

Language teaching

02-382 Alalou, Ali (U. of Delaware, USA). Reevaluating curricular objectives using students' perceived needs: The case of three language programmes. *Foreign Language Annals* (New York, USA), **34**, 5 (2001), 453-69.

Investigating students' needs in three foreign language departments in a liberal arts college setting, this study aims to find (1) similarities and differences in language needs among students enrolled in Spanish, French, and German, and (2) the extent to which students' perceived needs match the mission the departments have defined for their respective language programmes. Student needs encompass a variety of aspects, including their motivations to study the language, their perceptions of language skills, and their anticipated uses of the language. Results from this study suggest that there are indeed similarities and differences in students' perceived needs across languages. The similarities include students' emotional ties to the languages, their interest in acquiring communicative skills, and their plans in terms of using the languages for career purposes. Students, however, differ in both their perceptions of the language requirement and in the ways in which they use languages outside of the classroom. An interesting finding is that students use French and German more often with native speakers than Spanish students do. Based on the results of this study, several practical recommendations are made. These include improving the content of language courses, emphasising the role of culture in language teaching, and linking language study to career preparation.

02-383 Allum, Paul (Apollo Heights 212, 1-32-19 Higashigaoka, Meguro-ku, Tokyo 152-0021, Japan; *Email*: pallum@gol.com). Principles applicable to the production of CALL-ware: learning from the field of Human Computer Interaction (HCI). *ReCALL* (Cambridge, UK), **13**, 2 (2001), 146-66.

To transform pedagogically sound classroom tasks into effective CALL-ware, it is advantageous to have an approach that takes into account the general principles applicable to all human computer interaction (HCI). This paper outlines an attempt at such an approach. Teacher-designed, pedagogically sound software often fails in terms of usability, while highly usable, professionally made software is often based on ideas that are not in accord with those of a particular curriculum or teacher. It is suggested that the approach outlined here may assist in the process of transforming pedagogic materials and practices already successfully used in the classroom into easily usable software.

02-384 Andrews, Stephen (U. of Hong Kong; *Email*: sandrews@hkucc.hku.hk). The language awareness of the L2 teacher: Its impact upon pedagogical practice. *Language Awareness* (Clevedon, UK), **10**, 2/3 (2001), 75-90.

This paper sets out to examine the ways in which teachers' language awareness affects their pedagogical practice. It begins by considering the relationship between teacher language awareness and pedagogical content knowledge (PCK), arguing that there is something unique about the PCK of the second language (L2) teacher, because the content and medium of L2 instruction are so closely interrelated. A model is proposed, in which the L2 teacher's language awareness (TLA) is seen as a sub-component of PCK, forming a bridge between knowledge of subject matter and communicative language ability. The paper then considers the role in the instructed learning setting of the L2 teacher's TLA, with specific reference to grammar. Following Andrews 1999, the impact of TLA is examined through its interaction with the three main sources of language input for learners: materials, other learners, and the teacher. The paper then offers an overview of the effects of TLA on pedagogical practice, and identifies various potential influences on the operation of any teacher's metalinguistic awareness. It concludes with discussion and illustration of one of these potentially influential factors, the teacher's engagement with content-related issues, drawing on data from a recent in-depth study by the author of 17 L2 teachers.

02-385 Barrette, Catherine M. (Wayne State U., USA; *Email*: C.Barrette@wayne.edu). Students' preparedness and training for CALL. *CALICO Journal* (San Marcos, TX, USA), **19**, 1 (2001), 5-36.

Planning for the integration of computers in language classrooms is complex, requiring information from many sources, yet some basic information has been under-represented in the professional literature. The state of students' computer literacy (CL) and their accompanying training needs, for example, are two aspects that are infrequently investigated. Some studies do discuss these issues, but few report the time allocated to training for computerised tasks or the gains made in CL. While research on the effectiveness of computers for language learning is growing, little of it indicates the practicality of this tool for teachers who need to train their students in CL before the computer can become a tool for them. However, it is exactly this type of practical information that complements effectiveness research for teachers who need to prepare appropriate tasks and determine whether they have the instructional time to offer training to students. This study provides data on the CL of university-level Spanish students with respect to word processing, CD-

ROMs, email, and the World Wide Web. The training method used integrated technical training into activities focused on learning language and culture and resulted in gains in students' CL for a small investment of class time.

02-386 Belz, Julie A. (The Pennsylvania State U., PA, USA; Email: jab63@psu.edu). Institutional and individual dimensions of transatlantic group work in network-based language teaching. *ReCALL* (Cambridge, UK), **13**, 2 (2001), 213–31.

Network-based language teaching (NBLT) involves the application of global or local communication networks within foreign and second language (L2) education. In telecollaboration, a type of NBLT, distally located language learners use internet communication tools to support dialogue, debate, collaborative research and social interaction for the purposes of language development and cultural awareness. To date, the research on NBLT has been limited, focusing primarily on pedagogical implementations of technology and linguistic features of online communication. In particular, researchers have not robustly explored social and institutional dimensions of telecollaboration nor adequately investigated the pervasive assumption that telecollaborative interaction will necessarily and unproblematically afford language learning. Drawing on social realism, a sociological theory which emphasises the inter-relationship between structure, i.e., society and institution, and agency, i.e., situated activity and psycho-biography, in researching and explaining social action, this paper presents a sociocultural account of German-American telecollaboration, exploring in particular the meanings that the macro features of (1) language valuation, (2) membership in electronic discourse communities, and (3) culturally determined classroom scripts may have for the differential functionality of virtual group work in this partnership. Differences in group functionality are reflected at the micro-interactional level in terms of (1) frequency and length of correspondence; (2) patterns of discursive behaviour such as question-answer pairs; and (3) opportunities for assisted L2 performance and negotiation of meaning. Ethnographic data on individual psycho-biographies are interwoven with macro-level descriptions and statistics to paint a rich picture of learner behaviour in intercultural telecollaboration.

02-387 Berry, Roger (Lingnan U., Hong Kong). Hong Kong English teachers' attitudes towards the use of metalinguistic terminology. *Asia Pacific Journal of Language in Education* (Hong Kong), **4**, 1 (2001), 101–21.

This paper investigates why the use of grammar terminology in language classrooms persists, despite its association with unfashionable methodologies. Seventy-three teachers of English at secondary and tertiary levels in Hong Kong completed a questionnaire about their attitudes towards the use of grammar terminology. The findings supported earlier evidence

that the limited use of terminology is prevalent among both groups of teachers, even though most of them were aware of a degree of incompatibility between this and their syllabus. One factor encouraging its use may be its presence in textbooks. Teachers generally preferred an 'instrumental' rationale for its use, as an aid to learning. However, alongside these more 'modern' approaches to terminology, there was some evidence of more traditional attitudes. It appears that a major determinant of teachers' use of terminology is whether and to what extent they were exposed to terminology themselves in their own language learning. The use of grammar terminology is likely to remain a feature of English language teaching in Hong Kong, and educators should attempt to understand this and similar phenomena when trying to influence teaching practices.

02-388 Breen, Michael P. (U. of Stirling, Scotland, UK), **Hird, Bernard, Milton, Marion, Oliver, Rhonda and Thwaite, Anne.** Making sense of language teaching: Teachers' principles and classroom practices. *Applied Linguistics* (Oxford, UK), **22**, 4 (2001), 470–501.

From observed lessons and subsequent interviews and elicitation procedures, 18 experienced teachers of English as a Second Language (ESL) to adults and children in an Australian context described their classroom practices and explained these in relation to the underlying language teaching principles that they saw as guiding their work. The purpose of this study was to discover the meanings the teachers gave to their classroom work in terms of the particular relationships they identified between practice and principle. Despite being undertaken within a particular teaching situation, the study revealed both individual and group diversity in the practices they adopted and in their underlying principles. In addition, a practice widely adopted across the group appeared to be based upon diverse principles, just as a single principle that was commonly shared among the teachers was associated by them with a wide range of practices. Closer examination of the whole group data, however, revealed a particular pattern in the links that the teachers made between principles and practices. The complex relationships uncovered in the study between thinking and action in the work of experienced language teachers are seen as having implications for curriculum innovation, teacher education, and for language classroom research.

02-389 Breikreutz, Judith A. (Grant MacEwan Coll., Canada), **Derwing, Tracey M. and Rossiter, Marian J.** (U. of Alberta, Canada). Pronunciation teaching practices in Canada. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, BC, Canada), **19**, 1 (2001), 51–61.

The authors surveyed 67 English as a Second Language (ESL) programmes in Canada to determine to what extent pronunciation is taught and which resources are

most often used. The survey also requested demographic information about the respondents and their ESL programmes, classes and students, methods of teaching, and participants' attitudes. The respondents from approximately half the programmes offer stand-alone pronunciation courses, and the balance reported that they integrate pronunciation teaching in their general ESL classes. The majority of respondents said that it was important to teach pronunciation at all levels, although few teachers have special training in this area. Resources preferred by the participants are discussed with regard to their emphases on segmental and suprasegmental aspects of pronunciation.

02-390 Burnage, Gavin (U. of Cambridge, UK; *Email: gb218@cus.cam.ac.uk*). Approaches to university network-based language learning. *ReCALL* (Cambridge, UK), **13**, 2 (2001), 167-78.

This paper examines the provision of networked CALL services at the Faculty of Modern and Medieval Languages at the University of Cambridge. It argues that in such a context a broad, inclusive approach to networking – one which avoids any over-strict commitment to a single method or paradigm of network delivery, but makes the most of whatever is available – is often the most appropriate. This eclectic approach helps preserve the best of what has been created in the past while keeping up with everything technological advances offer, and respects the wide-ranging and widely-differing views and approaches of Faculty teaching staff. The aim of the MML Network Service is therefore to present a wide range of disparate resources in a single, coherent framework. While welcoming the many advantages the use of the World Wide Web brings, the article stresses that in a broad infrastructure both older programs which have proved their worth and newer, highly-developed programs which have come after them need not be lost while the functionality of the Web is still developing. It also lays out in general terms some technical suggestions for those seeking ideas on the implementation of networking strategies in a Windows-based local area or university-wide network, partly with a view to reinforcing the credentials for CALL and humanities computing generally to be afforded high-quality computing infrastructure both in the present and with whatever technological advances bring in the future.

02-391 Burns, Anne (Macquarie U., Sydney, Australia) **and Joyce, Helen de Silva**. Researching and teaching vocabulary in the AMEP. *Prospect* (Macquarie U., Sydney, Australia), **16**, 3 (2001), 20-34.

Over a number of years, action research projects have contributed to practitioner-based research and professional development in the Adult Migrant English Program (AMEP) in Australia. This article describes a recent national project focusing on the teaching of vocabulary. The authors worked as a researcher from the National Centre for English Language Teaching and

Research (NCELTR) and a researcher from the NSW Adult Migrant English Service (NSW AMES), with 23 AMEP teachers from different States to investigate different aspects of teaching and learning vocabulary. These aspects were selected by the teachers according to their interests, their learners' needs and the focus of their classes. Summarised accounts of four studies from the project are presented as examples. In the first, learners were taken as the starting-point for thinking about vocabulary development; in the second, the investigation focused on integrating vocabulary into course programming; in the third, the focus was on devising techniques and activities for teaching vocabulary; and in the fourth, the teacher focused on teaching specific language aspects of vocabulary, in this case, idioms. Overall, the studies reported suggest that it is worthwhile for teachers to include explicit vocabulary teaching in their repertoire of classroom techniques.

02-392 Burston, Jack (Temple U., PA, USA; *Email: jburston@astro.temple.edu*). Exploiting the potential of a computer-based grammar checker in conjunction with self-monitoring strategies with advanced level students of French. *CALICO Journal* (San Marcos, TX, USA), **18**, 3 (2001), 499-515.

This paper reports on a study of grammar checker usage which surveys the steps taken to successfully integrate it into the curriculum of an advanced level French course. The author claims that the French language leads the field in grammar checkers and that the best are at the cutting edge of what is technologically possible. In this study, a particular model was chosen for its simple user-interface, its extensive on-line dictionary and its reference grammar. But did this help the students gain greater control over their morphosyntactic errors? The effectiveness of the grammar checker was evaluated in terms of students' attitudes (which proved very positive), their capacity for self-monitoring (which was shown to increase) and their written performance in homework and under testing or examination conditions (where considerable improvements were noted).

02-393 Byleen, Elizabeth (U. of Kansas, USA; *Email: ebyleen@ku.edu*) **and Byrd, Pat**. Using a variety of technologies to create and maintain a long-distance materials development team. *CALICO Journal* (San Marcos, TX, USA), **19**, 1 (2001), 51-65.

This article reports how, over a two year period, a group of editors and authors used a variety of technologies to create a cohesive team that produced a textbook series with instructor manuals along with a supporting website. Small groups can be analysed in terms of their (a) situation, (b) leadership, (c) individual vs. group goals, (d) norms, (e) roles, and (f) cohesiveness. The development of the group for this materials publication project is described in terms of these six areas and the ways in which communication technologies were used to facilitate achieving the

group's goals. The experience led to a set of recommendations for effective virtual teamwork, centring on three main areas: getting the team off to a good start, deciding when telephone, ground mail and email will help further the group goals, and working to create a cohesive group. It is suggested that creating a long distance team on a project like this must start with a vision by the project leaders which clearly describes the need for the individual members to form a unified group, and must involve a communication system for regular (weekly and sometimes daily) communication that allows for task-based discussions and relationship-building procedures.

02-394 Chipouline, Dina (Grant MacEwan Coll., Edmonton, Canada). Through the looking glass: What ESL teachers can find in Russian-published reference books. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, BC, Canada), **19**, 1 (2001), 17–33.

This article sets out to research the cultural content of Russian-published English reference literature. Paradoxically, in trying to create learning materials for students of English, the authors of these texts focus on the values inherent in their own culture. Ethnocentrism and a high degree of generalisations about local values are reflected in the seemingly dry one-to-two-sentence texts used for the study. The goal of the study is not to give 'modern recommendations' to non-English-speaking authors on how to write textbooks for students in their countries, but, rather, to help Canadian teachers working with learners of English as a Second Language (ESL) to become more aware of the experiences, expectations and views their students may bring to the classroom.

02-395 Christie, Katrien N. (U. of Delaware, USA). Web-based multimedia in Business Italian: A longitudinal evaluation of learner experiences and attitudes. *Italica* (Columbus, OH, USA), **78**, 4 (2001), 499–525.

Despite the interest shown, little research evidence exists to support claims for the effectiveness of Web-based instruction. In Italian, in particular, both the development of up-to-date applications and studies of their impact on foreign language learning have not been forthcoming. This study describes a semester-long evaluation of CD ROM- and Web-based videos in a second-year Business Italian class. The integration of Web-based materials into the course aimed to provide interactive reading assistance and facilitate the comprehension of the business-oriented readings in the textbook and expose students to culturally authentic Italian business experiences. From observation and other data collection it is claimed that the use of such instructional material was beneficial. Discussion of data focuses on the impact on the learner, on the instructor, and on the media laboratory. The impact on the learner is positive in terms of their perceived learning of the Italian language and culture. For the teacher, it is

claimed classroom time becomes more productive, more interesting, and more engaging. By using Web-, rather than PC-based, material there is less need for attendance at the media lab and material can be accessed at home bases. Limitations and pedagogical implications of the findings are discussed.

02-396 Crawshaw, Robert, Callen, Beth and Tusting, Karin (Lancaster U., UK; *Email*: r.crawshaw@lancs.ac.uk). Attesting the self: Narration and identity change during periods of residence abroad. *Language and Intercultural Communication* (Clevedon, UK), **1**, 2 (2001), 101–19.

This paper, arising out of the work of *The Interculture Project* (www.lancs.ac.uk/users/interculture) considers the relationship between student diary writing and the formation of personal identity as it occurs in cross-cultural situations. With particular reference to Grossberg (1996), the 'figures' associated with the concept of identity are critically reviewed and it is argued that identity cannot be satisfactorily accounted for by separating 'intrinsic' from 'extrinsic' attributes. Instead, the approach followed accepts Kristeva's Freudian analysis of the outsider phenomenon and sees identity as a continuous process of discursive construction involving voluntary acts of self-differentiation through language. This follows Ricoeur's (1990) distinction between *ipse* and *idem* and the associated notion of *attestation* according to which language verifies and 'bears witness' to who we are. The validity of Ricoeur's approach is illustrated by identifying a set of discursive features which occur in an extended student diary in which the author distances himself from his own statements and comments on his own responses to living in another cultural environment. The analysis posits the existence of an 'intercultural self' whose identity is contained within the dynamic of one's own language; and conclusions are drawn for the preparation of students for residence abroad.

02-397 Dansuwan, Suyada (Assumption U., Huamark, Bangkok; *Email*: scisds@au.ac.th), **Nishina, Kikuko, Akahori, Kanji and Shimizu, Yasutaka**. Development and evaluation of a Thai Learning System on the Web using Natural Language Processing. *CALICO Journal* (San Marcos, TX, USA), **19**, 1 (2001), 67–88.

The *Thai Learning System (TLS)* is designed to help learners acquire the Thai word order system. *TLS* facilitates the lessons on the Web using HyperText Markup Language (HTML) and Perl programming which interfaces with Natural Language Processing (NLP) by means of Prolog. The system introduces an easily understandable presentation of a sentence structure by indicating syntactic trees and case grammar principles. Behind *TLS*, Prolog analyses affirmative sentences with Thai phrase structure rules and a computational lexicon, and Perl programming transforms the Prolog results back into a user interface

display. The system contains interactive features, pictures, sounds, and informative feedback. Questionnaires and factor analysis were used to evaluate the system. The results of the evaluation showed that *TLS* has an effective user interface and handles learners' input efficiently.

02-398 Gehring, Wolfgang.

Anwendungsbezogene Aspekte von Textualität auf der Sekundarstufe I. [Aspects of textuality and their practical application in the early secondary school years.] *Praxis des neusprachlichen Unterrichts* (Berlin, Germany), **49**, 1 (2002), 3-12.

The author argues that the teaching of foreign languages (in this case English) in secondary schools can be made more effective through an explicit focus on 'textuality'. He is particularly concerned with improving students' productive and communicative capabilities, and believes that this can be achieved when authentic texts, including spoken interactions, are studied in their written form. His approach to textuality is based on Beaugrande and Dressler's theory of seven 'standards'; against this background he proceeds to explain the notions of textual 'coherence' and 'cohesion'. A sample exercise is included, in which students are invited to identify, in a given text, examples of grammatical and lexical cohesion (reference, substitution, ellipsis, conjunction). Developing effective teaching materials in this area will depend on the analysis of learner errors, and a further type of exercise is proposed in which such errors are used to pedagogical advantage.

02-399 Germain, Claude (Université du Québec à Montréal, Canada). Didactique générale, didactique des langues et linguistique appliquée. [General pedagogy, second language teaching and learning, and applied linguistics.] *Canadian Journal of Applied Linguistics* (Ottawa, Canada), **3**, 1/2 (2000 [published 2001]), 23-33.

This article offers a programmatic discussion setting out eleven principles which relate second language teaching to more general theoretical perspectives on teaching. There are a number of issues addressed and questions posed by the author. These include: the research areas explored by the study of teaching and learning; whether, in the study of teaching/learning second languages, concepts from other disciplines (mathematics, for instance) can be borrowed, such as learning/teaching contract or transposition of knowledge; the relevance of the concept of a 'teaching/learning triangle'; whether the study of teaching/learning is a science, and, if so, to what extent it is legitimate to designate it as a science; the nature of the relationships between the study of teaching, learning and curriculum; and whether a theoretical study of teaching/learning is conceivable, desirable or feasible.

02-400 Gezundhajt, Henriette (U. of Toronto, Canada). Pour un enseignement aspectuo-modal et

illustré des temps du passé. [Aspectual concepts in the teaching of French past tenses.] *Canadian Journal of Applied Linguistics* (Ottawa, Canada), **3**, 1/2 (2000 [published 2001]), 63-78.

This article sets out to demonstrate how multimedia tools can be combined with an enunciation-based analysis of the French verb system in order to develop innovative ways of teaching the *imparfait* and *passé composé*. Accepted ideas about past tense in French leave traces that are very hard to erase from second language learners' minds. If *imparfait* is linked to duration, how can teachers explain: *J'attrapais mon livre quand le téléphone a sonné?* What should we think of verbs that take the *être* auxiliary with the *passé composé* tense and that are supposedly movement verbs? Are the verbs *devenir*, *marcher* or *courir* to be considered as exceptions? Is it enough to teach mnemonic tricks like the acronym *Dr Mrs Vandertrampp*? It is claimed that multimedia can help teachers to transmit more appropriate aspectual concepts from enunciative theories like progress, boundaries or location in relation to a beginning or an end.

