bilingualism has an effect on ultimate attainment, and documents incomplete acquisition and attrition of tense/aspect morphology in Spanish. A group of 20 monolingual Spanish speakers, 31 US-born bilinguals and 8 Latin-American-born bilinguals, participated. Of the US-born bilinguals, 16 were simultaneous bilinguals who had been exposed to Spanish and English from ages 0 to 3, the remaining 15 learned English between ages 4 to 7 (early child L2 learners), and the Latin-American-born bilinguals learned English between ages 8 and 12 (late child L2 learners). Results of an oral production, a written completion and two meaning-interpretation tasks showed that the simultaneous bilingual and the early child L2 groups differed significantly from monolingual Spanish speakers, while only a few individuals in the late child L2 group showed erosion with some aspects. Results suggest that morpho-phonological spell-outs and semantic features of functional categories are affected by incomplete acquisition and language loss, and that many of the patterns of divergence found resemble stages of second language acquisition.

03–214 Pavlenko, Aneta (Temple U., Philadelphia, USA). Bilingualism and emotions. *Multilingua* (Berlin, Germany), **21**, 1 (2002), 45—78.

While several scholars have examined the influence of emotions on bilingual performance and second language (L2) learning and use, to date very little is known about ways in which bilinguals talk about emotions in their two languages. The present study investigates discursive construction of emotions in the two languages of Russian-English bilinguals. Previous studies have demonstrated that Russian and English differ in ways in which emotions are conceptualised and framed in discourse. The goal of the present study is to examine ways in which late Russian-English bilinguals, who learned their English post-puberty, negotiate these differences in narratives elicited in both languages. It is argued that, in cases where the two

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speech communities differ in the conceptualisation of emotions, the process of L2 socialisation may result in the conceptual restructuring of emotion categories of adult language learners, as evident in instances of second language influence on first language performance.

03–215 Piske, Thorsten (U. of Kiel, Germany), **Flege, James Emil, MacKay, Ian R. A. and Meador, Diane**. The production of English vowels by fluent early and late Italian-English bilinguals. *Phonetica* (Basel, Switzerland), **59**, 1 (2002), 49−71.

The primary aim of this study was to determine if fluent early bilinguals who are highly experienced in their second language (L2) can produce L2 vowels in a way that is indistinguishable from native speakers' vowels. The subjects were native speakers of Italian who began learning English when they immigrated to Canada as children or adults ('early' vs. late' bilinguals). The early bilinguals were subdivided into groups differing in amount of continued L1 use (early-low vs. early-high). In experiment 1, native English-speaking listeners rated 11 English vowels for goodness. As expected, the late bilinguals' vowels received significantly lower ratings than the early bilinguals' vowels did. Some of the early-high subjects' vowels received lower ratings than vowels spoken by a group of native English (NE) speakers, whereas none of the early-low subjects' vowels differed from the NE subjects' vowels. Most of the observed differences between the NE and early-high groups were for vowels spoken in a nonword condition. The results of experiment 2 suggested that some of these errors were due to the influence of orthography.

03–216 Silliman, Elaine R. (U. of South Florida, USA; *Email*: silliman@chuma1.cas.usf.edu), **Bahr, Ruth Huntley, Brea, Maria R., Hnath-Chisolm, Theresa and Mahecha, Nancy R.** Spanish and English proficiency in the linguistic encoding of mental states in narrative retellings. *Linguistics and Education* (New York, USA), **13**, 2 (2002), 199−234.

This study investigated whether differences existed among 28 sequential bilingual children, ages 9–11 years, with varied English proficiency, in their clausal and non-clausal choices for encoding subjective concepts in narratives in both Spanish and English. The subjective categories examined were perceptual action, psychological action, and private state reports. Despite a significant difference in age between the two proficiency groups, results present evidence for similar patterns of ability and variability in the syntactic encoding of subjective categories. Both proficiency groups expressed private state reports most frequently across languages; however, English language use might have influenced the proportion of subjectivity category use. Furthermore, differences between proficiency groups were not found for a measure of clausal complexity, but differences in clause type usage and aspects of non-clausal complexity were attributed to the

language of retelling. Patterns of performance reinforce the importance of assessing children in both Spanish and English.

03–217 Tse, Lucy (California State U., Los Angeles, USA; *Email*: ltse@calstatela.edu). Heritage language literacy: A study of US biliterates. *Language, Culture and Curriculum* (Clevedon, UK), **14**, 3 (2001), 256−68.