02-401 Guariento, William (U. of Glasgow, UK; Email: W.Guariento@epl.arts.gla.ac.uk) and **Morley, John**. Text and task authenticity in the EFL classroom. *ELT Journal* (Oxford, UK), **55**, 4 (2001), 347-53.

There is now a general consensus in language teaching that the use of authentic materials in the classroom is beneficial to the learning process. However, on the question of when authentic materials can be introduced into the classroom there is less agreement. In addition, the notion of authenticity has largely been restricted to discussions about texts - there have been few systematic attempts to address the question of task authenticity. This article sets out to address both of these issues. It is argued that the authenticity of texts ('genuineness') may need to be sacrificed in order to achieve authentic responses in students. Examples are given of how certain real texts can be used with very low-level learners, although a strong case is also made for the well-executed simplification of texts. It is also shown how very many simple tasks can be devised which exhibit a high degree of authenticity, not only in terms of task, but also in terms of learner response.

02-402 Hager, Michael, Rieper, Annika, Schmitt, Elisabeth and Shastri, Maya (Pennsylvania State U., USA; Email: mjh18@psu.edu). Using the Internet in elementary college German. *CALICO Journal* (San Marcos, TX, USA), **18**, 3 (2001), 563-88.

This article explores the opportunities offered by the Internet for technology-based instruction in the beginning language classroom. Computer-assisted language learning is first discussed and then the main aspects of a task-based approach are discussed. The authors' sample exercises are then presented, based on a

combination of these two aspects of teaching and learning.

02-403 Hay, Josiane (Université Joseph Fourier, Grenoble, France; *Email*: Josiane.Hay@ujf-grenoble.fr). Le projet personnel en cours de langue: Une expérience en milieu scientifique. [Project work in ESP for science students.] *Les Cahiers de l'APLIUT* (Sèvres, France), **21**, 1 (2001), 65–86.

This article describes an English undergraduate project based language course developed for classes of mixed-ability university students enrolled in general science and technology studies. Personal projects aim at motivating students and developing learner autonomy. Project work allows students to practise essential study skills as well as more general ones. At the beginning of the course, students choose a topic and collect reading material, which becomes a personal extensive reading programme. The writing of the report is done autonomously. Class work is structured around the reports and includes oral presentations and preparation for the writing task. Assessment is based on portfolios: at the end of the course, students hand in their finished project together with their collected source material, drafts, notes, etc. Suggestions are made for the integration of information technology skills using video recorders, camcorders, computers and the Internet.

02-404 Hinkel, Richard. Sind 'native speaker' wirklich die besseren Fremdsprachenlehrer? Fremdperspektive in *DaF*-Unterricht und Auslandsgermanistik. [Do native speakers really make better language teachers? Foreign perspectives on the Teaching of German as a Foreign Language and German Studies abroad.] *Info DaF* (Munich, Germany), **28**, 6 (2001), 585–99.

The starting point for this article is the author's observation, with reference to the teaching and learning of *DaF* (German as a Foreign Language), that the biggest problems arise only when learners attempt to use the language spontaneously in free communication. This can be attributed to the fact that learners have only their own native language and culture as reference points – potentially major sources of error with respect to the target language. The *DaF* teaching profession, as presently constituted, is ill-equipped to deal with these issues, insofar as it is oriented, on the one hand, to the teaching of German to native speakers, and, on the other, on the assumption that there is a 'universal' type of foreign learner, to whom German can be taught without reference to his or her own native language. Native-speaker teachers need to enrich their practice with approaches developed by foreign teachers of German, in which comparisons and contrasts are drawn with the learner's own native language. The article concludes by calling for greater recognition of the contribution of non-native-speaker teachers, and for raising awareness in native-speaker *DaF*-teachers of the linguistic and cultural context of their students.

02-405 Hyland, Fiona (Open U. of Hong Kong; *Email*: fhyland@ouhk.edu.hk). Dealing with plagiarism when giving feedback. *ELT Journal* (Oxford, UK), **55**, 4 (2001), 375–81.

Teachers of English as a Second Language (ESL) may find it hard to deal with plagiarism because they are aware that it is a concept which is to some extent specific to western cultures. For this reason, they may be reluctant to address the issue through their feedback, even though it is a topic of some importance to ESL students preparing for academic studies. This article uses data from a study of teacher-written feedback to show how this may lead to teachers giving indirect feedback when dealing with plagiarism in student texts, which in turn leads to miscommunication with their students.

02-406 Ilieva, Roumiana (Simon Fraser U., Burnaby, Canada). Living with ambiguity: Toward culture exploration in adult second-language classrooms. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, BC, Canada), **19**, 1 (2001), 1–16.

On the basis of personal experiences with immigration and current conceptualisations of culture in anthropological and culture teaching literature, this article outlines an approach to cultural instruction in adult second language education, named 'culture exploration', which calls for the recognition of ambiguity embedded in cross-cultural encounters. Culture exploration consists of employing techniques of ethnographic participant observation in and outside the classroom and holding reflective, interpretive, and critical classroom discussions on students' ethnographies. It is argued that through culture exploration students can develop an understanding of humans as cultural beings, of the relationship between language and culture, and of the necessity of living with the uncertainty inherent in cross-cultural interactions. Through this process of naming their experience of the target community culture and reflecting on it, it is hoped that students will be in a position to develop their own voice and will be empowered to act to fulfil their own goals in their new environment.

02-407 Jarvis, Huw (U. of Salford, UK; *Email*: h.a.jarvis@salford.ac.uk). Internet usage of English for Academic Purposes courses. *ReCALL* (Cambridge, UK), **13**, 2 (2001), 206–12.

This paper begins by documenting general usage of the Internet as a tool for delivery of English for Academic Purposes (EAP) courses. It then goes on to illustrate how a number of specific internet-based classroom activities might be integrated onto EAP courses in order to equip non-native speakers with the main skills that they are likely to need when following an academic course at a British university. The sample activities are an attempt at authentic tasks, reflecting the internet tasks that students need to perform on an

academic course. The Web tasks also reflect aspects of a traditional EAP 'discourse functions syllabus' (i.e., expressing narrative or comparison and contrast, etc.), and, in addition, practise ICT study skills. The email tasks by contrast represent a shift from the traditional EAP syllabus by introducing a newer notion of 'email writing functions' into the syllabus, such as arranging tutorials or getting clarification on assignments. It is suggested that the notion of, and rationale for, integrating internet-based teaching in EAP might equally well be applied to other English as a Foreign Language courses.

02-408 Jiang, Wenying (Taishan Medical College, China; *Email*: WendyJiang@hotmail.com). Handling 'culture bumps'. *ELT Journal* (Oxford, UK), **55**, 4 (2001), 382-90.

Ever since English became one of the main languages of international communication, native-speaking teachers of English as a Foreign Language have played an important role in English language education in many countries. When they teach abroad they often immerse themselves in cultures that are very different from their own, so what might be called 'culture bumps' are inevitable. In order for the teachers to carry out their work successfully, the ability to develop an appropriate perception of these cultural differences, and so learn how to cope with them, is extremely important. This paper reviews Archer's and Thorp's ideas about the most frequently encountered culture bumps, or 'confused encounters', and offers alternative ways of perceiving and handling them. It also stresses that the fundamental values of a nation should be considered in dealing with these cultural variations, and suggests six principles for perceiving and handling them.

02-409 Jic, Yuhua (Xiamen U., China; *Email*: yuhuaaji@jingxian.xmu.edu.cn). English through Chinese: Experimenting with sandwich stories. *English Today* (Cambridge, UK), **18**, 1 (2002), 37-46.

The paper describes the concept of 'sandwich story' methodology, a dynamic approach to teaching English as a Foreign Language (EFL) in China. The development and production of sandwich stories is first explained. Such stories are written or told with target language items embedded in the student's mother tongue. The paper then reports on recent experiments with young children using this methodology in China, suggesting a number of roles that the mother tongue might play in EFL education for Chinese children, including the enhancement of student self-confidence and motivation, increase in classroom participation, and bilingual development. It is concluded that this methodology helps children acquire the embedded EFL items with ease and in large quantities. Moreover, they actively take part in dramatising the stories they hear, prolonging them, and adding more detail to what they hear.

02-410 Jones, Jeremy F. (U. of Canberra, Australia; *Email*: jeremyj@lang-osaka-u.ac.jp).

CALL and the responsibilities of teachers and administrators. *ELT Journal* (Oxford, UK), **55**, 4 (2001), 360-67.

High technology, especially the use of computers, has won a secure place among the resources available to the modern language teacher. Language centres throughout the world know that they cannot do without computers for learning purposes. However, despite the expensive investment made on their behalf, and the interest shown by their students, many teachers remain uncommitted to computer-assisted language learning (CALL). This article probes the reasons for such a response, and proposes some remedies. In particular, it is argued that CALL should not be too closely associated with self-access or autonomy, and that teachers are needed to drive the CALL process.

02-411 Joulia, Danielle (IUT Toulouse 3, France; *Email*: djoulia@info.iut-tlse3.fr). Apprentissage de la grammaire: Une solution informatique de remédiation. [Grammar learning: A remediation courseware solution.] *Les Cahiers de l'APLIUT* (Sèvres, France), **21**, 1 (2001), 48-64.

This paper originates in a reflection on the level of English of the students in the author's institution, the time devoted to its study, the cost of educational software, and their relative inadequacy to the specific needs of these computer science students. It was inferred that a different instructional/learning approach should be tested which would rely on the use of customised courseware. This should first help motivate the students, secondly lead them to a (re)conceptualisation of elementary knowledge, and finally force them along cognitive ways, hoping these would turn into automatic responses. A grammar/translation methodology was decided upon, and the requisite software was developed accordingly, based on pseudo-artificial intelligence and interactive autocorrection. The article describes how this was implemented and analyses the results attained. The extent to which Information Technology can contribute to teaching is then assessed, and it is concluded that it should be counted as one of the many pedagogical tools that teachers have at their disposal.

02-412 Kaltenböck, Gunther (Universität Wien, Austria; *Email*: gunther.kaltenboeck@univie.ac.at). Learner autonomy: A guiding principle in designing a CD-ROM for intonation practice. *ReCALL* (Cambridge, UK), **13**, 2 (2001), 179-90.

Building on the experience of developing a CD-ROM for English intonation practice, this article explores some advantages and limitations of this medium for the teaching of suprasegmentals. Despite their undeniable potential for foreign language learning, computers prove to be rather limited in their feedback to pronunciation, especially in terms of error identification and correction, which calls into question one of their very strengths, viz. that of teacher-independent learn-

ing. As a possible solution to this dilemma, this paper proposes to build into the design of a CD-ROM for intonation teaching the concept of learner autonomy, i.e., transferring to an increased degree responsibility for the learning process from the teacher (computer) to the learner. Drawing on the discussion of autonomy by, e.g., Broady & Kenning (1996) and Little (1999), it is demonstrated how incorporating a metacognitive level (by offering the learner the choice to access intonation in different ways) and a metalinguistic level helps to make the CD-ROM users more autonomous in their learning and equip them with the necessary tools for self-assessment and self-monitoring, which in turn can make up for the lack of computerised diagnostic feedback.

02-413 Knoerr, H el ene (Universit e d'Ottawa, Canada). Pratique intonative et utilisation d'un logiciel de visualisation dans un cours de prononciation en fran ais langue seconde: une  tude descriptive. [Intonation practice and the use of a pitch visualisation software tool in a pronunciation course in French as a second language: A descriptive study.] *Canadian Journal of Applied Linguistics* (Ottawa, Canada), **3**, 1/2 (2000 [published 2001]), 123–40.

This paper describes the use of a pitch visualisation software tool in a pronunciation course in French as a second language. The characteristics of the software are first outlined, then the methodological and pedagogical framework of the experiment is described. The key data and results are then reported and discussed. The paper concludes by using these elements to set out the framework of a future study aiming not only at describing but also at predicting the impact of such a software program on student performance in relation to the acquisition of pitch in French as a second language.

02-414 Landon, John (U. of Edinburgh, UK; *Email*: John.Landon@ed.ac.uk). Community languages. *Multicultural Teaching* (Stoke-on-Trent, UK), **20**, 1 (2001), 34–38.

The linguistic composition of Scotland is complex, and, apart from studies into the demography of individual languages, has been poorly addressed by scholars and policy-makers. English overshadows the diverse linguistic landscape, to the extent that the pattern of language diversity in Scotland has been rendered almost invisible except to minority language users and lobbyists for their cause. This article begins by sketching the historical and current political context for discussion of language maintenance and development in Scotland. The consideration of the research context follows, separated from the political discourse, to highlight the fact that, as in the debate on language policy globally, the research findings hardly ever impact on policy. Good practice does exist especially in the maintenance of Gaelic and British Sign Language; however, this is in stark contrast to the lack of support for Scots and the languages of peoples who have settled more recently in

Scotland. Overall the provision for all community languages is inconsistent, fragmented and inadequate to ensure sustainable provision. The article makes a plea to the government of a newly devolved Scotland to consider the benefits of defining itself as a multilingual nation, in which linguistic, cultural and ethnic pluralism is treated as the norm and not as a problem.

02-415 Lee, Kyunghui (Kyung Hee U., Seoul) and **Wesche, Marjorie** (U. of Ottawa, Canada). Korean students' adaptation to post-secondary studies in Canada: A case study. *Asia Pacific Journal of Language in Education* (Hong Kong), **4**, 1 (2001), 33–82.

Thirty-seven Korean post-secondary students were studied over one semester in intensive English as a Second Language or degree programmes, with a focus on their English language development and adaptation to Canadian life and study. Data were gathered through ongoing informal contact as well as through pre- and post administration of a detailed questionnaire, an English proficiency self-assessment instrument, and a focus group discussion. Findings are seen as providing valuable information for prospective students and programmes. They indicate the value of intensive language instruction versus degree studies for rapid gain in productive English skills and confidence. Orientation programmes, home-stays, and ethnically diverse classes are associated both with English development and with successful adaptation. Comparisons of the attitudes of new arrivals and more seasoned students towards intensive English programmes suggest changes over time regarding instructional practices (e.g., error correction and small group work). Issues deserving further research are identified.

02-416 Lonfils, Colin and Vanparys, Johan (Ecole des Langues Vivantes, Facult es Universitaires Notre-Dame de la Paix, Namur, Belgium; *Email*: johan.vanparys@fundp.ac.be). How to design user-friendly CALL interfaces. *Computer Assisted Language Learning* (Lisse, The Netherlands), **14**, 5 (2001), 405–17.

This paper proposes a set of principles for more intuitive computer assisted language learning (CALL) interfaces, making them simpler and more respectful of the learner's habits and expectations. These principles are intended to guide the developer during the design process of a CALL interface, which is for this purpose divided into eight stages, each with its own principles. The first step in the design of an interface should consist in the selection of an adequate metaphor. There then follow seven further stages in the design process, underpinned by principles based on a user-centred, cognitive approach: the design of the main screen; the structuring of the main tasks; the selection of activities for each stage in the learning process; the definition of the attributes of the proposed activities; the logical grouping of the activities; an 'abstraction'

stage, where the number of icons required for the interface and the amount of knowledge necessary to use the software are reduced; and the design of the icons. The underlying analysis is based throughout on a user-centred, cognitive approach.

02-417 Macaro, Ernesto (Oxford U., UK; *Email:* ernesto.macaro@educational-studies.oxford.ac.uk). Analysing student teachers' codeswitching in foreign language classrooms: Theories and decision making. *The Modern Language Journal* (Malden, MA, USA), **85**, 4 (2001), 531-48.

This article draws on a case study of six student teachers in secondary schools and their codeswitching between the first language (L1) and the second language (L2) over the course of 14 foreign language (FL) lessons, where French was the L2 and English was the L1 of the learners. It describes how the student teachers had been exposed to theoretical positions and empirical studies on this issue during their 36-week training programme. It analyses the quantity of L1 used by these student teachers as well as the reflections and beliefs of two of the student teachers on the code-switching process. The findings reveal comparatively low levels of L1 use by the student teachers and little effect of the quantity of student teacher L1 use on the quantity of L1 or L2 use by the learners. They also reveal very little explicit reference by the student teachers to the research and professional literature they had read, yet their decision-making did not necessarily stem from their personal beliefs. Some aspects of code-switching appear to be a source of conflict for the student teachers while others do not. Implications for teaching are drawn.

02-418 McGee, Laura G. (Western Kentucky U., USA). Building community and posting projects: Creating 'student pages' in web-based and web-enhanced courses. *Foreign Language Annals* (New York, USA), **34**, 6 (2001), 534-49.

This article presents pedagogical arguments for integrating web-based student pages into intermediate- and upper-level foreign language courses. It demonstrates how web-based student pages used for community-building activities and the presentation of culture projects contribute to meeting the five Cs – Communication, Cultures, Connections, Comparisons, and Communities – as they are outlined in the 1996 ACTFL (American Council on the Teaching of Foreign Languages) *Standards for Foreign Language Learning*. Based on the author's experience with web-based student pages in an online German course, this article offers models that can be applied in both web-based and web-enhanced foreign language courses.

02-419 Modiano, Marko (Gavie U., Sweden; *Email:* mmo@hig.se). Linguistic imperialism, cultural integrity, and EIL. *ELT Journal* (Oxford, UK), **55**, 4 (2001), 339-46.

Those who view the spread of English as linguistic imperialism question the English language teaching and learning enterprise because, from their point of view, it compromises the cultural integrity of the non-native speaker. This paper argues that, while linguistic imperialism is certainly real, and demands to be addressed, one possible way for the language instructor to come to terms with the cultural imposition of English language learning is to utilise ELT practices which position and define English as an international language (EIL). In the present author's view, the alternative, promoting so-called 'prestige' varieties, positions the practitioner as a purveyor of Anglo-American hegemony, and perpetuates the negative impact which foreign language learning can have on the cultural integrity of the learner.

02-420 Murray, Garold L. and Bollinger, Deborah J. (Tokai U., Japan). Developing cross-cultural awareness: Learning through the experiences of others. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, BC, Canada), **19**, 1 (2001), 62-72.

This article offers communicative activities designed to enhance the cross-cultural awareness of Japanese university students whose language levels range from beginner to intermediate. Facilitating the development of cross-cultural awareness of foreign language students who have never lived in another culture or even visited one can be problematic. Although many educators have responded to the challenge with a knowledge-based approach, a recent study suggests a syllabus that emphasises constructivist, process-oriented tasks would be more effective. In their efforts to implement the latter approach, the authors have devised activities that range from student-generated interviews of a guest speaker and email exchanges with target language speakers to a mini-video ethnography project that focuses on the cross-cultural experiences of others. The article outlines these activities and concludes with a brief evaluation of their effectiveness based on the learners' reactions.

02-421 Netten, Joan (Memorial U. of Newfoundland, Canada) **and Germain, Claude.** Transdisciplinary approach and intensity in second language learning/teaching. *Canadian Journal of Applied Linguistics* (Ottawa, Canada), **3**, 1/2 (2000 [published 2001]), 107-22.

This article explores the concept and role of intensity in the research project on Intensive Core French in the province of Newfoundland and Labrador. Intensity in this project is characterised by a reorganisation of the timetable and a reorientation of the curriculum. The theoretical foundation of the project – a transdisciplinary approach to second language (L2) learning/teaching – is based on Cummins's hypothesis on the interdependence of languages, a socio-psychological theory of development, and Vygotsky's conception of the relationship between instruction and development.

A model is developed in order to illustrate the relationship between L2 learning and the development of cognitive, social and personal capacities and organisational skills. It is argued that the type of teaching strategies used in L2 classrooms has important effects on the development of these capacities. The transdisciplinary approach developed in this research project, which rests on the concept of intensity and implies the compacting of the curriculum both in English and other subjects, enhances the effects of L2 instruction.

02-422 Rahman, Tariq (Quaid-i-Azam U., Islamabad, Pakistan; *Email:* trahman@sat.net.pk). English-teaching institutions in Pakistan. *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **22**, 3 (2001), 242–61.

English is taught in several institutions in Pakistan. It is a medium of instruction in elitist, highly expensive, private schools as well as cadet colleges indirectly controlled and partly subsidised by the state. It is taught as a subject in the vernacular-medium, state-controlled schools where ordinary Pakistanis study. It is also taught, though to very few children, in the Islamic seminaries (*madrassas*). As it is the language of lucrative and powerful jobs, it is much in demand. Thus, a large number of private schools, charging high fees, have come up in all parts of Pakistani cities and towns. At the moment English is an elitist preserve and a stumbling block for all other Pakistanis. However, it is also the means of bringing a person into contact with the outside world and hence with liberal-humanist, democratic values. Thus, exposure to English might counteract the growing religious and cultural intolerance in Pakistan. It is suggested that English should no longer be a medium of instruction for the elite but should be taught to all children so that it is spread out widely and evenly all over Pakistan. English will then function as an empowering device and a liberalising influence in the country.

02-423 Rogers, Carmen Villegas (Xavier U. of Louisiana, USA) and **Medley, Jr., Frank W.** U.S. Spanish on the air: Good waves for the classroom? *Foreign Language Annals* (New York, USA), **34**, 5 (2001), 426–38.

Radio stations that provide Spanish-language broadcasts intended primarily for Spanish-speaking audiences can be encountered in most regions and major metropolitan areas of the United States. Using segments of programming taped from stations in eight U.S. states, the researchers compiled data on the presence of Anglicisms in commercials and announcements; commentaries and discussions; and news, weather, and traffic reporting. Possible reasons for the use of these Anglicisms and the effect that the phenomenon might have on the maintenance of Spanish within the Latino community are discussed. The authors suggest ways in which these samples of authentic speech might be used in the classroom to present not only the idealised speech of the so-called ‘educated native speaker’, but also dynamic and current models of

interlocutors from many nations, interacting effectively as they transmit and receive information in the language.

02-424 Rohrbach, Ruedi and Winiger, Elisabeth (Universität Bern, Switzerland). Tandem statt Unterrichts. [Tandem instead of teaching.] *Babylonia* (Comano, Switzerland), **3** (2001), 64–68.

This article gives an account of a system of tandem learning operated at the University of Bern between 1997 and 2000. The university is home to two teacher-training faculties, one for native French-speakers, the other for native German-speakers. Students in each faculty are obliged to study the language of the other, thus presenting an ideal situation for tandem learning. Students were given the option of replacing traditional second language conversation classes with pair work in partnership with a student from the other faculty. Each pair met for two hours weekly, one hour for each language, and also arranged additional visits and social activities together. Students completed questionnaires at the end of each session and also at the end of the course. On the basis of these questionnaires, the authors give a very positive evaluation of the scheme. The students themselves expressed a clear preference for tandem learning over traditional conversation classes, citing gains in terms of ‘everyday language’, self-directed learning and intercultural exchange, as well as their own motivation and self-confidence.

02-425 Sarroub, Georgia Janavara (Lincoln Northeast High School, USA; *Email:* gsarroub@lps.org). A collective case study of the implementation process of the *Nebraska Foreign Language Frameworks* by six teachers. *The Modern Language Journal* (Malden, MA, USA), **85**, 4 (2001), 499–511.

This case study explores the process of implementing the *Nebraska Foreign Language Frameworks* in an urban, Midwestern school district. The participants were two elementary, two middle school and two high school teachers; the languages taught were French and Spanish. Data were collected through interviews, classroom observations, and lesson plans. The findings show that the six teachers implemented the *Frameworks* and that the implementation process differed, depending mainly on teaching experience and involvement in the writing of the *Frameworks* document. Among the 5 Cs, *communication* was the easiest to implement, whereas *communities* was the most challenging. *Connections* was implemented in depth by the elementary teachers due to their interdisciplinary teaching. By implementing the standards, the teachers learned to set clear objectives focusing on the learner, to plan with the outcomes in mind, to create thematic units addressing the 5 Cs, and to use various assessments, including portfolio and rubrics.

02-426 Schulze, Mathias and Hamel, Marie-Josée (UMIST [U. of Manchester Inst. of Science

and Tech.], UK). Towards authentic tasks and experiences: The example of parser-based CALL. *Canadian Journal of Applied Linguistics* (Ottawa, Canada), **3**, 1/2 (2000 [published 2001]), 79–90.

Authenticity of language learning tasks, authenticity of learning experiences and the use of authentic language are important characteristics of communicative language teaching and learning. In this article, ways of achieving productive use of authentic language in a computer-assisted language learning (CALL) environment are discussed. This discussion concentrates on a particular area of CALL – parser-based CALL. The use and adaptation of two existing parsers for two CALL tools that support text production by encouraging learners to concentrate on the linguistic structure – mainly the grammar – of a text they have just produced in a communicative task are outlined, to provide concrete evidence for the contribution language processing techniques can make to the field of computer-assisted language learning.

02–427 Schwarz, Ulrich. Die Nutzung von Internet-Newsgroups zum Aufbau einer authentischen Kommunikation in fortgeschrittenen Englischunterricht. [Using Internet newsgroups to promote authentic communication in advanced English classes.] *Neusprachliche Mitteilungen aus Wissenschaft und Praxis* (Berlin, Germany), **55**, 1 (2001), 10–17.

This article reports on a joint, Internet-based project undertaken by pupils studying English at a German *Berufskolleg* (≈ vocational secondary school) and their counterparts studying German at an English ‘community college’. A special newsgroup was set up, in preference to a ‘chat’ or email facility, in order to optimise the conditions for collective, structured, asynchronous communication. The exchange took place almost entirely in English; the English pupils used the forum principally to learn about Germany, its people and culture. The discussion was initially centred around two themes – ‘juvenile delinquency’ and ‘part-time jobs after school’ – but later branched out according to the interests of the students. The English pupils were invited to correct the language errors of their German partners. The author judges the project to have been a success; he stresses in particular the German pupils’ gains in terms of motivation, autonomy, and cross-cultural competence, presented as they were with the opportunity for authentic communication in a foreign language. The author is highly enthusiastic about the educational possibilities opened up by the Internet; he would wish to see computers more closely integrated with everyday teaching, rather than being hived off into special sessions.

02–428 Shin, Jae-eun (U. of Manchester, UK; Email: jeshin@co.umist.ac.uk) and **Wastell, David G.** (U. of Salford, UK; Email: d.wastell@salford.ac.uk). A user-centred methodologies framework for the design of hypermedia-based CALL systems.

CALICO Journal (San Marcos, TX, USA), **18**, 3 (2001), 517–37.

The aim of this research is to improve the educational quality of hypermedia-based CALL systems. It is argued that many of the deficiencies of current systems can be attributed to an insufficient consideration of the needs of users and to the lack of an explicit educational philosophy guiding their design. Accordingly, a methodological framework has been developed which draws on recent developments in the field of human-computer interaction regarding interactive system design and a general constructivist approach to the design of computer-based learning material. The methodological framework involves a number of key features including use of learning scenarios to identify user requirements, the development of prototypes embodying different design options, and a series of formative workshops to evaluate the prototypes. This article reports progress so far in the use of the methodology. The overall results provide broad support for the general approach of basing design on a constructivist model and confirm the general validity of the user-centred, scenario-based methodological approach.

02–429 Solmecke, Gert. “Ist es denn wirklich so schlimm?” Probleme der Interaktion im Englischunterricht. [Is it really that bad? Interaction problems in English teaching.] *Englisch* (Berlin, Germany), **4** (2001), 131–38

This article examines the communicative teaching style that stresses the importance of communication in the target language and the use of authentic language materials. The author points out that communicative teaching methods, introduced in the 70s, have been implemented with varying success over the years and that a considerable discrepancy exists between theory and practical application of the method. Whilst the aims of the theory itself are laudable, in practice, teachers are often unable to implement communicative strategies effectively. Indeed, it is often unrealistic to expect teachers to possess native or near-native competence of the target language when they are non-native speakers. Conversely, teachers who are native speakers need to consider how to simplify their classroom language to maximise learning efficiency. In both cases authenticity will suffer, albeit in favour of more realistic and efficient teaching with a balance between content and form. The article concludes by questioning not only whether authenticity is achievable, but actually whether it is desirable for truly effective and efficient teaching.

02–430 Stapleton, Paul (Hokkaido U., Japan). Assessing critical thinking in the writing of Japanese university students. Insights about assumptions and content familiarity. *Written Communication* (Thousand Oaks, CA, USA), **18**, 4 (2001), 506–48.

Second language (L2) writing scholars have recently debated the appropriateness of using cultural constructs

to enhance the teaching of English. An important aspect of writing, critical thinking, has received considerable attention. Some have suggested that Asians, including Japanese, do not display critical thought in their writing in English. Other researchers claim that Asians display critical thinking abilities differently from Western learners. In addition, they argue that learners from a particular culture are too diverse to make claims about the whole group's thinking abilities. This study proposes a model for assessing critical thinking in the writing of L2 learners to determine whether content familiarity plays a role in critical thinking. Findings of a study of 45 Japanese undergraduate students indicate that the quality of critical thought depended on the topic content, with a familiar topic generating better critical thinking. Results also suggested that differing assumptions between the L1 and L2 culture may lead to misinterpretations of the critical thinking ability of L2 learners.

02-431 Stenton, A. J. (Université Toulouse 1, France; *Email*: Anthony.Stenton@univ-tlse1.fr). Les nouveaux enjeux de la création multimédia en langues à l'université. [A new challenge for the design of open-learning software for languages in the university.] *Les Cahiers de l'APLIUT* (Sèvres, France), **21**, 1 (2001), 7–20.

Virtual campuses have arrived in France but are universities ready to assume the consequences? Multimedia creation in language centres provides a good viewpoint from which to analyse recent developments. The wide-scale investment in infrastructure, the creation of new technology and distance learning departments, and the introduction of teacher payment for software creation indicate that the information society is taken seriously. However, this progress is fragile. Universities have delayed introducing software quality assurance. The inevitably pluridisciplinary nature of decisions concerning learning management systems, Web-based systems and electronic publishing demand a response that is more professional and more flexible.

02-432 Supinski, Stanley B., Sutherland, Richard L. and Valentine, Susan M. (United States Air Force Academy, USA). Russian language development and maintenance at a distance: Methodology and technology. *Applied Language Learning* (Presidio of Monterey, CA, USA), **12**, 1 (2001), 1–30.

This project consisted of research on the use of three common educational and communication technologies – the Internet, compact disk (CD), and email – to study the feasibility of conducting Russian language maintenance and development in a distance learning mode. Thirty participants at bases across the Air Force, including several who were deployed or travelling, participated in the 24-week course. The students used interactive courseware obtained primarily from a CD,

were guided by a native-Russian course moderator, and interacted with each other in five-person cooperative teams. The course, which was designed to support the Air Force strategy of 'Global Engagement' by increasing Foreign Area Officer and other linguists' Defense Language Proficiency Test scores, was truly 'virtual' and made optimal use of these technologies while reducing the need to send personnel for expensive resident courses. Due to the onset of Operation Allied Force during the course, participant attrition was high and changes in linguistic capability could not be adequately measured. However, the technology was tested, revealing that CD and email were very reliable and fulfilled their course material presentation and communications functions. The Internet proved less reliable, primarily due to access problems for military users, and bandwidth restrictions. Also measured were participant attitudes on course participation over the Internet, which were generally positive. The article closes with recommendations on developing and conducting distance-learning courses for military audiences.

02-433 Susser, Bernard (Doshisha Women's College, Kyotanabe City, Japan; *Email*: bsusser@dwc.doshisha.ac.jp). A defense of checklists for courseware evaluation. *ReCALL* (Cambridge, UK), **13**, 2 (2001), 261–76.

This paper examines the role of checklists as a device for evaluating CALL courseware. After defining checklists, it examines the reasons why courseware is difficult to evaluate compared to other educational materials. It then covers in detail the main objections to the use of checklists for courseware evaluation; articles in the CALL literature from the 1980s through the 1990s have complained that checklists are inaccurate, cannot deal with educational issues, lack objectivity and reliability, are biased, etc. The present paper then examines these claims one by one, finding either that the criticism is unjustified or that it applies equally to any form of courseware evaluation. The paper concludes with speculations, drawn from postmodern literary theory, as to why the checklist has been the target of so many unsubstantial attacks.

02-434 Svalberg, Agneta M.-L. (U. of Leicester, UK; *Email*: amls2@le.ac.uk). The problem of false language awareness. *Language Awareness* (Clevedon, UK), **10**, 2/3 (2001), 200–12.

The boldness of the Language Awareness undertaking is encapsulated in the word 'awareness', implying knowledge of 'the truth', as evidenced in the collocation 'to be aware of' with 'the fact that'. Thus a Language Awareness approach tries to guide learners towards discovery and understanding of truths about language. This paper tries to show that sometimes, on the contrary, learners are led to acquire a false awareness. That is to say, instruction may create or reinforce misconceptions about the language. Explanations, choice of context and visual illustrations can all be misleading. It has been found, for example, that *would* is

more strongly associated with unreality among Malay-speaking learners than among native speakers of English (Svalberg, 1998 and forthcoming). The classroom focus on conditional contexts encourages this particular association above other equally valid ones. It is also shown that instruction may encourage learners to construe alternative, non-English tense systems. The overall purpose of the paper is to raise the question of whether the descriptive models teachers work with are adequate for the aims of a Language Awareness approach to language teaching.

02-435 Swales, John M., Barks, Debbie, Ostermann, Ana C., Simpson, Rita C. (U. of Michigan, USA; *Email: jmswales@umich.edu*). Between critique and accommodation: Reflections on an EAP course for Masters of Architecture students. *English for Specific Purposes* (Amsterdam, The Netherlands), **20**, 5 (2001), 439–58.

This paper explores the competing pressures toward English for Specific Purposes (ESP) accommodation to institutional exigencies and to a critical response to those exigencies. The locus of the discussion is the design and implementation of an English for Academic Purposes (EAP) course for Master's of Architecture students in a major US university. Architectural professional education has been largely neglected in the expanding ESP literature, although the types of discourse that orchestrate professional training in this area have some interesting and unique features. The authors outline their attempts over four years to respond to these challenges and complexities, considering along the way both the practical constraints and the role of a critical pedagogy in EAP. Materials development was based in part on discursual analysis of student presentations of their design studio work and on corpus linguistic analysis of the same material. The paper closes with some reflections on the lessons learnt.

02-436 Timm, Johannes-Peter. Bilingualer Sachfachunterricht 'revisited': Fremdsprachenlernen in "einem integrierten Sachfach- und Fremdsprachenunterricht". [Bilingual subject-teaching revisited: Language learning in 'an integrated subject-teaching and language-teaching package'.] *Praxis des neusprachlichen Unterrichts* (Berlin, Germany), **49**, 1 (2002), 12–16.

This article is concerned with the teaching of subject disciplines (history, geography, biology, etc.) through the medium of a foreign language, which is practised in some German secondary schools. The author takes a positive view of this type of teaching, as he believes it is consistent with many of the methodological principles of foreign-language teaching as elucidated in recent years – task-based learning, the holistic approach, focus on the learner, etc. The main problem is getting the balance right between the subject-teaching and the language-teaching content. Rather than giving total primacy to the subject-specific component, or introducing 'language-learning moments' into subject-

teaching sessions, the author proposes an 'integrated package' of teaching sessions: lessons devoted to the subject discipline, with the emphasis on communication and minimal correction of language errors, would be taught in conjunction with separate language lessons whose texts and contents would be drawn from the same subject discipline. Ideally both types of lesson would be taught by the same teacher, which would have implications for teacher training. The author concludes by calling for a wide-ranging dialogue between teachers and researchers on these questions.

02-437 Todd, Richard Watson, Mills, Nathan, Palard, Chatchai and Khamcharoen, Preeya (King Mongkut's U. of Technology Thonburi, Bangkok; *Email: irictodd@kmutt.ac.th*). Giving feedback on journals. *ELT Journal* (Oxford, UK), **55**, 4 (2001), 354–59.

While journal writing has become an increasingly important tool in both language learning and teacher training, how to use journals most effectively is still unclear. Looking at a language and study skills support course for an MA in Applied Linguistics in Thailand, this paper treats journals as a dialogue between tutors and participants, and focuses on how tutors can give useful feedback on participants' journals. Through analysing journals and tutors' comments in response to journals, and from interviewing participants about the usefulness of the tutors' comments, it was found that participants greatly preferred comments referring to specific points in their journals, rather than a list of general comments at the end. Tutor comments which give suggestions, evaluate positively, add information, or support the participants, were also regarded as useful – possibly because such comments can promote trust, and build relationships between tutors and participants.

02-438 Tognozzi, Elissa (U. of California, USA). Italian language instruction: The need for teacher development in technology. *Italica* (Columbus, OH, USA), **78**, 4 (2001), 486–98.

Keeping up with advances in computer and multimedia technologies will be a necessity for foreign language programmes in the increasingly interconnected information age. Despite the recent improvements suggested in Italian language programmes, there have been few attempts to integrate more advanced computer technologies with teaching Italian. This paper first discusses some of these possible applications, highlighting the need for teachers to be well-trained in Internet-related skills. There follows a report on the Technology Teacher Training Programme for teachers of foreign languages at the author's university and a subsequent post-training Italian language programme. Data from a survey carried out among students revealed that those taught by teachers who had participated in the training course had better perceptions about the target language and improved attitudes about learning compared to those taught by teachers who had not been similarly trained.

02-439 Toma, Antoine (Université Toulouse 3, France). Conception d'une plate-forme d'enseignement multimédia à distance. [Design of a multimedia distance-learning platform.] *Les Cahiers de l'APLIUT* (Sèvres, France), **21**, 1 (2001), 21–47.

Multimedia Language Teaching has already been acknowledged for the richer learning environment and interactivity it offers, its flexibility to different learning styles and learners' control that allows them to engage fully in the learning process. All these functions are now available for distance language learning and a new tool enables the sending of contextualised answers. The automatic sound segmenting process has already proved to be a powerful tool for aural comprehension and oral expression. Spectrogram visualisation, tagged sequences, peaks and troughs selection, listening at a variable speed, all coupled to phonetic and graphic helps, prompt learners to do their best because they have the immediate image of their progression within the comprehension process whenever they use these tools.

02-440 Vogt, Karin. E-Mail-Projekte am Berufskolleg – 'not worth a light?'. [Email projects in vocational colleges: 'not worth a light?'] *Fremdsprachenunterricht* (Berlin, Germany), **6** (2001), 416–22.

This article attempts to draw some general conclusions about the use of email as a medium for foreign-language learning, in particular its effectiveness in enhancing cross-cultural awareness between student groups of different nationalities. The project on which the article is based involved an exchange of emails, in English, between IT students at a German vocational college (≈ secondary school) and student groups in several countries including Thailand, Japan, and Brazil. Evaluation was carried out by means of a questionnaire distributed to the German students at the end of the project. The results in terms of language learning were very encouraging, but more ambiguously so in the case of cultural reflection and cross-cultural understanding. In this latter regard, a determining factor appears to be the differing levels of frequency and personal engagement with which individual students contributed to the project. The author stresses the importance of a tight organisational framework for such projects, and proper collective discussion in class about experiences and outcomes. The evaluation questionnaire is attached to the article, as are various learning materials emerging from the exchange of emails.

02-441 Wang, Yuping and Sun, Chengzheng (Griffith U., Australia; *Email*: y.wang@gu.edu.au). Internet-based real time language education: Towards a fourth generation distance education. *CALICO Journal* (San Marcos, TX, USA), **18**, 3 (2001), 539–62.

Through the examination of the development of distance education for foreign languages, this article

puts forward a theory on the emergence of a fourth generation of distance language education, challenging the generally accepted three-generation theory. It is argued that, with the use of Internet-based real time technology, distance language learning becomes synchronous for the first time, and that the immersion of distance and campus-based education into a new education system is inevitable.

02-442 Watt, David and Roessingh, Hetty (U. of Calgary, Canada). The dynamics of ESL drop-out: *Plus ça change... The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **58**, 2 (2001), 203–22.

This study provides longitudinal insights into a pattern of drop-out that the authors had previously identified, by tracking educational outcomes among English as a Second Language (ESL) youth for a single, large urban school in Canada. Over a span of eight years, distinct changes in the educational climate and, in particular, in the structure and funding of ESL programming have led to two distinct cohorts of ESL students: pre- and post-budget cuts. While the results show the general drop-out rate for ESL students remains unchanged at 74%, a comparison of the two cohorts suggests that accelerated integration into academic mainstream courses has had a detrimental impact on the educational success of intermediate level ESL students. Further, a new set of issues emerges related to the quality of success for ESL learners and the identification of ESL learners.

02-443 Winkler, Birgit (Open U., Milton Keynes, UK; *Email*: B.Winkler@open.ac.uk). English learners' dictionaries on CD-ROM as reference and language learning tools. *ReCALL* (Cambridge, UK), **13**, 2 (2001), 191–205.

This paper discusses the findings of two empirical studies which investigated how students of English used two English learners' dictionaries on CD-ROM. The outcome of these studies indicate in what way such dictionaries can serve as reference and language learning tools. It is argued that an English learner's dictionary on CD-ROM could be much more than an 'ordinary' reference work because it includes facilities that are not available in book form, such as audio and visual elements, exercises and games. The studies suggest, however, that a number of changes in content and design will have to be made in order to make such dictionaries more effective and beneficial to their users. Learners, on the other hand, may need to acquire special skills in order to benefit from all the information an English learner's dictionary on CD-ROM contains.