This paper reports on a study involving a group of 10 US-raised adults who have managed to attain relatively high levels of heritage language (HL) literacy (in Spanish, Cantonese and Japanese), defying the typical pattern of intergenerational language shift. In-depth retrospective interviews were used to explore the types of access to HL print and the HL literacy experiences of this diverse group. The participants had the greatest access to HL print in their home and in the HL community, and primarily through participating in religious worship and leisure activities. The participants also had (1) the assistance of more literate people, who acted as literacy conduits and literacy models; (2) contact with community institutions, namely religious organisations, which used and provided access to HL print and literacy experiences beyond the home; (3) the access to 'light' reading materials which helped foster an interest in recreational reading; and (4) the opportunity to act as literacy mediators for parents and family which supplied an authentic and important purpose for developing the heritage language. The implications of these findings are discussed and the role of school programmes in promoting HL literacy is considered.

03–218 Uribe de Kellett, Angela (U. of Newcastle, UK). The recovery of a first language: A case study of an English/Spanish bilingual child. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **5**, 3 (2002), 162−81.

This paper explores the process of language recovery in an English–Spanish bilingual six-year-old child. One of the first languages of the child had become passive, that is, she was able to understand what was said to her in Spanish but was no longer able to speak it. On a subsequent visit to a Spanish-speaking country, data were gathered to piece together the process of her recovery of the production abilities in the language. This paper documents the rapid process of recovery that took place and, based on these results, considers the value of maintaining 'passive bilingualism' in children and examines the strategy employed by the family to achieve this. The paper contributes to the study of the language development of the bilingual and documents language change in progress. It also provides a positive alternative approach to maintaining bilingualism in children in contrast to the more 'strict/purist' line advocated in the literature on bilingualism.

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03–219 von Studnitz, Roswitha E. and Green, David W. (U. College, London, UK; *Email*: d.w.green@ucl.ac.uk). Interlingual homograph interference in German-English bilinguals: Its modulation and locus of control. *Bilingualism: Language and Cognition* (Cambridge, UK), **5**, 1 (2002), 1–23.

This paper investigates the control of the bilingual lexico-semantic system in visual word recognition. A visual lexical decision task was used to explore control processes in a proficient German-English bilingual. Participants pressed a 'yes' button if the letter string was a word in English and a 'no' button if it was not. The critical stimuli were interlingual homographs such as the low-frequency English word TAG. In German, TAG means 'day' and is a relatively high frequency word. Overall, the participants responded more slowly to an interlingual homograph than to a control word matched to its English frequency. As was expected, the size of this interference effect depended on various factors. First, including 'pure' German words in the stimulus list increased interference. However, participants were able to reduce the degree of interference over time even in the presence of such words. Second, in the absence of pure German words, informing participants about the presence of interlingual homographs from the start of the experimental trials allowed them to reduce interference. The locus of these control effects was examined by analysing carry-over, i.e., reaction times on word trials immediately following an interlingual homograph or its matched control. It was inferred from the patterns of interference and carry-over that the primary locus for reducing interference is external to the bilingual lexico-semantic system. The implications of these data for theories of control are considered.

03–220 Westby, Carol (Wichita State U., USA; *Email*: carol-westby@worldnet.at.net), **Moore, Celia and Roman, Rosario**. Reinventing the enemy's language: Developing narratives in Native American children. *Linguistics and Education* (New York, USA), **13**, 2 (2002), 235–69.

Because narratives involve decontextualised language, they can facilitate students' transition from oral to literate language. Narratives, however, vary across cultures in structure, content, and function. These narrative variations may influence academic performance of children from non-mainstream backgrounds. Understanding of children's development of mainstream narratives can be useful in planning educational strategies to facilitate students' literacy success. This investigation documented English narrative development in third through fifth-grade children identified as regular ($n = 18$) and special education ($n = 18$) students who were from a traditional Southwest Native American community in which Keres was the home language. Children told stories in response to a wordless picture-book and book covers, and wrote a story in response to a wordless cartoon video. Narratives were evaluated in terms of syntactic complexity, story grammar complexity, and use of landscape of consciousness elements. Results revealed that both the regular and special education students exhibited narratives with increasing syntactic and story grammar complexity and the use of landscape of consciousness elements. However, story grammar levels were lower than reported data on story grammar structures of narratives produced by mainstream children. Many stories reflected characteristics of Native American syntactic structures and story structure and content.

03–221 Youssef, Valerie (The U. of the West Indies, St Augustine, Trinidad and Tobago; *Email*: youssef@carib-lin.net). Issues of bilingual education in the Caribbean: The cases of Haiti, and Trinidad and Tobago. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **5**, 3 (2002), 182–93.