02-444 Wilkinson, Sharon (West Virginia U., USA). Noticing discourse: A point of departure for (re)designing the conversation course. *Foreign Language Annals* (New York, USA), **34**, 6 (2001), 523–33.

Target-language discourse norms (both lexically based formulaic speech and culturally based pragmatic abilities) receive relatively scant attention in curricula, yet they are of paramount importance in allowing speakers to maintain smooth communication. This article starts with two premises: (1) that oral skills classes provide the ideal forum in which to address discourse issues, and (2) that target-language discourse norms, particularly as they relate to another cultural belief system, must be taught explicitly. After defining what is meant by 'discourse norms', the article offers a three-part pedagogical discussion. The first part expands on Schmidt's 'noticing hypothesis', arguing for the necessity of overt instruction in facilitating discourse learning. The second segment explores issues of course content by asking which features are most important for students to notice, and how they might be organised into a learning sequence. The final section focuses on instructional options, suggesting activity types that are intended to raise students' awareness of targeted norms. Issues of performance objectives (productive vs. conceptual control) and assessment are also addressed.

02-445 Yakhontova, T. (Ivan Franko L'viv State U., Ukraine; Email: tyakh@is.lviv.ua). Textbooks, contexts, and learners. *English for Specific Purposes* (Amsterdam, The Netherlands), **20**, 5 (2001), 397-415.

This paper discusses a recent pedagogical experience of using the US-based English for Academic Purposes textbook *Academic writing for graduate students* [Swales, J. M., & Feak, C. B. (1994), Ann Arbor: University of Michigan Press] in the Ukrainian university classroom. The main focus of the paper is on the intellectual and emotional reactions of the students toward a quite new (for them) kind of textbook and corresponding course. It is shown how certain cultural and historical factors characteristic of the Ukrainian intellectual context have left obvious imprints on the learners' responses to the textbook. This suggests that there may be a need for modified versions of such materials designed specifically for nonnative speakers living outside Anglophone environments, educated within different intellectual traditions, and yet willing to master academic English for the purposes of international scientific communication. It is argued that such alternative versions should be explicitly genre-based, possess a strong language focus, and include at least some instances of comparison of English and first language genre exemplars in order to develop the learners' abilities of making more conscious selections and choices in writing.

Language learning

02-446 Abrams, Zsuzsanna Ittzes (U. of Texas-Austin, Austin, TX, USA; Email: zsabrams@mail.utexas.edu). Computer-mediated communication and group journals: Expanding the repertoire of

participant roles. *System* (Oxford, UK), **29**, 4 (2001), 489-503.

The ability to recognise and adopt a variety of social roles is essential for successful communication. First language (L1) research is available on this topic, but very little information is available on participant roles adopted by foreign language learners in classroom interactions. This study investigated the participant roles learners adopted in two different writing environments: synchronous computer-mediated-communication (CMC) and pencil-and-paper group journals. Forty-six students of intermediate German each participated in two CMC and two group journal assignments over the course of a 15-week semester. The data were coded for participant roles adopted by learners. The coding was based on categories established by previous research in discourse analysis, social psychology and sociology in L1 research. These categories were then expanded to fit the needs of the language learners participating in this study. The results indicated that, while some social roles appeared in both writing contexts (speaker, respondent, scolder, creator of in-group identity), others were only found in CMC (attacker, challenger, supporter and joker). Not only did learners adopt a larger variety of participant roles during CMC than in group journals, these roles were also more interactively negotiated in the CMC environment.

02-447 Boers, Frank (Erasmus College of Brussels, Belgium). Remembering figurative idioms by hypothesising about their origin. *Prospect* (Macquarie U., Sydney, Australia), **16**, 3 (2001), 35-43.

Despite their apparent arbitrary nature, numerous figurative idioms can in fact be taught and learned in an insightful way, as opposed to random and blind memorisation. Controlled experiments in recent years have shown, for example, that learners' recall of second language (L2) figurative idioms is facilitated by the explicit use of imagery in the presentation stage. This imagery technique can only be fruitful to vocabulary acquisition in the long term, however, if it extends into learner autonomy. A new small-scale experiment was therefore set up to estimate learners' ability to apply the strategy of imagery processing to figurative idioms independently. One specific imagery technique was put to the test: hypothesising about the origin of L2 idioms. The results were very encouraging both with respect to the feasibility of the task and with respect to its beneficial effect on retention.

02-448 Chipere, Ngoni (U. of Reading, UK; Email: n.chipere@reading.ac.uk). Variations in native speaker competence: Implications for first-language teaching. *Language Awareness* (Clevedon, UK), **10**, 2/3 (2001), 107-24.

This article first reviews experiments carried out to determine if variations in adult native speaker perfor-

mance arise from variations in working memory capacity (Just & Carpenter, 1992) or variations in procedural grammatical competence (Ericsson & Kintsch, 1995). It then reports on experiments with three groups of 18-year-old native speakers of English who were tested on comprehension and recall of English Complex NP constructions. Two groups were 'low academic ability' (LAA) students and one group were 'high academic ability' (HAA) students. Pre-test HAA levels of recall and comprehension were much higher than those of the LAA groups. One LAA group underwent training to improve sentence recall and then carried out a post-test involving recall and comprehension. Levels of recall, but not comprehension, rose to HAA levels. The second LAA group underwent training to improve comprehension and then carried out a post-test involving recall and comprehension. Levels of both recall and comprehension rose to HAA levels. Contrary to the working memory hypothesis, the results support the view that variations in adult native speaker performance arise from variations in procedural grammatical competence. Some implications of this conclusion for the teaching of first-language grammar during the school years are outlined.

02-449 Corbeil, Giselle (Acadia U., Canada).

Exploring the effects of first- and second-language proficiency on summarising in French as a second language. *Canadian Journal of Applied Linguistics* (Ottawa, Canada), **3**, 1/2 (2000 [published 2001]), 35-62.

University students studying a second language are often required to summarise information they read or hear in that language. These learners bring with them a number of first-language summarisation skills which may have an effect on how they acquire second-language summarisation skills. What macro-rules of summarisation are actually affected by either first-language or second-language proficiency? According to the results of this study, both first-language summarising skills and second-language proficiency affect second-language summarising skills, except for inclusion of main ideas and amount of distortion which are more affected by first-language summarising skills. Neither first-language summarising skills nor second-language proficiency have an effect on combining within and across paragraphs and the use of macro-propositions. The paper concludes with suggestions for teaching and future research.

02-450 Cortazzi, Martin (Brunel U., Twickenham, Middlesex, UK; *Email*: martin.cortazzi@brunel.ac.uk) and **Shen, Wei Wei**. Cross-linguistic awareness of cultural keywords: A study of Chinese and English speakers. *Language Awareness* (Clevedon, UK), **10**, 2/3 (2001), 125-42.

This paper examines six Chinese terms which are among a handful of identifiable cultural keywords that have played an important role in Confucian heritage

cultures. On the basis of an examination of common translations and explanations of the keywords in English, it is shown that their meanings are interrelated and overlapping. A questionnaire used 'definitional elements' from translations to investigate how native speakers of Chinese understand these keywords, compared with English-speaking learners of Chinese, and how English speakers who do not know Chinese understand the translations. A statistical approach is used to show in detail how the three groups have a measurably different understanding, which is asymmetrical. Visual representations, closely derived from mean scores, display the participants' awareness of the interrelated meanings, which is different for the three groups. The article is seen as relevant in particular to translators and teachers of Chinese, and in general to teachers and learners of vocabulary.

02-451 Delcloque, Philippe (UMIST [U. of Manchester Inst. of Science and Tech.], Manchester, UK; *Email*: p.delcloque@msec.ac.uk) and **Bramoullé, Alexandre**. DISSEMINATE, an initial implementation proposal: A new point of departure in CALL for the 'year 01'? *ReCALL* (Cambridge, UK), **13**, 2 (2001), 277-92.

This paper presents a proposed initial implementation for the DISSEMINATE concept and architecture first presented in 1998 at WorldCALL. Via an explanation of the explosion of the acronym (Distributed, Integrated, Stable, Scalable, Evolutionary, Modular, Interactive, Networked, Authorable, Tracking, e-learning), the article summarises the key points made in the initial article published by Swets and Zeitlinger in a volume edited by Chambers and Davies (Delcloque, 2001) where the project was described as 'implementation in the digital domain of the ring-binder philosophy'. It explains the slight changes and refinements brought to the general approach since its inception, presents briefly the results of a survey designed to examine authoring requirements and authors' attitudes to authoring tools, summarises evidence of partially similar approaches taken by other developments and outlines the possible paths to the implementation of the project. It discusses some early proposals relating to Macro Infrastructure and presents a Micro Module example. The article concludes with an explanation of the proposed provisional distribution structure, including commercial considerations, which, in the authors' view, cannot be separated from the theoretical and practical questions which the concept poses. The conclusion also suggests that the principles of DISSEMINATE, whether or not resulting in a product, could nevertheless influence present and future digital learning authors.

02-452 Douglas, Dan (Iowa State U., USA; *Email*: dandoug@iastate.edu). Performance consistency in second language acquisition and language testing research: A conceptual gap. *Second Language Research* (London, UK), **17**, 4 (2001), 442-56.

Arguing from the premise that a language test is a special case of a second language acquisition (SLA) elicitation device, this article suggests that SLA and language testing share much common ground in terms of research methods, which have similar properties in that they are both used to make systematic observations of language performances from which inferences can be made about the state of a learner's interlanguage ability underlying the performance. However, it is also argued that, whereas the concept of demonstrating validity and reliability has been integrated into how language testing research is conducted, SLA researchers have generally failed to recognise the need to demonstrate these qualities. Examples of SLA and language testing research articles are compared in terms of their treatment of validity and reliability and it is argued that: (a) it is important for SLA researchers to provide evidence that the methods they employ to elicit data are appropriate for the purposes intended; (b) the procedures provide stable and consistent data; and, consequently, (c) the interpretations they make of the results are justified.

02-453 Ellis, Rod, Basturkmen, Helen and Loewen, Shawn (U. of Auckland, New Zealand). Preemptive focus on form in the ESL classroom. *TESOL Quarterly* (Alexandria, VA, USA), **35**, 3 (2001), 407-32.

This article contributes to the growing body of descriptive research investigating *focus on form*, defined as the incidental attention that teachers and second language learners pay to form in the context of meaning-focused instruction. Whereas previous research addressed reactive focus on form (i.e., corrective feedback), the study reported here investigated preemptive focus on form (i.e., occasions which either the teacher or a student chose to make a specific form the topic of the discourse). It was found that in 12 hours of meaning-focused instruction, there were as many preemptive focus-on-form episodes (FFE) as reactive FFEs. The majority of the preemptive FFEs were initiated by students rather than the teacher and dealt with vocabulary. Students were more likely to *uptake* form (i.e., incorporate it into an utterance of their own) if the FFE was student initiated. The preemptive FFEs were typically direct, that is, they dealt with form explicitly rather than implicitly. Despite this, they did not appear to interfere unduly with the communicative flow of the teaching. It is argued that preemptive focus on form deserves more attention from classroom researchers than it has received to date

02-454 Flege, James Emil and Liu, Serena (U. of Alabama at Birmingham, USA; *Email*: jefle@uab.edu). The effect of experience on adults' acquisition of a second language. *Studies in Second Language Acquisition* (New York, USA), **23**, 4 (2001), 527-52.

Previous research has suggested that child but not adult immigrants to the United States and Canada make

regular progress learning English as their length of residence (LOR) increases. If children and adults received the same kind of second language (L2) input, such evidence would support the existence of a critical period for L2 acquisition. The present study compared groups of Chinese adults living in the U.S. who differed in LOR in order to assess the role of input in adults' naturalistic acquisition of an L2. The researchers assessed the Chinese participants' identification of word-final English consonants (experiment 1), their scores on a 144-item grammaticality judgement test (experiment 2), and their scores on a 45-item listening comprehension test (experiment 3). The Chinese participants were assigned to one of four groups ($n = 15$ each) based on LOR in the U.S. and their primary occupation (students vs. nonstudents). Significantly higher scores were obtained for the students with relatively long LORs than for the students with relatively short LORs in all three experiments. However, the difference between the nonstudents differing in LOR was nonsignificant in each instance. The results suggested that the lack of an effect of LOR in some previous studies may have been due to sampling error. It appears that adults' performance in an L2 will improve measurably over time, but only if they receive a substantial amount of native speaker input.

02-455 Fortune, Alan (King's College, London, UK; *Email*: alan.fortune@kcl.ac.uk) **and Thorp, Dilya**. Knotted and entangled: New light on the identification, classification and value of language related episodes in collaborative output tasks. *Language Awareness* (Clevedon, UK), **10**, 2/3 (2001), 143-60.

This study is of the collaborative output of students engaged in grammar dictation tasks (Dictogloss) in a British English as a Foreign Language context. The key aim was to investigate the effect of pre-task focus on form work on task output processes. The main focus of this paper, however, is on how the authors refined the framework of Language Related Episodes (LREs) used by other researchers to analyse second language (L2) output processes, and produced their own taxonomy of episodes. They also discuss the role of collaborative output in L2 development, particularly the use of metalanguage. They argue that analysis based on LRE counts, although valuable, fails to capture completely the complexity of the interaction, and go on to discuss the 'value' and 'nature' of episodes. The former term is concerned with differences in the length of episodes and the extent of learners' engagement with the language item concerned. The latter reflects the messy nature of L2 interactional data and the difficulty of 'untangling' it to identifying episodes. It deals with features like discontinuity, embedding and overlapping.

02-456 Foster-Cohen, Susan (U. of Canterbury, Christchurch, New Zealand; *Email*: s.fostercohen@ling.canterbury.ac.nz). First language acquisition ... second language

acquisition: 'What's Hecuba to him or he to Hecuba?' *Second Language Research* (London, UK), **17**, 4 (2001), 329–44.

Second language (L2) research appeals to first language acquisition research frequently and standardly. It is important, however, to take stock from time to time of the uses that second language acquisition (SLA) makes of its sister field. Whether first language (L1) research is used to generate or bolster the importance of a particular research question, to argue for a fundamental similarity or a fundamental difference between the two sorts of acquisition, or to offer guidance in the formulation of research paradigms, it is important that it is done with our critical eyes open. This article examines the possible and specific relationships between L1 acquisition and SLA, with the aim of showing that a number of assumptions warrant closer inspection. It begins by examining the expressions 'first language acquisition' and 'second language acquisition', suggesting that the syntactic and lexical parallelism between the two masks important issues internal to the fields involved. It then explores problems in distinguishing L1 from L2 acquisition from three different perspectives: individual language learner histories, the data, and the mechanisms proposed to account for the two types of acquisition. Finally, it takes a brief look at the sociology of L1 and L2 studies, and suggests that second language study has yet to assume fully its rightful place in the academy.

02-457 Fukkink, Ruben G., Blok, Henk and de Glopper, Kees (U. of Amsterdam, The Netherlands; *Email: ruben@sco.educ.uva.nl*). Deriving word meaning from written context: A multicomponential skill. *Language Learning* (Malden, MA, USA), **51**, 3 (2001), 477–96.

This paper reports a cross-sectional study with Dutch first-language learners from grades 2, 4, and 6 which was conducted to investigate the ability to derive word meaning from context. A multi-componential measure was used, involving the percentage of correct attributes, inclusion of a false attribute, and contextualisation. Students' definitions were either wrong, fully correct, only partially correct, or both wrong and (partially) correct at the same time. Students experienced additional problems in formulating a word definition decontextualised from the original text. These findings suggest that the incremental nature of vocabulary growth involves adding correct attributes, deleting false attributes, and decontextualising students' word definitions. The ability to derive word meaning from context depended on grade and concreteness of concepts.

02-458 Gascoigne, Carolyn (U. of Nebraska at Omaha, USA). Lexical and conceptual representations in more- and less-skilled bilinguals: The role of cognates. *Foreign Language Annals* (New York, USA), **34**, 5 (2001), 446–52.

Models of bilingual memory allow language teachers and psycholinguists to propose and visualise mental relationships within and between languages. Following a review of the most common mental models, this article describes a study comparing the translation of cognates from French into English by more- and less-skilled bilinguals. Results of this preliminary study, wherein more-skilled bilinguals experienced significantly greater translation onset intervals than less-skilled bilinguals, suggest that a new model unique to the cognate must be considered. Pedagogical implications based on the study, and stemming from the proposed cognate model, are presented.

02-459 Gass, Susan M. (Michigan State U., USA; *Email: gass@msu.edu*). Sentence matching: A re-examination. *Second Language Research* (London, UK), **17**, 4 (2001), 421–41.

This article examines sentence matching, a methodology frequently used in the second language (L2) literature to determine notions of grammaticality of nonnative speakers (NNS). Native speakers (NS) of French and L2 learners of French performed a sentence-matching task focusing on three areas of French grammar: adverb placement, subject-verb agreement and clitic-pronoun placement. In sentence-matching tasks participants respond to two sentences on a computer screen indicating whether the two sentences are identical or not. In general, grammatical sentences are responded to faster than ungrammatical sentences and have been used in the L2 literature as a way of determining grammatical knowledge. The results from the NSs of French show that when there is a high degree of difficulty in interpretation of ungrammatical sentences, sentence matching is a useful tool for determining grammaticality. For NNSs there is little evidence that sentence matching predicts grammaticality. A traditional acceptability judgement task was administered to NNSs. Sentence-matching did not correlate with NNSs' individual notions of grammaticality. Issues of proficiency level and the nature of ungrammatical sentences are important determinants when considering the validity of sentence-matching as a research tool.

02-460 Green, Anne and Youngs, Bonnie Earnest (Carnegie Mellon U., Pittsburgh, USA; *Emails: amgreen@andrew.cmu.edu; byoungs@andrew.cmu.edu*). Using the Web in elementary French and German courses: Quantitative and qualitative study results. *CALICO Journal* (San Marcos, TX, USA), **19**, 1 (2001), 89–123.

This article presents an analysis of both quantitative and qualitative data collected for a study of the impact of World Wide Web use in elementary French and German courses (first and second semester) in Fall 1998 and Spring 1999. Specifically, the control groups attended class with the instructor four days per week. The treatment groups attended class with the instructor

five days per week and completed a web activity each week on their own time to 'replace' the fourth class meeting. The main research question was whether the treatment group's performance in the areas of reading, writing, listening, speaking and cultural understanding would be similar to that of the control group in French and German, over two semesters of first year language study at the university level. It was found that there was no pattern of statistically significant differences between the treatment and the control groups in any of these areas.

02-461 Han, ZhaoHong (Columbia U., New York, USA). Fine-tuning corrective feedback. *Foreign Language Annals* (New York, USA), **34**, 6 (2001), 582-99.

This paper explores the notion of 'fine-tuning' in connection with the corrective feedback process. The underlying argument is that the absence of fine-tuning can be a potent source of ineffective feedback. Fine-tuning is herein defined as a process whereby the provider of corrective feedback tunes in to the causal factors of an error and successfully brings the learner's attention to the learning problem. A longitudinal case study, conducted in the context of Norwegian as a second language, is presented to show how fine-tuning and lack thereof in the provision of written corrective feedback differentially affects a second language learner's restructuring of an interlanguage construction.

02-462 Hawkins, Roger (U. of Essex, UK; *Email*: roghawk@essex.ac.uk). The theoretical significance of Universal Grammar in second language acquisition. *Second Language Research* (London, UK), **17**, 4 (2001), 345-67.

The evidence that native language acquisition is possible only because children are born with an innately-determined language faculty – Universal Grammar – is considerable. The evidence that the same innate ability is involved in second language acquisition (SLA) by older learners is superficially less clear. There are differences both in the context of acquisition and the nature of development. One recent approach suggests that only 'poverty of the stimulus' phenomena – where neither the first language (L1) nor the second language (L2) are possible sources for L2 representations – can provide incontrovertible evidence for Universal Grammar (UG) in SLA. It is argued in this article that, while 'poverty of the stimulus' phenomena are important landmarks in theory development in SLA research, they are not the most compelling reason for assuming the involvement of UG. More compelling are attempts to explain L2-L1 differences. The latter are likely to lead to real progress, not only in understanding the nature of SLA but also the structure and organisation of the language faculty itself.

02-463 Hew, Soon-Hin and Ohki, Mitsuru (Kyoto U., Japan; *Email*: d60x0776@ip.media.kyoto-u.ac.jp). A study on the effectiveness and

usefulness of Animated Graphical Annotation in Japanese CALL. *ReCALL* (Cambridge, UK), **13**, 2 (2001), 245-60.

This paper describes an experiment in which an attempt was made to show that Japanese Computer Assisted Language Learning (JCALL) with Animated Graphical Annotation (AGA) is more effective and useful in assisting learners to acquire Japanese language listening skills compared to JCALL without AGA. The independent variable in the experiment is AGA. The principal research question addressed was, 'Does the AGA used in the JCALL contribute to the students' overall pronunciation and listening performances in elementary Japanese language courses by looking into its AKUSENTO, SEION and DAKUON and TANON, CHOUON and SOKUON?' The experiment conducted in Malaysia involved 112 students (25 male and 87 female) who were enrolled in Japanese language courses. The students were randomly divided into two groups and the pre-test/post-test approach was used. The results showed AGA's effectiveness in assisting the students to improve their listening skills, although it appeared less effective in helping improve their pronunciation skills.

02-464 Hulstijn, Jan H. (U. of Amsterdam, The Netherlands; *Email*: hulstijn@hum.uva.nl) and **Laufer, Batia**. Some empirical evidence for the involvement load hypothesis in vocabulary acquisition. *Language Learning* (Malden, MA, USA), **51**, 3 (2001), 539-58.

This paper reports a study in which learners of English as a Foreign Language in two countries participated in two parallel experiments testing whether retention of vocabulary acquired incidentally is contingent on amount of task-induced involvement. Short- and long-term retention of 10 unfamiliar words was investigated in three learning tasks (reading comprehension, comprehension plus filling in target words, and composition-writing with target words) with varying 'involvement loads' – various combinations of need, search, and evaluation. Time-on-task, regarded as inherent to a task, differed among all three tasks. As predicted, amount of retention was related to amount of task-induced involvement load: retention was highest in the composition task, lower in reading plus fill-in, and lowest in the reading. These results are discussed in the light of the construct of task-induced involvement.

02-465 Kasper, Gabriele (U. of Hawai'i at Manoa, USA). Four perspectives on L2 pragmatic development. *Applied Linguistics* (Oxford, UK), **22**, 4 (2001), 502-30.

Second language (L2) learners' development of pragmatic ability has been studied from a variety of theoretical perspectives. This paper seeks to assess the contributions made by different approaches to interlanguage pragmatics as a subfield of Second

Language Acquisition. A first approach locates the development of pragmatic ability within a comprehensive model of communicative competence, either examining pragmatics as an autonomous component or in its interaction with grammatical ability. The discussion focuses on the evidence for and against the interdependence of pragmatic and grammatical ability. A second perspective explores pragmatic learning as information processing, with a particular view to the roles of attention, awareness, input, and metapragmatic knowledge. One important question requiring further exploration is whether principles of grammar learning extend to the learning of pragmatics. A third approach investigates pragmatic learning in sociocultural perspective. A key observation has been that pragmatic knowledge emerges from assisted performance, both in student-teacher and peer interaction. The fourth approach is language socialisation, investigating how cultural and pragmatic knowledge are jointly acquired through learners' participation in recurring situated activities. In a final section, the paper discusses whether the four perspectives are compatible or mutually exclusive.

02-466 Kim, Sung-Ae (Pusan National U., Korea). Characteristics of EFL readers' summary writing: A study with Korean university students. *Foreign Language Annals* (New York, USA), **34**, 6 (2001), 569-68.

This study reports part of the findings of a study of Korean English as a Foreign Language (EFL) students' skill in summarising an English text. The 70 participating freshmen were assumed to possess the typical Korean EFL students' characteristics related to summary writing. The two English expository texts used – one assumed to be easier than the other – were taken from a college-level ESL reading book. The data were analysed in terms of the content idea units included in the summary, the idea units on four importance levels, use of three summarisation rules (i.e., deletion, selection, and transformation), and accuracy. Results showed the participants to be sensitive – though not fully – to importance. The most frequently used rule was deletion, and the least frequently used was transformation. Changes in the writers' behaviours due to text difficulty were also noted in the proportion of content idea units included in the summary, the use of selection and transformation rules, and in the accuracy rate, but not in the use of the deletion rule or total rule use. Results indicate that Korean EFL students do not possess effective summarisation skills and are in need of appropriate instruction and practice to improve these skills.

02-467 Kinginger, Celeste (Penn State U., USA). $i + 1 \neq$ ZPD. *Foreign Language Annals* (New York, USA), **34**, 5 (2001), 417-25.

This article explores the differences in nature and origin between two constructs that are used in the contemporary professional literature to explain the

processes and consequences of language learning: i (input) + 1 and the *Zone of Proximal Development* (ZPD). Krashen's construct of $i + 1$ addresses the progress that learners can make in their language acquisition process when presented with language input that is just beyond their current level of competence. The $i + 1$ construct is frequently invoked in relation to teaching via the so-called 'Natural Approach', and contributes to the conceptual foundation for research on the nature and availability of comprehensible input within settings designed for language learning. The ZPD is a construct most often assumed to describe the qualities of social interactive assistance that learners can use in their progress toward ability to perform successfully in a given setting. It is a metaphorical social space representing activities learners can carry out with success if they are provided with assistance from others more competent in such activities. Each construct is situated with respect to its history and to the fundamental assumptions it makes about language, the mind, and society. A brief comparison is established between the ways each construct is used to interpret the role of social interaction in the classroom. Within this comparison, particular emphasis is placed on the implications of the ZPD, which is becoming more prominent within professional discourses of language education.

02-468 Kitajima, Ryu (San Diego State U., USA). Japanese benefactive auxiliary verbs: The relationship between noticing and use. *Applied Language Learning* (Presidio of Monterey, CA, USA), **12**, 1 (2001), 55-80.

This study examines whether there is a strong relationship between second language (L2) learners' noticing of benefactive auxiliary verbs (BFs) and their use in communication. The BFs are obligatorily used in Japanese to express the meaning of actions or events beneficial to receivers. The participants were 16 university students who acquired Japanese at home without receiving any formal instruction. Data were collected under three conditions: (1) a face-to-face interview, (2) an interpretation task with 20 sentences involving the three BFs, and (3) a correction task. Based upon Condition 1, the participants were divided into the BF-drop group and BF-use group. The sentence interpretation task in which the BFs determine the meaning of the sentences assesses participants' explicit knowledge about BFs; the correction task which requires the participants to recover the missing BFs in short written dialogues assesses the participants' explicit access to the BFs. The results show that the BF-use group provided benefactors and beneficiaries which are indicated by the BFs on Task 2 and recovered missing BFs on Task 3 significantly better than the BF-drop group. These results suggest that noticing target forms plays an important role in L2 learners' eventual attainment of the use of those forms.

02-469 Kitajima, Riu (San Diego State U., USA). The effect of instructional conditions on students'

vocabulary retention. *Foreign Language Annals* (New York, USA), **34**, 5 (2001), 470–82.

This is a case study of vocabulary learning in Japanese for five students under two different instructional conditions. Instruction under both conditions was accomplished orally and interactively. Under the ‘output’ condition, students initiated talking about video scenes using target words in groups of two to three students. Under the ‘input-dominant’ condition, vocabulary activities were conducted primarily through the instructor’s questions about video scenes. The author examines whether output activities facilitated the retention of words more efficiently than input-dominant activities, which require students to comprehend questions involving target words but do not encourage them to use the words in communication. Data were collected at three points during one semester: one month, two months, and two and a half months after the initial exposure to the target words. A comprehension measure shows that the students retained more words from the output condition than they did from the input-dominant condition two months after the initial exposures. Furthermore, the results show that two and a half months after the initial exposures, although there was no difference between the two conditions with respect to contextual appropriateness of word usage, students used more words studied under the output condition than under the input-dominant condition. These results suggest that output-focused activities help students encode surface-level forms into memory better than input-dominant learning activities.

02–470 Kitano, Kazu (621 N. Sherman Ave., #23 Madison, WI 53704, USA; *Email*: viewofdelft@msn.com). Anxiety in the college Japanese language classroom. *The Modern Language Journal* (Malden, MA, USA), **85**, 4 (2001), 549–66.

The purpose of this study was to investigate two potential sources of the anxiety of college learners of Japanese in oral practice: (a) an individual student’s fear of negative evaluation, and (b) his or her self-perceived speaking ability. A survey was administered to 212 students in Japanese courses at two major universities. Using correlations and regression, the study found that: (a) an individual student’s anxiety was higher as his or her fear of negative evaluation was stronger, and the strength of this tendency depended on the instructional level and the experience of going to Japan; (b) an individual student’s anxiety was higher as he or she perceived his or her ability as lower than that of peers and native speakers; (c) the anxiety level of a male student became higher as he perceived himself less competent; and (d) the fear of negative evaluation and the self-perceived speaking ability did not interact to influence the anxiety level of an individual student.

02–471 Knaus, Valerie and Nadasdi, Terry (U. of Alberta, Canada). *Être* ou ne pas *être* in immersion

French. [*To be* or not *to be* in immersion French.] *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **58**, 2 (2001), 287–306.

This study examines verbal auxiliary selection in the speech of French immersion students. According to the rules of Standard French, *avoir* cannot be used with so-called ‘*être* verbs’. However, studies of spoken French show that a great deal of variation exists. As such, this study seeks to examine variation in auxiliary selection in the oral discourse of immersion students to determine to what extent it resembles that of native speakers. In the analysis, this variation is examined in terms of the social and linguistic factors that condition it. The results reveal that, in the immersion students’ speech, the use of *avoir* with ‘*être* verbs’ falls between what is found in Standard French and in native speaker discourse.

02–472 Kubota, Mariko (The U. of Melbourne, Australia; *Email*: m.kubota@asian.unimelb.edu.au). Error correction strategies used by learners of Japanese when revising a writing task. *System* (Oxford, UK), **29**, 4 (2001), 467–80.

This article deals with error correction strategies employed by learners of Japanese when revising their written work. This study used interview, observation, and a ‘think-aloud’ protocol to investigate: (1) the effectiveness of the coding system employed by the Victorian Certificate of Education [VCE] (assessment for university entrance in Victoria, Australia); (2) types of code symbols which lead to successful self-correction; (3) strategies used for self-correction; and (4) successful as well as unsuccessful strategies employed by students. Compositions by students of lower intermediate level Japanese in a university course were corrected using the VCE coding system. An interim grade was given to the original compositions, and a final grade to the self-corrected compositions. Analysis of the data indicated 10 reasons why students failed to correct their errors, and seven reasons why they succeed. Answers to the interview questions revealed that students perceived script errors were easy to correct whereas vocabulary errors were difficult.

02–473 Lakshmanan, Usha (Southern Illinois U. at Carbondale, USA; *Email*: usha@siu.edu) and **Selinker, Larry**. Analysing interlanguage: How do we know what learners know? *Second Language Research* (London, UK), **17**, 4 (2001), 393–420.

This article addresses the important issue of ‘how we know what learners know’ based on evidence from second language (L2) learners’ spontaneous speech samples gathered longitudinally. First, some of the problems involved in the analysis of spontaneous speech are examined, with focus on L2 studies within the generative framework. Next, the issue of the comparative fallacy in L2 research is revisited. The effects of the comparative fallacy in relation to analyses

of interlanguage with a target language bias are first considered. Next, the comparative fallacy is extended to include interlanguage analysis where the bias is towards the native language. It is argued that the comparative fallacy in interlanguage studies, regardless of the nature of the bias (i.e., target language or native language) can lead to the underestimation and/or overestimation of the learners' linguistic competence.

02-474 Lapkin, Sharon and Swain, Merrill

(The Ontario Inst. for Studies in Ed., U. of Toronto, Canada). Task outcomes: A focus on immersion students' use of pronominal verbs in their writing. *Canadian Journal of Applied Linguistics* (Ottawa, Canada), **3**, 1/2 (2000 [published 2001]), 7–22.

In the 'focus on form' study reported here, grade eight French immersion students worked in pairs to complete one of two tasks (jigsaw or dictogloss) based on the same story, both involving the production of a written narrative. Before completing one of these tasks requiring them to reconstruct and write a story, either from visual (jigsaw task) or from auditory (dictogloss task) stimuli, two of the four classes viewed a videotaped mini-lesson on pronominal verbs. This article examines the learners' use and accuracy of pronominal verbs within each task, comparing the classes that did and did not receive the mini-lesson, and across tasks, comparing the jigsaw and dictogloss classes. It was found that the mini-lesson had a significant impact on the students' use of pronominal verbs in their writing.

02-475 Laufer, Batia (U. of Haifa, Israel). Reading, word-focused activities and incidental vocabulary acquisition in a second language. *Prospect* (Macquarie U., Sydney, Australia), **16**, 3 (2001), 44–54.

Reading is claimed to be the major source of vocabulary growth in the first language (L1), but is it also the main source of L2 vocabulary? This paper surveys some experiments in acquiring L2 vocabulary from reading that report very small vocabulary gains from short and long texts. By comparison, reading supplemented with word-focused tasks yields better results. Similarly, when reading is compared with a word-focused activity alone, it is the latter that is more effective for L2 vocabulary acquisition. The hypothesis of 'task-induced involvement load' is suggested as an explanation and prediction of task efficacy.

02-476 Lee, Lina (U. of New Hampshire, USA; *Email*: Llee@hopper.unh.edu). Online interaction: Negotiation of meaning and strategies used among learners of Spanish. *ReCALL* (Cambridge, UK), **13**, 2 (2001), 232–44.

Online interactive exchange offers learners many opportunities to use the target language to negotiate both meaning and form in a social context that is crucial for second language acquisition (SLA). This

paper discusses the interaction between non-native speakers (NNSs) and the types of communication strategies employed during the online communication. Data from this study (in which 40 students participated in online discussions using a private chatroom) suggest that interactive strategies facilitate comprehension of input and output. The results show that, regardless of proficiency level, students used a variety of communication strategies. However, students tended to use more comprehension checks, clarification checks, requests and self-repairs to negotiate with each other. The quick interactions taking place in cyberspace impeded students from producing correct and coherent discourse, especially during the learner-learner interaction. Pedagogically, students need to be advised of the need to write correctly to maintain a balance between function, content, and accuracy. One of the corrective techniques is to make students re-examine and revise their exchanges with guided instruction. The current study focused on online interaction among NNSs. To claim the effectiveness of online interaction in SLA with certainty, future studies on online negotiation must include both NNSs and native speakers.

02-477 Littlemore, Jeannette (U. of Birmingham, UK). Metaphoric competence: A language learning strength of students with a holistic cognitive style? *TESOL Quarterly* (Alexandria, VA, USA), **35**, 3 (2001), 459–91.

This article examines metaphoric competence and its relationship to second language (L2) learning and teaching. The study described measured four aspects of metaphoric competence in the 82 participants' L1 and L2: (a) originality of metaphor production, (b) ability to find meaning in metaphor, (c) speed in finding meaning in metaphor, and (d) fluency of metaphor interpretation. Two of the four aspects were found to be weakly related whereas the other two were independent. Speed in finding meaning in metaphor was significantly related to holistic cognitive style, and all four aspects had positive yet statistically nonsignificant relationships with communicative language ability. The implications of these findings are discussed.

02-478 Littlewood, William (Hong Kong Baptist U., Kowloon Tong, Hong Kong; *Email*: blittle@hkbu.edu.hk). Cultural awareness and the negotiation of meaning in intercultural communication. *Language Awareness* (Clevedon, UK), **10**, 2/3 (2001), 189–99.

This paper is organised around a number of episodes in intercultural communication in which there is some degree of mismatch between the intentions and interpretations of the interlocutors. Three concepts are used to illuminate the nature of these mismatches: the concept of common ground, the principle of indexicality and the concept of cultural models. The episodes serve to illustrate how intercultural communication is facilitated by four levels of cultural awareness: a level of general awareness of how common ground, indexing

conventions and cultural models may differ between members of different communities; a level of detailed awareness of the common ground, indexing conventions and cultural models of members of a particular community; an awareness of areas of communication in which differences often exist and mismatches may occur; and an overarching level of meta-awareness, which makes a speaker aware of the limitations of the first three levels and points to the need for creative inference and negotiation in specific situations.

02-479 Markham, Paul L. (U. of Kansas, USA), **Peter, Lizette A. and McCarthy, Teresa J.** The effects of native language vs. target language captions on foreign language students' DVD video comprehension. *Foreign Language Annals* (New York, USA), **34**, 5 (2001), 439-45.

The purpose of this study was to examine the effects of using Spanish captions, English captions, or no captions with a Spanish-language soundtrack on intermediate university-level Spanish as a Foreign Language students' comprehension of DVD passage material. A total of 169 intermediate (fourth-semester) students participated as intact groups in the study. The passage material consisted of a seven-minute DVD episode about preparation for the Apollo 13 space-exploration mission. The students viewed only one of three passage treatment conditions: Spanish captions, English captions, or no captions. The English-language-dependent measures consisted of a written summary generated by the students and a 10-item multiple-choice test. The statistically significant results revealed that the English captions group performed at a substantially higher level than the Spanish captions group, which in turn performed at a considerably higher level than the no captions group on both dependent measures. The pedagogical value of using multilingual soundtracks and multilingual captions in various ways to enhance second language reading and listening comprehension is discussed.

02-480 McCafferty, Steven (U. of Nevada, USA), **Roebuck, Regina and Wayland, Ratre**. Activity Theory and the incidental learning of second language vocabulary. *Language Awareness* (Clevedon, UK), **10**, 4 (2001), 289-94.

That the learning of vocabulary might effectively be embedded in another task has intrigued second language (L2) investigators for some time. This paper argues that Activity Theory provides an alternative framework for examining and explaining the effects of embeddedness on recall. By adapting and applying Zinchenko's research on incidental learning to investigating the retention of new L2 vocabulary, this study attempts to confirm the hypothesis that when a lexical item becomes the focus of goal-directed action, learning/retention is enhanced. Two different conditions were investigated with five L2 Spanish learners. Results for the experimental condition supported claims that increased mental effort and the productive use of new words may positively affect learning and

retention. Mere exposure to words in meaningful contexts in the control situation was not seen to be as efficient.

02-481 Morris, Lori (Université du Québec à Montréal, Canada). Going through a bad spell: What the spelling errors of young ESL learners reveal about their grammatical knowledge. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **58**, 2 (2001), 273-86.

The spelling errors of 215 Grade 6 English as a Second Language (ESL) learners were examined with a view to gaining an understanding of how these children construe and misconstrue the structure of their second language (L2). It was found that unstressed grammatical (function) words proved particularly difficult for the learners to render in writing. The children achieved much higher success rates with lexical (content) words, which are more salient both phonetically and informationally. Furthermore, a positive correlation was found between an ability to spell grammatical words accurately and increased use of verbal morphology. These findings add to the growing body of literature which argues that mere exposure to an L2, even when that exposure is intensive and sustained, is not enough to ensure learner uptake.

02-482 Munro, Murray J. (Simon Fraser U., Burnaby, Canada; *Email: mjmunro@sfu.ca*) and **Derwing, Tracey M.** Modelling perceptions of the accentedness and comprehensibility of L2 speech: The role of speaking rate. *Studies in Second Language Acquisition* (New York, USA), **23**, 4 (2001), 451-68.

In much previous research, listeners' rating data have served as a dependent variable to demonstrate the effects of age of learning, length of residence, and motivation on second language (L2) users' degree of foreign accent. However, the role of speaking rate in such judgements has not been ascertained. To gain new insight into this relationship, the present authors carried out two experiments involving sentence-length utterances produced by English L2 users. In the first, they observed a significant curvilinear relationship between speaking rates and accentedness and comprehensibility judgements of utterances produced by users from a variety of L1 backgrounds. In the second, by manipulating rates with speech compression-expansion software, it was established that this effect was due to the rate differences themselves, rather than to differences in L2 proficiency that might co-vary with rate. In both experiments the listeners tended to assign the highest ratings to L2 speech that was somewhat faster than the rates generally used by L2 users; however, both very fast and very slow speech tended to be less highly rated. Researchers who use listener rating data should be mindful of the potential confounding effect of speaking rate in their data.

02-483 Nakahama, Yuko (Georgetown U., Washington, USA), **Tyler, Andrea and van Lier, Leo**. Negotiation of meaning in conversational and information gap activities: a comparative discourse analysis. *TESOL Quarterly* (Alexandria, VA, USA), **35**, 3 (2001), 377–405.

This article reports an investigation of how meaning is negotiated in two different types of interactions between native speakers (NSs) and nonnative speakers (NNSs): a relatively unstructured conversation and a two-way information-gap task. Three NS-NNS dyads were recorded as they engaged in these two activities, and the data were examined in detail. Negotiation exchanges, lexical and syntactic complexity, and various pragmatic issues were examined and compared qualitatively and quantitatively. The results suggest that conversational interaction has the potential to offer substantial learning opportunities at multiple levels of interaction even though it offered fewer instances of repair negotiation in the traditional sense than did the information-gap activity. In addition, the NNS participants stated in subsequent interviews that they found the conversational activity to be more challenging than the information-gap activity because they had to pay attention to the entire discourse in the former but mainly focused on lexical items in the latter. This study thus raises questions about claims that conversational interactions do not provide learners with as much challenging language practice as do more highly structured interactional activities, such as information-gap tasks.