The language situations in the Caribbean have long posed challenges for language education and, despite a number of enlightened proposals for bilingual education, none have been implemented on a large scale. A major challenge has been the low status of the Creole languages and societal unwillingness to admit these languages into the classroom. In Haiti, 90% of the population remains monolingual in a basilectal Creole; individually teachers informally accommodate the Creole, but French remains the languages of 'enlightenment' and learning, excluding the majority. In anglophone Creole territories like Trinidad, lip service is also paid to valorising the Creole, but the reality is a mixed language classroom without clear cut-off points being made between the varieties. This paper reviews the current situations and the potential for bilingual programmes in Haiti and in Trinidad, bringing out major differences between the language situations in the two. It suggests ways by which bilingual programmes may be implemented in Haiti, and the ensuing benefits. In contrast, it shows why bilingual programmes are not likely to be implemented in Trinidad, what is being done to alleviate the problems, and how the situation is likely to evolve.

Sociolinguistics

03–222 Assaf, Azim S. (U. of Qatar). Palestinian students' attitudes towards Modern Standard Arabic and Palestinian City Arabic. *RELC Journal* (Singapore), **32**, 2 (2001), 45–62.

This study investigates Palestinian students' attitudes towards Modern Standard Arabic (MSA) and Palestinian City Arabic (PCA) in the context of two extralinguistic factors: speakers' educational level and setting. The speaker's level of education is defined by the academic degree they hold, i.e., either highly educated or less educated, the former holding a four-year-university degree or higher, the latter not. Setting is defined in terms of formality and informality which are used to differentiate between structured and unstructured situations in conversational interactions. Data were

collected from 22 male and female undergraduate Palestinians studying in a US university: they expressed their views on the use of the varieties under discussion in different language situations, via responses to a 32-item questionnaire on the basis of two tape-recorded passages, one in MSA and another in PCA. The paper addresses two major concerns: (1) the setting for which each variety is considered appropriate; and (2) the purposes/functions for which the educated and less-educated groups use each variety. It was found that (1) generally, MSA is deemed more appropriate for formal, and PCA for informal settings; (2) in formal settings, the highly educated group mainly uses MSA, and the less educated group PCA; and (3) in informal settings, the highly educated group employs MSA at a higher rate than the less educated group. However, there is a slight tendency, among members of the less educated group, in favour of using MSA for formal settings.

03–223 Földes, Csaba. Deutsch in Ostmittel-, Ost-, Nordost- und Südosteuropa — als eine Herausforderung für die Sprachenpolitik. [German in Eastern Central-, East-, North-Eastern- and South-Eastern European states — a challenge for language policy.] *Deutsche Sprache* (Berlin, Germany), **29**, 4 (2001), 349—69.

This article contains a survey of the situation, position and tendencies of the German language in Eastern Central, East-, North-Eastern- and South-Eastern European states from the fall of the iron curtain to the present day. It concludes among other things that in the area under investigation the German language — judged by quantitative criteria — still has a firm position and is enjoying a remarkable boom. Nevertheless, it has become evident that English is showing higher accretion rates and establishing itself at an even faster pace and more permanently from the Central European Czech Republic to former Soviet Central Asia. The survey suggests that in these countries various qualitative parameters seem disadvantageous to German, which results in a peculiar sociolinguistic profile of the German language. Within this framework the author formulates some postulates for stringent language concept-formation in language policy and consequently for a targeted and efficient spread or furtherance of the German language.

03–224 Holland, Robert (U. of Birmingham, UK). Globospeak? Questioning text on the role of English as a global language. *Language and Intercultural Communication* (Clevedon, UK), **2**, 1 (2002), 5—24.

There is a wide range of opinion about precisely what the global role of English might be, and about the extent to which its rapid spread is beneficial or pernicious. This paper suggests that the acrimony of the debate on 'Global English' is partly explained by a 'top-down' approach taken in much of the literature. It proposes instead a text-based approach, aimed at examining the particular uses of English lexis in non-English contexts and with a view to observing how these relate to larger-scale issues. It goes on to consider the deployment of English vocabulary in four sample Indonesian texts, and to discuss possible connections with an emergent 'global order of discourse'.

03–225 Karstadt, Angela (Gavle U., Sweden). Standard Englishes: What do American undergraduates think? *English Today* (Cambridge, UK), **18**, 3 (2002), 38—45.

This article reports on a small-scale pilot study which investigated attitudes towards varieties of English among American undergraduates, specifically the extent to which they accepted other varieties of spoken English. Undergraduates were selected because they are at the third of the three main stages in the development of an individual's dialect. A questionnaire required students to judge the acceptability of 50 sentences containing syntactic and lexical variants and asked them what variety of English they would advise a Swedish speaker to learn in order to study at their university. Responses were analysed using various descriptive statistical techniques. Because the sample was small, the author tentatively concludes that older males were least tolerant of different varieties of English, while older females were most accepting. It seems likely that students shared similar views about non-acceptable forms but views differed on standard or acceptable forms. Advice to potential exchange students included: learn British English, study certain Mid-Western varieties of American English or New York dialect as opposed to Southern dialects, or simply concentrate on accurate grammar and expression. Proposals for further research include increasing the sample size, comparing the views of American undergraduates with adolescents and incorporating the views of Swedish students.