02-484 Nation, I. S. P. (Victoria U. of Wellington, New Zealand) and **Deweerd, Jean Paul**. A defence of simplification. *Prospect* (Macquarie U., Sydney, Australia), **16**, 3 (2001), 55–67.

This paper argues that simplified or graded readers are an essential part of a language learning programme if learners of all proficiency levels are to have the opportunity to do incidental language learning through reading, and to develop fluency in reading. Unsimplified texts do not allow for this kind of learning at beginning and intermediate levels because they contain too great a density of unknown words and too many different unknown words. Evidence is provided to support this from a corpus study of versions of *Dracula*. It is argued that many criticisms of simplified texts apply only to poorly simplified texts and to the poor use of such texts in curriculum planning.

02-485 Peterson, Mark (Waseda U., Tokyo, Japan; Email: mark@mn.waseda.ac.jp). MOOs and second language acquisition: Towards a rationale for MOO-based learning. *Computer Assisted Language Learning* (Lisse, The Netherlands), **14**, 5 (2001), 443–59.

Recent advances in computer technology have expanded the possibilities of applying new technologies to the process of facilitating second language (L2)

learning. Developments in the emerging field of virtual reality (VR), in particular, appear to offer new opportunities to engage learners in the learning process. This paper delineates a rationale for the use of MOOs, VR-based multi-user object-oriented domains, in language education. It first draws on constructivism, suggesting that a number of constructivist concepts may be adopted as part of a rationale for MOO-based learning: from this perspective, MOOs provide an ideal environment for learning as they enable learners to become part of dynamic cross-cultural knowledge building communities. The relevant literature also suggests that participation in MOO-based learning positively influences learners' metacognitive strategies. A further element of a rationale for VR-based learning is seen in second language acquisition research, the current literature appearing to support the view that participation in MOO-based learning may provide the conditions that make L2 input comprehensible and output modifiable, thus fostering the process of acquisition. In addition, the paper examines a number of language learning MOOs, in an attempt to highlight possible future areas of research.

02-486 Porto, Melina (National U. of La Plata, Argentina). Second Language Acquisition (SLA) research implications for language teachers. *Applied Language Learning* (Presidio of Monterey, CA, USA), **12**, 1 (2001), 45–54.

This article examines whether instruction can facilitate SLA. Studies investigating the effects of instruction on the rate and ultimate level of attainment of SLA as well as on the route of development of acquisition are considered. The former confirm that tutored acquirers learn faster and reach higher levels of attainment than their naturalistic counterparts. The latter suggest that instruction is powerless to alter the sequence of SLA, except transitorily and in insignificant ways. Although more research is needed, the overall conclusion is that instruction does help. Some implications for classroom teaching in the area of syllabus design, teaching materials, practice, and input are explored. Considering that acquisition is not linear, it is suggested that a cyclical syllabus may offer teachers the flexibility they need to adapt teaching practices to their unique classroom cultures. Similarly, teaching materials, conceived as illustrations rather than as prescriptions for teaching, are not to be strictly adhered to but can be adjusted to suit the learners' needs. It is also claimed that practice in the form of information-gap and problem-solving activities, by combining linguistic repetition with a non-linguistic purpose, is beneficial. It may lead to the acquisition of formulaic language – pervasive in first language and SLA and adult language use. Finally, it is suggested that, in successful communication, input is graded automatically.

02-487 Qi, Donald S. (Toronto District School Board, Canada). Identifying and bridging cross-

cultural prototypes: Exploring the role of collaborative dialogue in second language lexical meaning acquisition. *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **58**, 2 (2001), 246–72.

Traditional and current lexical pedagogy has not effectively addressed the issue of acquisition of the cultural component of lexical meaning in a cross-cultural context. This paper investigates a pedagogical approach to identifying and bridging the gap between cultural prototypes in second language lexical meaning acquisition. Within the framework of prototype theory and a sociocultural perspective, the author argues, and provides supporting data, that lexical meaning is culturally situated and that teaching and learning of a culturally loaded word may be achieved by teacher and learners engaging in collaborative inquiries in which meaning is negotiated through interaction with interlocutors' existing knowledge and prior experiences. Four Chinese non-native speakers (NNS) of English and four Canadian native speakers (NS) of English were selected to form four NS–NNS pairs who produced four interactive dialogues. A follow-up test was conducted six weeks after each dialogue. It is demonstrated through analysis of the dialogues and test results that collaborative dialogue may be an effective approach for providing opportunities for active inquiry and negotiation and for promoting acquisition of culturally loaded words in a second language.

02–488 Renou, Janet (ESADE – Escuela de Idiomas, Barcelona, Spain; *Email*: renou@esade.es). An examination of the relationship between metalinguistic awareness and second-language proficiency of adult learners of French. *Language Awareness* (Clevedon, UK), **10**, 4 (2001), 248–67.

This paper presents the results of a quantitative study investigating the relationship between metalinguistic awareness (MLA) and second-language (L2) proficiency of 64 university level learners of French. The theoretical framework driving this study posits that linguistic and metalinguistic proficiency are composed of two components – ‘analysed knowledge’ and ‘control’ over that knowledge (Bialystok & Ryan, 1985). Learners’ performances on two grammaticality judgement tests and on a test of L2 proficiency were examined in the context of the demands made upon these two components and according to whether the learners had been exposed to a communicative or grammar approach to L2 learning. Significant differences were found in learners’ performance depending upon task demands. Results showed a positive relationship between scores on the judgement tests, the operationalisation of MLA, and the test of L2 proficiency for the entire sample. However, once learners were grouped according to learning approaches, there was no longer a positive relationship for the communicative group.

02–489 Riazantseva, Anastasia (U. at Buffalo, NY, USA). Second language proficiency and pausing: A study of Russian speakers of English. *Studies in Second Language Acquisition* (New York, USA), **23**, 4 (2001), 497–526.

This study examines the relationship between second language (L2) proficiency and pausing patterns in the speech of 30 Russian speakers of English performing two oral tasks – a topic narrative and a cartoon description – in Russian and in English. The subjects were divided into two oral English proficiency groups, high and intermediate; and baseline data were collected from a control group of 20 English native speakers (NSs). Statistical analyses determined: (a) the native norms of pause duration, frequency, and distribution for Russian and English on the two experimental tasks, (b) the effect of the different levels of L2 proficiency on the pausing of Russian speakers in English, and (c) the differences or similarities in pausing exhibited by English NSs and Russian NSs when speaking English. Results indicate that English and Russian informal monologue speech can be characterised as having different pausing conventions, thus suggesting that crosslinguistic differences involve, among many other aspects, contrasts in pausing patterns. Additionally, L2 proficiency affected the pause duration of advanced nonnative speakers – they could adjust the duration of their pauses in English to produce a nativelike pausing norm. It was also found that even highly proficient L2 speakers pause more frequently in their L2 than in their L1. The examination of pause distribution patterns suggests that persons of intermediate to high L2 speaking proficiency make the same number of within-constituent pauses as NSs. Overall, the findings support the view that adherence to the target language pausing norms may lead to the perception of nonnative speech as more fluent and nativelike. The findings also highlight the importance of exposing L2 students to a richer variety of situations that illustrate native patterns of verbal communication.

02–490 Robinson, Peter (Aoyama Gakuin U., Tokyo, Japan; *Email*: peterr@cl.aoyama.ac.jp). Individual differences, cognitive abilities, aptitude complexes and learning conditions in second language acquisition. *Second Language Research* (London, UK), **17**, 4 (2001), 368–92.

Individual differences in resource availability, and the patterns of cognitive abilities they contribute to, are important to: explaining variation between learners in the effectiveness of second language (L2) instructional treatments; describing differences in implicit, incidental and explicit L2 learning processes; and explaining child–adult differences in acquisition processes, and therefore to any general theory of second language acquisition (SLA). This article describes a framework for research into the effects of cognitive abilities on SLA which is based on four interlocking hypotheses. These hypotheses are drawn from research in psychology, education and SLA and, where possible,

evidence is presented to support each of them. The hypotheses are: (1) the Aptitude Complex Hypothesis; (2) the Ability Differentiation Hypothesis; (3) the Fundamental Difference Hypothesis; and (4) the Fundamental Similarity Hypothesis. The hypotheses, and the relationships between them, define an Aptitude Complex/Ability Differentiation framework for further examining the influence of individual differences in cognitive abilities on SLA, and for developing a theoretically motivated measure of language learning aptitude. It is argued that such research should adopt the interactionist approach described by Snow (1994) to identifying individual difference/learning condition interactions at a number of levels. Some of these interactions are illustrated.

02-491 Rossiter, Marian J. (U. of Alberta, Canada). The challenges of classroom-based SLA research. *Applied Language Learning* (Presidio of Monterey, CA, USA), **12**, 1 (2001), 31–44.

This paper outlines challenges that arose in the course of a classroom-based research project, identifies the realities of the second language (L2) setting that contributed to these complexities, and examines useful sources of support available to novice investigators. Despite concerted efforts to eliminate potential problems, difficult decisions had to be made during a study of adult learners registered in a full-time L2 English programme in Canada. In this study, three oral communication tasks were administered on four occasions over 15 weeks to three groups: a comparison group, a communication strategy instruction group, and an affective strategy instruction group. The contextual limitations imposed by intact classes are discussed, as well as complexities involved in teacher and student participation, data collection, choice of tasks, data analysis, and ethical considerations. Research manuals (Freeman, 1998; Hatch & Lazaraton, 1991; Johnson, 1992; McDonough & McDonough, 1997; Nunan, 1992; Schachter & Gass, 1996) are examined to determine the attention directed to the types of second language acquisition (SLA) research issues encountered in this study. Finally, the author proposes additional sources of support to strengthen L2 classroom-based research by novice researchers and classroom teachers.

02-492 Shehadeh, Ali (Aleppo U., Syria / King Saud U., Saudi Arabia). Self- and other-initiated modified output during task-based interaction. *TESOL Quarterly* (Alexandria, VA, USA), **35**, 3 (2001), 433–57.

This study examines the role self- and other-initiations play in providing opportunities for modified output, which Swain (1995, 1998) & Swain and Lapkin (1995) suggest is important for successful second language acquisition. Thirty-five adult participants – eight native speakers (NSs) and 27 nonnative speakers (NNSs) of English representing 13 different first language backgrounds – performed three tasks (picture description, opinion exchange, and decision making). The first two

tasks were performed in NS–NNS and NNS–NNS pairs and were audiotaped, and the third was completed in NNS groups and was audio- and videotaped. The results showed that both self- and other-initiations provided NNSs with abundant opportunities to produce modified output. However, in four of the five interactional contexts examined in the study, significantly more instances of modified output resulted from self-initiation than from other-initiation. These results suggest that self-initiations play an important role in prompting modified output and that learners need both time and opportunity to initiate and complete repair of their own messages.

02-493 Stockwell, Glenn (Kumato Gakuen U., Kyushu, Japan; *Email*: gstock@kumagaku.ac.jp) **and Levy, Mike**. Sustainability of email interactions between native speakers and nonnative speakers. *Computer Assisted Language Learning* (Lisse, The Netherlands), **14**, 5 (2001), 419–42.

Recent research into email has not only suggested that it can be a powerful motivator for interaction for language learners, but has also begun to link email interactions between native (NS) and nonnative speakers (NNS) to increases in second language (L2) proficiency. In addition, some research has advocated that L2 learners should reach a certain number of email interactions in order for benefits to accrue. Despite this apparent need for sustainability of email interactions, the current literature has neglected to determine what features of these NS–NNS email interactions are associated with the longer interaction sequences. This study thus investigated 48 learners of Japanese involved in email interactions with native speakers to determine what factors contributed to sustaining interactions. The emails are analysed in terms of the relationship between sustainability and learner proficiency, computing experience, in-country experience, ratio of interlocutors and the content and topics of the email interactions. Further, sustainability is considered in relation to a characterisation of the online profiles of the participants. The paper closes with some suggestions for teaching.

02-494 Su, I-Ru (Nat. Dong-Hwa U., Taiwan; *Email*: irusu@ms24.hinet.net). Context effects on sentence processing: A study based on the Competition Model. *Applied Psycholinguistics* (Cambridge, UK), **22**, 2 (2001), 167–89.

Based on the Competition Model, this study investigated how adult monolinguals and bilinguals incorporate the context cue in assigning the agent role vis-à-vis intrasentential cues (animacy and word order). The participants were first (L1) and second language (L2) speakers of Chinese and English. The results show that both Chinese and English monolingual controls paid less attention to context than to intrasentential cues that have been identified as determinants for Chinese and English sentence processing. Nevertheless, context was found to play a bigger role in Chinese than

in English. As for L2 learners, the main effect of context was significant in all groups of learners of Chinese and English. However, the Chinese EFL learners relied on context to a greater extent than did the English CFL learners when processing their respective L2.

02-495 Vermeer, Anne (Tilburg U., The Netherlands; *Email*: anne.vermeer@kub.nl). Breadth and depth of vocabulary in relation to L1/L2 acquisition and frequency of input. *Applied Psycholinguistics* (Cambridge, UK), **22**, 2 (2001), 217-34.

Two empirical studies set out to explore the relation between breadth and depth of word knowledge and to link these concepts with language acquisition and frequency of language input. The first study investigated the breadth and depth of word knowledge of 50 Dutch monolingual and bilingual kindergarteners, using receptive vocabulary description and association tasks. The second study examined the relation between the probability of knowing a word and the input frequency of that word in 1600 Dutch monolingual and bilingual four- and seven-year-olds. These studies found that there was no conceptual distinction between breadth and depth of vocabulary, and that breadth and depth were affected by the same factors for both monolingual and bilingual speakers. Very high correlations were found between monolingual and bilingual speakers with respect to the probability of knowing a word, which was strongly related to the input frequency in primary education.

02-496 Yeni-Komshian, Grace H. (U. of Maryland, College Park, USA; *Email*: gyeni@hesp.umd.edu), **Robbins, Medina and Flege, James E.** Effects of word class differences on L2 pronunciation accuracy. *Applied Psycholinguistics* (Cambridge, UK), **22**, 3 (2001), 283-99.

This study examined the effect of word class (nouns vs. verbs) on second language (L2) pronunciation accuracy of Korean-English bilinguals. The participants were 192 adult immigrants whose age of arrival in the United States ranged from 6 to 23 years. Transcriptions of their productions of English sentences indicated that they were more accurate in pronouncing verbs than nouns. Similarly, the results of a grammaticality judgement test revealed that they were more accurate in detecting incorrect formulations of verbs than nouns. These effects were significant in late L2 learners (age of arrival 12-23). The results were interpreted to reflect the influence of the linguistic structure of Korean (where the verb is more prominent than the noun) on learning English as an L2.

02-497 Zhang, Lawrence Jun (Nanyang Technological U., Singapore; *Email*: jzhang@nie.edu.sg). Awareness in reading: EFL students' metacognitive knowledge of reading strategies in an acquisition-poor environment.

Language Awareness (Clevedon, UK), **10**, 4 (2001), 268-88.

Although studies on second language (L2) learning strategies are a major strand of L2 research, recent research interest has focused on language learners' metacognitive knowledge or awareness of strategies. Previous research has shed important light on the amelioration in L2 educational practices, but little research is focused on English as a Foreign Language (EFL) learners in input-poor environments. This paper reports on a study of 10 Chinese EFL readers' metacognitive knowledge of strategies in learning to read EFL in the People's Republic of China (PRC), a typical acquisition-poor environment. The EFL readers' metacognitive knowledge of strategies was analysed and interpreted from a broad metacognitive perspective within Flavell's (1987) model, which has been adopted in L2 studies by researchers such as Wenden and Goh to analyse learners' strategies or their metacognitive knowledge of language learning. EFL readers' knowledge of reading strategies was examined through analysing the mentalistic data obtained through retrospective interviews. The study found that the PRC EFL readers' metacognitive knowledge of reading strategies had close links to their EFL proficiency. The results suggest that the available studies on PRC EFL readers have not adequately addressed the issue. Implications for learner training and recommendations for further research are also explored.

Reading and writing

02-498 Armengol-Castells, Lourdes (Universitat de Lleida, Spain; *Email*: Larmengol@dal.udl.es). Text-generating strategies of three multilingual writers: A protocol-based study. *Language Awareness* (Clevedon, UK), **10**, 2/3 (2001), 91-106.

This study aims to compare some of the writing behaviours present in the think-aloud protocols of three male Spanish university students while writing in Catalan, their mother tongue, Spanish and English. An analysis of the three participants' composing behaviours based on the think-aloud protocols shows that their planning and other text-generating strategies are consistent across the three languages. It also shows that each participant approached the three writing tasks in a similar way highlighting his own individuality. The potentiality of individual writing and of think-aloud protocols promoting language and writing process awareness is discussed.

02-499 Burston, Jack (Temple U., USA; *Email*: jburston@astro.temple.edu). Computer-mediated feedback in composition correction. *CALICO Journal* (San Marcos, TX, USA), **19**, 1 (2001), 37-50.

The purpose of this paper is to describe theoretical and practical considerations related to the provision of feedback in the written compositions of advanced level foreign language learners, as exemplified by second year

(semester 7–8) students of French. The paper first discusses the approach taken to teaching and assessing writing skills of students at Monash University, then proceeds to a consideration of how using a computer-based composition annotation program, *Markin32*, can contribute to the reduction of correction loads for instructors and the improvement of the quality and usefulness of composition feedback for students.

02–500 Chun, Dorothy M. (U. of California, Santa Barbara, USA; *Email*: dchun@humanitas.ucsb.edu). L2 reading on the Web: Strategies for accessing information in hypermedia. *Computer Assisted Language Learning* (Lisse, The Netherlands), **14**, 5 (2001), 367–403.

This empirical study explores how second language (L2) learners access information while reading L2 texts in a Web-based learning environment. Twenty-three second-year German students read and summarised two online texts in the *netLearn* program, while their use of online multimedia support resources was tracked. Multimedia resources included a program-internal glossary, an online bilingual dictionary, and an audio narration of the text. After reading each text, learners wrote summaries, which were scored in terms of the number of propositions recalled. The tracker noted the number of words looked up and the amount of time spent on the reading and writing tasks. A subset of students also did *think aloud protocols* while reading online. Selected students were interviewed after they used the program about their metacognitive reading strategies. The results from both the quantitative and qualitative provide insights into how L2 learners use online textual and audio information to aid comprehension while reading.

02–501 Ferris, Dana and Roberts, Barrie (California State U., Sacramento, CA, USA; *Email*: ferrisd@csus.edu). Error feedback in L2 writing classes. How explicit does it need to be? *Journal of Second Language Writing* (Norwood, NJ, USA), **10**, 3 (2001), 161–84.

Though controversy continues as to whether error feedback helps second language (L2) student writers to improve the accuracy and overall quality of their writing, most studies on error correction in L2 writing classes have provided evidence that students who receive error feedback from teachers improve in accuracy over time. One issue which has not been adequately examined is how explicit error feedback should be in order to help students to self-edit their texts. The experimental classroom study reported here investigated 72 university English as a Second Language students' differing abilities to self-edit their texts across three feedback conditions: (1) errors marked with codes from five different error categories; (2) errors in the same five categories underlined but not otherwise marked or labelled; (3) no feedback at all. It was found that both groups who received feedback significantly

outperformed the no-feedback group on the self-editing task but that there were no significant differences between the 'codes' and 'no-codes' groups. It is concluded that less explicit feedback seemed to help these students to self-edit just as well as corrections coded by error type.

02–502 Hyland, Fiona (U. of Hong Kong, China) and **Hyland, Ken** (City U. of Hong Kong, China; *Email*: ken.hyland@cityu.edu.hk). Sugaring the pill. Praise and criticism in written feedback. *Journal of Second Language Writing* (Norwood, NJ, USA), **10**, 3 (2001), 185–212.

This paper offers a detailed text analysis of the written feedback given by two teachers to English as a Second Language students over a complete proficiency course. This feedback is considered in terms of its functions as praise, criticism, and suggestions. Praise was the most frequently employed function in the feedback of these two teachers, but this was often used to soften criticisms and suggestions rather than simply responding to good work. Many of the criticisms and suggestions were also mitigated by the use of hedging devices, question forms, and personal attribution. The authors explore the motivations for these mitigations through teacher interviews and think-aloud protocols and examine cases where students failed to understand their teachers' comments due to their indirectness. While recognising the importance of mitigation strategies as a means of minimising the force of criticisms and enhancing effective teacher–student relationships, it is also pointed out that such indirectness carries the very real potential for incomprehension and miscommunication.

02–503 Hyon, Sunny (California State U., USA; *Email*: shyon@csusb.edu). Long-term effects of genre-based instruction: A follow-up study of an EAP reading course. *English for Specific Purposes* (Amsterdam, The Netherlands), **20**, 5 (2001), 417–38.

The purpose of this study was to investigate extended effects of an English for Academic Purposes (EAP) genre-based reading course on eight adult non-native speakers. Using student interviews collected one year after instruction, the study examined whether the class genres (hard news story, feature article, textbook, and research article) were connected to students' subsequent reading requirements and interests; what students remembered about genres taught in the course; and how they perceived the instruction had influenced their second language (L2) reading. Results revealed that the class genres were related to some of the students' academic and non-academic reading materials. In addition, students' commentary on text passages and impressions of the class indicated that a number of them remembered class genre features and thought they applied the material to their L2 reading and writing. However, the effects of the course may have been greater or more conscious for some students and genres than others. The article concludes by discussing

potential benefits as well as limitations of genre-based teaching for EAP reading curricula.

02-504 Katznelson, Helen (Tel Aviv U., Israel), **Perpignan, Hadara** (Bar-Ilan U., Israel) and **Rubin, Bella** (Tel Aviv U., Israel; *Email: brubin@post.tau.ac.il*). What develops *along with* the development of second language writing? Exploring the 'by-products'. *Journal of Second Language Writing* (Norwood, NJ, USA), **10**, 3 (2001), 141–59.

The intuitive notion that students undergo unexpected yet profound changes as participants in writing courses has been shared by many writing teachers but, to the authors' knowledge, has not been systematically examined. This exploratory study investigates predicted and unpredicted changes that learners undergo as they develop writing skills in English as a Foreign Language Academic Writing courses. These changes – considered to develop *along with* the writing skills – were examined quantitatively and qualitatively in an earlier study [Katznelson, Perpignan & Rubin, 1999, *Writing courses as agents of transformation: an exploratory study* [CD-ROM]. Proceedings of the TDTR4 IATEFL Conference, Leuven, Belgium]. The present study reports on the qualitative data elicited from learners' self-reports which yielded three perceived categories of changes: outcomes in writing in English, outcomes in writing in general, and the major category – 'by-products' of writing courses, some of which expressed learners' perceptions of intrapersonal and interpersonal development. Many of these perceived outcomes corresponded to the highest of six levels of learning outcomes defined by Marton, Dall'Alba and Beaty (1989) as 'changing as a person'. These findings may lead to a better understanding of the nature and range of changes learners undergo in Academic Writing courses, providing a basis for reviewing the aims of such courses and leading to a re-examination of the overall educational value of the teaching of Academic Writing to university students.

02-505 Lefrançois, Pascale (U. de Montréal, Canada). Le point sur les transferts dans l'écriture en langue seconde. [The issue of transfer in second language writing.] *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **58**, 2 (2001), 223–45.

Through a review of recent research, this article addresses the issue of transfers that take place in writing from first (L1) to second language (L2). Orthographic and lexical knowledge, grammatical and syntactic processing, and general strategies and cultural schemata in L1 all influence writing in L2, but awareness of appropriate style is more difficult to transfer. Linguistic knowledge in L2 influences the product of writing, not the process, but a threshold of linguistic competence must be reached for transfer to take place at a higher level. Positive effects of transfer appear more clearly in the process than in the product, in which they depend on the relative closeness of languages. Limits of current

research are identified and suggestions are made for further investigations.

02-506 McDonough, Jo and McDonough, Steven (U. of Essex, Colchester, UK; *Email: jomcd@essex.ac.uk*). Composing in a foreign language: An insider-outsider perspective. *Language Awareness* (Clevedon, UK), **10**, 4 (2001), 233–47.

This paper examines the composing processes of a learner of modern Greek from two different perspectives, that of a strategies researcher and that of the writer herself. The researcher uses established typologies to examine the data, and the writer produces a 'thick' analysis of the same material. The main aim of the study was to juxtapose these two separate analyses in order to evaluate the differing and complementary ways in which they might shed light on the writing process. The study therefore focuses on differing awareness of the processes and strategies rather than on the details of language used. The data were collected over a period of five months using nine tape-recorded think-aloud protocols, which themselves were homework tasks written in the context of an evening class. It is argued that the combination, or triangulation, of outsider and insider analysis can provide a richer description than the use of one source alone, because it offers both explanatory categories and a contextualised autobiographical account; and, further, that a learner's own analysis can serve to generate hypotheses or research questions. Some implications are drawn for further research of this kind and, briefly, for pedagogy.

02-507 Myers, James L. (Ming Chuan U., Taoyuan, Taiwan; *Email: jmyers@ms10.hinet.net*). Self-evaluations of the 'stream of thought' in journal writing. *System* (Oxford, UK), **29**, 4 (2001), 481–88.

William James' theoretical model of consciousness known as the 'stream of thought' has been applied in this study as an impetus for English as a Foreign Language learners' self-reflections on the purpose of journal writing. They evaluated their thought processes by following a guided questionnaire designed to elicit thought patterns based on James' concept. After having written their journals over a three-month period, students were able to trace their strengths and weaknesses and describe their own learning patterns and needs in regard to learning how to write in English for both personal expression and academic writing. Through an analysis of their reflections, certain general patterns emerged in relation to vocabulary acquisition, organisational strategies, invention, personal expression, and thought. These patterns are described as well as examples of individual variation regarding students' conscious awareness of their writing processes.

02-508 Reichelt, Melinda (U. of Toledo, OH, USA; *Email: mreiche@uoft02.utoledo.edu*). A critical review of foreign language writing research on pedagogical approaches. *The Modern Language Journal* (Malden, MA, USA), **85**, 4 (2001), 578–98.

This article reviews 32 studies regarding writing in a foreign language (not English) in the United States. It focuses on research that investigates relationships between various pedagogical practices (e.g., explicit grammar instruction) or task types assigned (e.g., descriptive vs. narrative writing) and the texts produced by foreign language (FL) writers. Topics addressed include explicit grammar instruction, computer use, task type, strategy training, process instruction, and feedback. The article points to the lack of a unified sense of the purpose of FL writing within the field of FL, and also points to design flaws in much of the existing research. Implications for pedagogy and research are discussed.

02-509 Reynolds, Dudley W. (U. of Houston, USA; *Email*: DReynolds@uh.edu). Language in the balance: Lexical repetition as a function of topic, cultural background, and writing development. *Language Learning* (Malden, MA, USA), **51**, 3 (2001), 437–76.

Writers' use of lexical repetition changes in relation to writing topic, cultural background, and development of writing ability. As the principal means of explicitly marking cohesion in a text, lexical repetition offers insight into how texts are structured and the balance of old and new information. This paper reports a study in which 134 non-native writers from four cultural backgrounds (Arab, Japanese, Korean, and Spanish) and 57 native-speaker high school students wrote a timed assessment essay on either a descriptive or a persuasive topic. Multiple regression analysis indicates that writing ability measures are the most important variables for predicting changes in repetition usage, with less significant effects found for topic and cultural background. Discussion focuses on how characteristics of learner texts change in relation to different combinations of the independent variables.

02-510 Roca de Larios, Julio, Marín, Javier and Murphy, Liz (U. of Murcia, Spain; *Email*: jrl@um.es). A temporal analysis of formulation processes in L1 and L2 writing. *Language Learning* (Malden, MA, USA), **51**, 3 (2001), 497–538.

This cross-sectional study used verbal protocol analysis to compare the temporal distribution of formulation processes of Spanish English as a Foreign Language writers composing first (L1) and second (L2) language argumentative texts. Three groups at different levels of L2 proficiency were studied. Results showed the same total formulation time regardless of whether participants wrote in L1 or L2. L2 proficiency, however, affected times. Higher-proficiency participants devoted less time to formulation, concentrated formulation in the central stages of composing, and increased the interaction between formulation and other subprocesses. Fluent formulation was twice as common as problem-solving formulation when writing in L2 and five times as common in L1; these ratios appeared to be invariant

across proficiency. Theoretical and methodological implications for the study of L2 writing processes are discussed.

02-511 Sharp, Alastair (Lingnan U., Hong Kong). Reading in a foreign language: The effects of text organisation. *Asia Pacific Journal of Language in Education* (Hong Kong), **4**, 1 (2001), 1–17.

This article reports on research into the effect that different rhetorical patterns may have on reading comprehension. An experimental study of 490 Hong Kong Chinese school children is described in which the subjects read a text re-written in four different forms: description, cause-effect, listing and problem-solution. Comprehension was tested with recall protocols and a text based cloze. Recall protocol results found no differences between the texts. However, the cloze scores showed unexpected and significant differences. It is argued that educational, societal and psychological influences affected rhetorical predilections and that the results indicate some support for the often discussed notion that there are cultural predilections for different rhetorical patterns.

02-512 Sheorey, R. and Mokhtari, K. (Oklahoma State U., Stillwater, OK, USA; *Email*: sheorey@okstate.edu). Differences in the metacognitive awareness of reading strategies among native and non-native readers. *System* (Oxford, UK), **29**, 4 (2001), 431–49.

This study examines differences in the reported use of reading strategies of native and non-native English speakers when reading academic materials. Participating college students (150 native-English-speaking US and 152 English as a Second Language [ESL] students) completed a survey of reading strategies aimed at discerning the strategies readers report using when coping with academic reading tasks. Results revealed, first, that both US and ESL students display awareness of almost all of the strategies included in the survey. Secondly, both groups attribute the same order of importance to categories of reading strategies in the survey, regardless of their reading ability or gender: *cognitive strategies* (the deliberate actions readers take when comprehension problems develop), followed by *metacognitive strategies* (advanced planning and comprehension monitoring techniques), and *support strategies* (the tools readers seek out to aid comprehension). Thirdly, both ESL and US high-reading-ability students show comparable degrees of higher reported usage for cognitive and metacognitive reading strategies than lower-reading-ability students in the respective groups; and while the US high-reading-ability students seem to consider support reading strategies to be relatively more valuable than low-reading-ability US students, ESL students attribute high value to support reading strategies, regardless of their reading ability level. Lastly, in the US group, the females report significantly higher frequency of strategy usage – this gender effect is not reflected in the ESL sample.

02-513 Upton, Thomas A. (Indiana U. Purdue U. Indianapolis, USA; *Email:* tupton@iupui.edu) and **Lee-Thompson, Li-Chun.** The role of the first language in second language reading. *Studies in Second Language Acquisition* (New York, USA), **23**, 4 (2001), 469–95.

Reading in a second language (L2) is not a monolingual event; L2 readers have access to their first language (L1) as they read, and many use it as a strategy to help comprehend an L2 text. Owing to difficulties in observing the comprehension process, little research has been conducted to determine what role the L1 plays in the reading strategies of L2 readers. Using think-aloud protocols and retrospective interviews with 20 native speakers of Chinese and Japanese at three levels of language proficiency studying in the United States, this study explores further the question of when L2 readers use their L1 cognitive resources and how this cognitive use of the L1 helps them comprehend an L2 text. The paper concludes by suggesting that the results support a sociocultural view of the L2 reading process.

02-514 Yang, Anson (City U. of Hong Kong, Kowloon Tong, Hong Kong; *Email:* enanson@cityu.edu.hk). Reading and the non-academic learner: A mystery solved. *System* (Oxford, UK), **29**, 4 (2001), 451–66.

Research indicates that language learners benefit from reading extensively in the second language. In addition to being exposed to a large amount of language input, learners have the opportunity to engage in academic discourse as a novel is discussed in class. The benefits for the academic learners seem evident, but what about the non-academic learners? This study investigates the effects of reading mystery novels on Hong Kong adult learners studying English for the purposes of pleasure and/or career development. Results of the comparison study show that novel readers made substantial proficiency gains and that there were important motivational benefits as well.

02-515 Youngs, Bonnie L. and Green, Anne (Carnegie Mellon U., USA). A successful peer writing assistant programme. *Foreign Language Annals* (New York, USA), **34**, 6 (2001), 550–58.

In Spring 1996, the Department of Modern Languages at Carnegie Mellon University began an integrated peer writing assistant programme, initiated by the Department of English. Since then, writing assistants have been used across three levels (elementary, intermediate, advanced) of language learning in all seven languages taught at the University. Student feedback on the programme has been gathered and assessed, both quantitatively and qualitatively, and is reported here. Students indicated that out-of-class peer review is beneficial to them. The writing assistants themselves feel their skills also improve when working with their peers. Instructors appreciate the flexibility of integrat-

ing a writing assistant according to the needs and requirements of their particular language(s). In addition to explanations of the data, suggestions are offered here for the development, coordination, implementation, and integration of a successful peer writing assistance programme.

02-516 Zhu, Wei. Performing argumentative writing in English: Difficulties, processes, and strategies. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, BC, Canada), **19**, 1 (2001), 34–50.

Argumentative writing constitutes an important part of second language learners' academic writing experience in North America. This study examined the difficulties a group of Mexican graduate students encountered when engaged in an argumentative writing task, as well as their writing processes and strategies. Data were collected from individual interviews with the participants and from participants' written essays. Data analysis indicated that most participants perceived the rhetorical aspects of English argumentative writing as difficult. Data analysis also indicated that participants mainly used cognitive, social and search strategies, whereas metacognitive strategies were used infrequently. Potential implications of the study for second-language writing instructors are discussed.

Language testing

02-517 Brindley, Geoff (Macquarie U., New South Wales, Australia; *Email:* gbrindle@laurel.ocs.mq.edu.au). Outcomes-based assessment in practice: Some examples and emerging insights. *Language Testing* (London, UK), **18**, 4 (2001), 393–407.

The implementation of outcomes-based assessment and reporting systems in educational programmes has been accompanied by a range of political and technical problems, including tensions between the summative and formative purposes of assessment and doubts surrounding the validity and reliability of teacher-constructed assessment tasks. This article examines ways in which these problems have been manifested and addressed, using two recent examples from school and adult immigrant education in Australia. The first example concerns a recent controversy surrounding the use of national literacy benchmarks for primary school learners. Analysis of the issues suggests that some learner groups may be disadvantaged by the practice of reporting aggregate outcomes in terms of minimum standards, but that government policy is unlikely to change as long as the accountability function of assessment remains paramount in the public eye. The second example discusses the teacher-developed assessment tasks that are used to assess the achievement of language competencies in the Australian Adult Migrant English Program. It is argued that problems of consistency and comparability that have been identified by research can

be addressed through the development of fully-piloted task banks and the provision of appropriate forms of professional development. Greater attention needs to be given to the role of the teacher if outcomes-based assessments are to provide high quality information.

02-518 Butler, Frances A. and Stevens, Robin (U. of California, Los Angeles, USA; *Email: butler@cse.ucla.edu*). Standardized assessment of the content knowledge of English language learners K-12: Current trends and old dilemmas. *Language Testing* (London, UK), **18**, 4 (2001), 409–27.

Within the context of accountability for US schools, standardised achievement tests are being used for increasingly ‘high stakes’ decisions for all students including those for whom English is a second language, even when their English language skills are not adequate for the task. This article discusses approaches to the standardised assessment of content knowledge for English language learners, including testing in the student’s first language, the use of test accommodations, and measuring growth in English as an alternative for accountability until student control of English is sufficient to assure validity of test scores. Limitations of current research on the use of standardised content assessments with English language learners are presented and alternative approaches suggested.

02-519 Delett, Jennifer S. (The George Washington U., USA), **Barnhardt, Sarah and Keorkian, Jennifer A.** A framework for portfolio assessment in the foreign language classroom. *Foreign Language Annals* (New York, USA), **34**, 6 (2001), 559–68.

Although foreign language (FL) teachers are well-acquainted with the benefits of portfolio assessment, many teachers report difficulties implementing portfolios successfully in their classrooms. This article outlines a framework for portfolio assessment. The framework offers FL teachers a model for systematically designing and implementing assessment portfolios, and gives them a tool with which to conduct further research on the assessment technique. The framework guides teachers through important technical decisions, such as setting the purpose, identifying clear objectives, and establishing meaningful criteria for portfolio assessment. Other issues discussed include determining portfolio contents, organising the portfolio, and monitoring and evaluating the process.

02-520 Feak, Christine B. and Salehzadeh, Julia (U. of Michigan, USA; *Email: cfeak@umich.edu*). Challenges and issues in developing an EAP video listening placement assessment: A view from one programme. *English for Specific Purposes* (Amsterdam, The Netherlands), **20**, 5 (2001), 477–93.

Investigations of English For Academic Purposes (EAP) testing and assessment, have, not surprisingly, tended to be dominated by large-scale examinations such as the International English Language Testing System (IELTS) and the Test of English as a Foreign Language (TOEFL), mainly due to the amount of resources and technical expertise available to these enterprises. In-house EAP placement examinations, however, at least in recent years, have received little attention in the literature, despite the fact that these instruments are widely used in most colleges and universities in the USA and elsewhere to assess the English skills of their entering non-native speaking (NNS) students. The flourishing complex of activity surrounding the development and administration of these assessments is perhaps something of a cottage industry, and thus there is a case for sharing experiences in test development at a single institution, particularly given the constraints of limited expertise, time, and other resources. This paper departs from the typical assessment paper with its emphasis on data analysis, and narrowly focuses on the process of developing an academic listening placement assessment on video for NNS graduate and undergraduate students. The discussion includes the advantages of using video over audio, linking assessment and course content, considerations in development, the need for adequate trialling, student and instructor response, as well as development issues relevant to the use of video.

02-521 Gardner, Sheena (U. of Warwick, Coventry, UK; *Email: s.f.gardner@warwick.ac.uk*) and **Rea-Dickins, Pauline**. Conglomeration or chameleon? Teachers’ representations of language in the assessment of learners with English as an Additional Language. *Language Awareness* (Clevedon, UK), **10**, 2/3 (2001), 161–77.

Changes in the role and nature of metalanguage used in UK schools, brought about by the National Literacy Strategy, instigated this paper, which investigates teacher representations of language in relation to assessment contexts. It draws on Freeman (1994) to analyse not only what is represented in the teachers’ use of metalanguage, but also how it is presented – in terms of expression, voice, and source. This study is part of the authors’ research into the language assessment of young (5–7 years) learners with English as an Additional Language (EAL) by language-support teachers working in the mainstream context of Key Stage 1 of the National Curriculum in England and Wales. The analysis is based on interviews with teachers, transcripts of lessons and classroom-based assessments, formal written profiles of children’s language development and achievement, and relevant curriculum and policy documents. The findings question the extent to which representations of language are simply a conglomeration of different fragmentary models of language, or whether they are chameleon-like: teachers speak with different voices as they move through the different discourse communities involved in the assessment process.

02-522 Greidanus, Tine (Vrije Universiteit Amsterdam, The Netherlands; *Email*: dt.griedanus@let.vu.nl) **and Nienhuis, Lydius**. Testing the quality of word knowledge in a second language by means of word associations: Types of distractors and types of associations. *The Modern Language Journal* (Malden, MA, USA), **85**, 4 (2001), 567–77.

The quality of word knowledge in a second language (L2) and the assessment of it is a growing field of interest. Read (1993) presented a test format that assesses the quality of word knowledge by means of word associations. The present study examined the development of the word knowledge of two groups of advanced learners of French as an L2 by means of a slightly revised version of this test format. Three aspects in particular were studied. First, there was the type of distractor most suited to the participants: distractors semantically related to the stimulus word versus semantically non-related distractors. Second, the role of the three types of associations was distinguished: paradigmatic, syntagmatic, and analytic. Third, the study linked qualitative aspects of word knowledge to quantitative aspects, by distinguishing five frequency ranges. The semantically related distractors were found to be more appropriate to assess the quality of word knowledge of advanced learners than the semantically non-related distractors. The participants showed a preference for paradigmatic responses, as expected. There was a relation between frequency and quality of knowledge: the more frequent a word, the better the knowledge of the tested aspects.

02-523 Hamilton, Jan, Reddel, Sue and Spratt, Mary (Hong Kong Polytechnic U., Kowloon, Hong Kong, SAR, China; *Email*: ecjanh@polyu.edu.hk). Teachers' perceptions of on-line rater training and monitoring. *System* (Oxford, UK), **29**, 4 (2001), 505–20.

Developments in multimedia technology have now made it possible for assessor training to operate through computer-mediated communication rather than by conventional paper-based, face-to-face processes. This paper describes a pilot on-line system of rater training developed at Hong Kong Polytechnic University to support the English Language Centre's English for Academic Purposes and English in the Workplace subjects. The paper also presents the findings from a project which investigated raters' attitudes towards assessment and rater training and evaluated the pilot on-line rater training programme in terms of its accessibility and usefulness for rater training. Data were collected from questionnaires, think-aloud protocols and interviews. Findings and implications for research into and the practice of computer-mediated communication and rater training are discussed.