03–226 Kioko, Angelina N. and Muthwii, Margaret J. (Kenyatta U., Nairobi, Kenya). The demands of a changing society: English in education in Kenya today. *Language, Culture and Curriculum* (Clevedon, UK), **14**, 3 (2001), 201—13.

English plays a key role in Kenya's educational system, not only as an important subject but especially as the medium of instruction. It has been claimed that the model and the norm of the English used in Kenya, apart from pidgin varieties, is the British Standard variety and, in particular, Received Pronunciation (RP). Is this indeed the case? If not, what are the actual norms of correctness and appropriateness with regard to pronunciation, grammar, semantics, or pragmatics within the Kenyan community? There exists a discrepancy between the theoretical norm and the actual language behaviour — what challenges does this state of affairs present to an education system that relies heavily on the use of the English language? In examining these issues this paper adopts a historical perspective and discusses the factors that indicate the presence of a discrepancy between a theoretical norm and the actual

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language behaviour and then explores the consequences of such a situation. It also considers the valuable lessons that could be learnt, firstly from local creative writers' adaptation to the sociolinguistic/sociocultural reality, secondly from the move towards the democratisation and Africanisation of education in Kenya's history, and thirdly from what is happening in other non-native English contexts.

03–227   Van Sickle, Meta, Aina, Olaiya and Blake, Mary (Coll. & U. of Charleston, USA; *Email*: vansicklem@cofc.edu). A case study of the sociopolitical dilemmas of Gullah-speaking students: Educational policies and practices. *Language, Culture and Curriculum* (Clevedon, UK), **15**, 1 (2002), 75—88.

Most of the languages spoken along the West African coastline are different from European languages but similar to Black English. Gullah, a West African and English Creole language, still spoken today on the sea islands of South Carolina and Georgia, is the predecessor of American Black English which is most similar to the languages of West Africa. Early research in reading comprehension and science language development has supported the belief that divergent language usage, such as Gullah, has a negative impact on the visible demonstration of academic reading achievement. Unfortunately, the educational system has been insensitive and ineffective in addressing the issue of the language differences between Black English and White English. This paper reports a qualitative case study, which was chosen because students with extreme examples of non-traditional English were needed to illustrate easily the patterns that emerged. For all the students, description through language was a very complex issue. Often they omitted words or did not know the specific content words to complete a description. While their indigenous language patterns created holistic pictures, they did not use the exact or precise word to communicate the appropriate meaning to those unfamiliar with their language..

03–228   Villa, Daniel J. (New Mexico State U., USA). The sanitising of U.S. Spanish in academia. *Foreign Language Annals* (New York, USA), **35**, 2 (2002), 222—30.

The rapidly increasing number of Spanish speakers in the United States has resulted in increased national linguistic tensions. Groups such as U.S. English aim to restrict the use of all non-English languages in general, and Spanish in particular, in certain public domains. At the same time, another group, which includes a nucleus of language scholars, is engaging in efforts to change or suppress the use of U.S. Spanish, particularly in the domain of education. In this article, the author asserts that the arguments put forward by the latter group are based principally on the attitudes of its leaders and not on carefully constructed linguistic bases. He offers an alternative model, one suggested by Cameron (1995), as a means of carrying out well-reasoned debate on the use of the Spanish language for academic purposes in the United States. It is suggested that the analytical paradigm proposed by Cameron, which she calls *verbal hygiene*, offers a powerful tool for gaining a better understanding of what at first glance might seem a wholly contradictory set of attitudes towards U.S. Spanish; and that an achievable solution to the 'sanitising' of Spanish in academia is for teachers and researchers to engage among themselves in the "acceptable public discourse of language and value", as Cameron suggests..

03–229   White, Carmen M. (Central Michigan U., USA; *Email*: white1cm@cmich.edu). Language, authenticity and identity: Indigenous Fijian students and language use in schools. *Language, Culture and Curriculum* (Clevedon, UK), **15**, 1 (2002), 16—29.

Many indigenous minorities are in the process of revitalising their languages lost through such colonial policies as the use of colonial languages for instruction in schools. In these revitalisation movements, the indigenous language becomes a symbol of group authenticity. The literature suggests that indigenous populations define group authenticity as part of an oppositional identity relative to that of a dominant or former colonising group and their language. This paper focuses on the case of Fiji, where English is the language of instruction in secondary schools but where the indigenous Fijian language has a strong presence, ironically due in part to the historical use of the vernacular for academic instruction in mission schools. The paper explores the attitudes of indigenous Fijian secondary school students on English-language usage among peers and suggests that an indigenous group can define group authenticity independently of an oppositional identity.