02-524 Iwashita, Noriko (U. of Melbourne, Australia; *Email*: norikoi@unimelb.edu.au),

McNamara, Tim and Elder, Catherine. Can we predict task difficulty in an oral proficiency test? Exploring the potential of an information-processing approach to task design. *Language Learning* (Malden, MA, USA), **51**, 3 (2001), 401–36.

This study addresses the question of whether different task characteristics and performance conditions (involving assumed different levels of cognitive demand) are associated with different levels of fluency, complexity, or accuracy in test candidate responses. The materials for the study were a series of narrative tasks involving a picture stimulus; the participants were 193 pre-university students taking English courses. The conditions for tasks were varied in each dimension and the impact of these factors on task performance were measured with both familiar detailed discourse measures and specially constructed rating scales, analysed using Rasch methods. It was found that task performance conditions in each dimension failed to influence task difficulty and task performance as expected. The concluding discussion considers implications for the design of speaking assessments and broader research.

02-525 Lynch, Brian K. (Portland State U., Oregon, USA; *Email*: bklynch@pdx.edu). Rethinking assessment from a critical perspective. *Language Testing* (London, UK), **18**, 4 (2001), 351–72.

This article examines language assessment from a critical perspective, defining critical in a manner similar to Pennycook. It is argued that alternative assessment, as distinct from testing, offers a partial response to the challenges presented by a critical perspective on language assessment. Shohamy's critical language testing (CLT) is discussed as an adequate response to the critical challenge. Ultimately, it is argued that important ethical questions, along with other issues of validity, will be articulated differently from a critical perspective than they are in the more traditional approach to language assessment.

02-526 McNamara, Tim (The U. of Melbourne, Victoria, Australia; *Email*: tfmcna@unimelb.edu.au). Language assessment as social practice: Challenges for research. *Language Testing* (London, UK), **18**, 4 (2001), 333–49.

This article describes the way in which developments in validity theory in the work of Samuel Messick have given new prominence to the social, both in terms of the impact of tests, now widely acknowledged, and the values implicit within test constructs. The author turns to theoretical work within feminist poststructuralism and queer theory on the social construction of gender identity to consider ways in which test constructs framed in terms of individual cognitive attributes may be seen as performative achievements, that is, artefacts of the test as a social institution. He suggests a research agenda that would flow from such a perspective. He also goes on to consider ways in which the politics of current assessment practice may be at odds with the

needs of teachers and learners, and suggests some alternative directions for research into how reflective procedures informed by assessment concepts can assist classroom learning.

02-527 Meara, Paul and Bell, Huw (U. of Wales Swansea, UK). P_Lex: A simple and effective way of describing the lexical characteristics of short L2 texts. *Prospect* (Macquarie U., Sydney, Australia), **16**, 3 (2001), 5–19.

This paper describes an alternative approach to assessing the lexical complexity of short texts produced by second language (L2) learners of English. The methodology bears a passing resemblance to the Lexical Frequency Profile (LFP) suggested by Laufer and Nation (1995), but the approach it takes is mathematically more sophisticated, and the data it produces are easier to work with. It is argued here that P_Lex produces data which are broadly comparable with the data produced by LFP. However, P_Lex works much better with shorter texts than LFP does, and this makes it a better tool for evaluating texts produced by low-level learners.

02-528 Rea-Dickins, Pauline (U. of Bristol, UK; *Email*: P.Rea-Dickins@bristol.ac.uk). Mirror, mirror on the wall: Identifying processes of classroom assessment. *Language Testing* (London, UK), **18**, 4 (2001), 429–62.

In a recent issue of *Language Testing*, Rea-Dickins and Gardner reported on their work in classroom-based assessment, and provided examples of different ways in which information from learner assessments was used by teachers working with learners for whom English is an additional/second language (EAL) [see abstract 00-674]. The research reported here is also concerned with classroom assessment in an EAL school context, and is also presented from the perspective that issues of classroom assessment and, in particular, formative assessment require further detailed analysis. Using data from teacher interviews, classroom observations, video and audio recordings of learners, and lesson transcripts, the starting point for this investigation is the concept of the assessment cycle. Taking a grounded approach, it traces different stages in the teacher assessment process and presents a working model for the analysis of teacher decision making in relation to assessment practices. At the same time, it identifies classroom assessment as a multifaceted phenomenon with distinct identities linked to learning, teaching and bureaucratic functions.

02-529 Shohamy, Elana (Tel Aviv U., Israel; *Email*: elana@post.tau.ac.il). Democratic assessment as an alternative. *Language Testing* (London, UK), **18**, 4 (2001), 373–91.

The article describes the strong power of tests and the fact that tests lead to far-reaching and high-stakes deci-

sions and consequences about individuals and groups. Further, there is evidence that tests are often introduced by those in authority as disciplinary tools, often in covert ways for the purpose of manipulating educational systems and for imposing the agendas of those in authority. Yet, such uses of tests as instruments of power violate fundamental values and principles of democratic practices. The article proposes a number of assessment strategies based on democratic principles, including the need: for citizens in democratic societies to play a participatory and active role, and transfer and share power from elites to and with local bodies; for those who develop powerful tools to be responsible for their consequences; to consider voices of diverse and different groups in multicultural societies; and to protect the rights of citizens from powerful institutions. These lead to assessment practices aimed at monitoring and limiting the uses of tests, especially those that have the potential to exclude and discriminate against groups and individuals. Specifically, assessment practices include the need: to examine the uses of tests through critical language testing; to develop assessment models based on shared and collaborative models; to assume a growing responsibility for those engaged in test development and use; to examine the consequences of tests; to include different voices in assessment, especially in multicultural societies; and for test-takers to protect and guard their rights from the authority and misuses of tests.

02-530 Spence-Brown, Robyn (Monash U., Australia; *Email*: robyn.spencebrown@arts.monash.edu.au). The eye of the beholder: Authenticity in an embedded assessment task. *Language Testing* (London, UK), **18**, 4 (2001), 463–81.

Authenticity is now firmly established as a central concern in test design and test validation (Bachman, 1990). However, there is disagreement about what authenticity is and about the degree of authenticity that can realistically be achieved. This article explores the theoretical and practical issues surrounding authenticity in course-based assessment, drawing on data from a university-level Japanese language course in Australia. It examines a teaching and assessment activity based around interviewing native speakers outside the classroom, which was designed to optimise authenticity. Using tapes that students made of the interview for assessment and retrospective interviews, the study examines various dimensions of authenticity and reveals a wide diversity in individual experiences. The article argues that the addition of an assessment dimensionally changes the nature of a task, and thus compromises authenticity. It further suggests that authenticity must be viewed in terms of the implementation of an activity, not its design, and examines the various factors that affect the degree of authenticity experienced by individual students. The implications of this diversity for the validity of the activity are discussed.

Teacher education

02-531 Babout, Linda (U. of Windsor, USA). 'What was it like to learn English?' Learner interviews in TESL training. *TESL Canada Journal / La Revue TESL du Canada* (Burnaby, BC, Canada), **19**, 1 (2001), 73-79.

To help the students in her introductory TESL course learn about the backgrounds and experiences of English as a Second Language (ESL) learners like those they might someday teach, the author has each TESL student find and interview a nonnative speaker of English in the community. They ask a variety of questions about the learners' English-language history, such as when they began learning English, whether they received formal ESL instruction, and what it feels like to live and work in a new language. They then write a report of their interview and share their information with the other TESL students in the class. Through this assignment, they gain vivid and valuable insights into both positive and negative aspects of second-language learning, the diversity of paths an immigrant can take to learning English, and the real people behind the abstractions in their textbooks.

02-532 Byrnes, Heidi (Georgetown U., Washington, USA; *Email: byrnesh@georgetown.edu*). Reconsidering graduate students' education as teachers: 'It takes a department!' *The Modern Language Journal* (Malden, MA, USA), **85**, 4 (2001), 512-30.

This article argues that prevailing approaches to educating graduate students as teachers need to be broadened conceptually and in practice. In particular, it suggests that preparing graduate students to teach constitutes only one component of a two-fold responsibility of graduate programmes: to educate their students both as researchers and as teachers. To establish this linkage, graduate departments require a comprehensive intellectual-academic centre that touches upon all practices of its members, faculty, and graduate students, in research and teaching. The paper suggests that a carefully conceptualised, integrated four-year, content-oriented and task-based curriculum with a literacy focus provides such an intellectual core. By overcoming the traditional split of language and content, it invites a reconsideration of current practices in teaching and in the relationship of teaching and research. The article elaborates these issues through a case study in one graduate department, focusing on the implications of a reconfigured departmental culture for graduate students' education as teachers and for their socialisation into the profession. It concludes with observations about the nature and conditions of change in higher education.

02-533 Farrell, Thomas (Nat. Inst. of Ed., Singapore; *Email: tscarre@nie.edu.sg*). Critical friendships: Colleagues helping each other develop. *ELT Journal* (Oxford, UK), **55**, 4 (2001), 368-74.

This paper reports on a critical friendship between two colleagues (a teacher of English for Academic Purposes and the author) in Singapore. The teacher initiated the process, chose her preferred methods of reflection, selected the lessons to be observed, and decided on the cycle of observation which related to her chosen sequence of a cycle in a process approach to writing. The author's designated role was to observe lessons, talk with the teacher after the process, read and interpret her journals, and manage the process in general. The teacher then authenticated the author's interpretations. Although not without its problems, this critical friendship contributed to the mutual development of two colleagues. However, teachers wishing to carry out similar methods of reflection may have to build in some ground rules before the critical friendship begins. These may include defining the roles of the participants, deciding time frames, and discussing the teacher's readiness for reflection.

02-534 Karatepe, Çigdem (Uludag U., Bursa, Turkey; *Email: cigdemkaratepe@hotmail.com*). Pragmalinguistic awareness in EFL teacher training. *Language Awareness* (Clevedon, UK), **10**, 2/3 (2001), 178-88.

This study investigates to what extent Turkish teacher trainees had learned about pragmalinguistics even though it was found to be under represented in the course programme (Karatepe, 1998). It focuses particularly on realisation of indirect requests in English and its use in different contexts by both native speaker and Turkish teacher trainees. The data were collected by means of a two-part questionnaire where subjects were first given contexts and asked to choose an appropriate option from a set of multiple choices, and then to write an appropriate form for a similar situation. This was intended to gain information about the awareness of trainees of expressing themselves appropriately in different contexts. The appropriateness of the trainees' replies with regard to the contextual questions was assessed by comparing them with the baseline data collected by administering a slightly different version of the same questionnaire to native speakers in England. The results of the analysis revealed that the trainees were quite successful in recognising appropriate forms in multiple-choice questions. However, when they were asked to create their own forms, they tended to improvise. They also appear to have transferred certain forms from Turkish.

Bilingual education/ bilingualism

02-535 Burnaby, Barbara and Mackenzie, Marguerite (Memorial U. of Newfoundland, Canada; *Emails: bburnaby@mun.ca; mmackenz@mun.ca*). Cree decision making concerning language: A case study. *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **22**, 3 (2001), 191-209.

In 1993, nine Cree communities on the east coast of James Bay (Québec, Canada) and inland began work on a pilot project to use Cree as the language of instruction in two communities, and have continued to extend this so that now Cree is the main language of instruction up to grade four (the target level) in many of the communities. This article describes the complex context of language choice in schools before this was implemented. In the analysis, four important threads of concern were identified: (1) locus of control (who had power in the communities and schools); (2) economies of scale (how the resources to accomplish Cree-medium teaching were created); (3) community visions of language and education (the evolution of attitudes, particularly of parents, towards the pertinent languages and their uses); and (4) the role of literacies (changes in community members' expectations of what literacy in Cree and English were good for). It is concluded that no simple models of language use are likely to be adequate for explaining or predicting outcomes in such complex situations. Documenting these cases longitudinally and in many facets provides unique local micro-analysis against which other circumstances can be compared.

02-536 Gollan, Tamar H. (U. of California, San Diego, USA; *Email:* tgollan@crl.ucsd.edu) and **Silverberg, Nina B.** Tip-of-the-tongue states in Hebrew-English bilinguals. *Bilingualism: Language and Cognition* (Cambridge, UK), **4**, 1 (2001), 63–83.

Tip-of-the-tongue states (TOTs) in proficient Hebrew-English bilinguals were compared to those of age-matched monolinguals. Monolinguals retrieved words in English, and bilinguals retrieved words from both languages. Results showed an increased TOT rate in bilinguals. However, bilinguals demonstrated comparable rates of spontaneous resolution, and similar ability to access partial information about target words. Interestingly, bilinguals named the same number of targets as monolinguals when naming an item in either language was counted as a correct response. Besides bilingualism, other factors that predicted TOT rate included word frequency (only for bilinguals), and age (younger participants had more TOTs). Unexpectedly, TOTs for Hebrew targets were not characterised by increased access to grammatical gender and number of syllables relative to control states, thus contrasting notably with TOTs for Italian and English targets respectively. These results are discussed in terms of their relevance for constraining models of bilingual lexical access and models of TOT.

02-537 Håkansson, Gisela (Lund U., Sweden; *Email:* Gisela.Hakansson@ling.lu.se). Tense morphology and verb-second in Swedish L1 children, L2 children and children with SLI. *Bilingualism: Language and Cognition* (Cambridge, UK), **4**, 1 (2001), 85–99.

This paper compares the development of tense morphology and verb-second in different learner popula-

tions. Three groups of Swedish pre-school children are investigated longitudinally: 10 first language (L1) children, 10 second language (L2) children, and 10 children diagnosed with Specific Language Impairment (SLI). Data were collected twice, with an interval of six months. The results at Time 1 reveal a significant difference between normally developing L1 children on the one hand and L2 children and SLI children on the other. The L1 children use verb-second correctly in topicalised declaratives, whereas the other children use structures with the verb in third position (XSV structures) as an intermediate step towards verb-second. There is a clear development between the two data collection sessions for the L2 children and the SLI children, diminishing the difference between them and the unimpaired L1 children. The similarity that is found between L2 children and SLI children in this study bears important implications for the discussion of the role of transfer in L2 research and for the question of a defective linguistic representation in SLI research.

02-538 Huguet, Àngel and Llorca, Enric (Universitat de Lleida, Spain; *Email:* huguet@pip.udl.es). Language attitudes of school children in two Catalan/Spanish bilingual communities. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **4**, 4 (2001), 267–82.

Catalonia and Aragon are two autonomous communities of Spain with different linguistic situations. Whereas Catalonia is officially bilingual and most people can speak both Catalan and Spanish, Aragon is officially monolingual, and only two well-defined geographic areas can be considered bilingual. One of these areas is a relatively narrow strip of land that runs along the border between Aragon and Catalonia where Catalan is spoken in addition to Spanish. This area is home to about 5% of the population of Aragon and, therefore, the local language does not enjoy the same recognition and official support as in Catalonia. A questionnaire on the attitudes of school children on both sides of the border was conducted to detect (1) any attitudinal differences towards Catalan and Spanish between the two communities; and (2) any attitudinal effect of attending optional Catalan classes on the Aragonese side. Responses are classified into three possible categories: unfavourable, neutral and favourable. Results show that unfavourable attitudes to any language are almost non-existent on both sides but differences appear when neutral and favourable attitudes are considered.

02-539 Kotler, Angie (Bradford Local Education Authority, UK), **Wegerif, Rupert and LeVoi, Martin** (Open U., Milton Keynes, UK; *Email:* r.b.wegerif@open.ac.uk). Oracy and the educational achievement of pupils with English as an Additional Language: The impact of bringing 'talking partners' into Bradford schools. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **4**, 6 (2001), 403–19.

The relatively poor educational performance of some ethnically defined groups of children with English as an Additional Language (EAL) is a serious challenge for educators in the UK. The research project described here was designed to explore the hypothesis that this case of underperformance, like others, results from a mismatch between the registers learnt at home and those assumed in education. The method used was to offer extra support for those oral registers required for understanding in the classroom by providing trained adult 'talking partners' for young bilingual pupils. Sixty four pupils, aged between five and eight years, were given this additional oral language support, and their progress in language and learning was then compared to that of similar pupils in the same schools. The findings show that extra sessions with adult talking partners made a real difference to their spoken English in an educational context and so to their engagement in education.

02-540 Lasagabaster, David (U. of the Basque Country, Spain; *Email*: fiblahed@vc.eha.es). Bilingualism, immersion programmes and language learning in the Basque Country. *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **22**, 5 (2001), 401–25.

This paper provides information concerning the educational system in the Basque Country, as the literature currently available in foreign languages regarding this subject is scant. The Basque language coexists with Spanish in the Basque Autonomous Community (BAC), the former being the majority language and the latter the minority one. This paper first gives a brief insight into the Basque Country and the Basque language (number of speakers and actual use of the minority language) and the reverse language shift efforts made to date, then focuses on immersion programmes. The linguistic and non-linguistic results obtained so far are analysed, as well as compared with those of the Spanish educational system. The conclusion reached is that the effects of bilingualism and immersion programmes are clearly beneficial in the Basque context. However, it should be borne in mind that these immersion programmes are seen as a necessary step towards multilingualism at school, a parental demand with which the Basque educational system intends to deal.

02-541 Leseman, P. P. M. (U. of Amsterdam, The Netherlands; *Email*: paul@educ.uva.nl) and **van Tuijl, C.** Home support for bilingual development of Turkish 4–6-year-old immigrant children in the Netherlands: Efficacy of a home-based educational programme. *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **22**, 5 (2001), 309–24.

In view of the political and practical difficulties encountered in realising bilingual education for young language minority children, the present study – a secondary analysis of data from a more comprehensive

study – reconsiders the role of parents in providing cognitively challenging first language contexts. The study reports the results of an intensive two-year home-based educational programme for 4–6-year old Turkish minority children in The Netherlands. The mothers who worked with their children at home carried out the structured programme in Turkish. There were modest but statistically significant effects on general cognitive and pre-mathematic skills tested in Dutch, on Turkish vocabulary, and, as a trend but not statistically significant, on Turkish syntactic skill. There were no effects on Dutch vocabulary and Dutch syntactic skill. Overall the results indicate that involving parents in their children's education through a structured home-based educational programme may add to the effects of preschool education. It may be a means to promote balanced bilingual development and to avoid first language loss.

02-542 Mills, Jean (U. of Birmingham, UK; *Email*: j.mills.1@bham.ac.uk). Being bilingual: Perspectives of third generation Asian children on language, culture and identity. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **4**, 6 (2001), 383–402.

This study concerns the views of their bilingualism of a group of Asian children and young people. Within the context of a semi-structured interview, they reflected on the role of their languages in their lives. They noted, in general, their lack of proficiency in their Asian languages and their parents' (in particular, their mothers') efforts to support those languages. Nevertheless, these languages were important to these children, especially for maintaining the bond with their families and communities. Consequently, these languages were crucial for maintaining the children's sense of identity as being both British and Pakistani. The children thus experienced multiple identities to which their languages contributed, and which, on the whole, they accepted with equanimity.

02-543 Morren, Ronald C. (Graduate Institute of Applied Linguistics, Dallas, Texas, USA; *Email*: ron_morren@gial.org). Creole-based trilingual education in the Caribbean Archipelago of San Andres, Providence and Santa Catalina. *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **22**, 3 (2001), 227–41.

This article depicts the impetus and drive behind the development of a primary trilingual education curriculum for the Western Caribbean Archipelago of San Andres, Providence and Santa Catalina. Based on outcomes in other multilingual education projects, the article hypothesises positive academic gains in all areas of the curriculum at a cost benefit to the national government. It describes the setting and then gives the details of the process of said curriculum enhancement from orthography development through course of study and other resources upgrading to the published materials.

02-544 Müller, Natascha (U. of Hamburg, Germany; *Email*: nmuller@rrz.uni-hamburg.de) **and Hulk, Aafke**. Crosslinguistic influence in bilingual language acquisition: Italian and French as recipient languages. *Bilingualism: Language and Cognition* (Cambridge, UK), **4**, 1 (2001), 1–21.

This paper compares the results from monolingual children with object omissions in bilingual children who have acquired two languages simultaneously. The longitudinal studies of Dutch–French, German–French and German–Italian children show that the bilingual children behave like monolingual children regarding the type of object omissions in the Romance languages; and they differ with respect to the extent to which object drop is used. At the same time, the children differentiate the two systems they are using. It is claimed here that the difference is due to crosslinguistic influence in bilingual children: the Germanic language influences the Romance language. Crosslinguistic influence occurs once a syntactic construction in language A allows for more than one grammatical analysis from the perspective of child grammar and language B contains positive evidence for one of these possible analyses. The bilingual child is not able to map the universal strategies onto language-specific rules as quickly as the monolinguals, since s/he is confronted with a much wider range of language-specific syntactic possibilities. One of the possibilities seems to be compatible with a universal strategy. The paper argues for the existence of crosslinguistic influence, induced by the mapping of universal principles onto language-specific principles – in particular, pragmatic onto syntactic principles. This influence is defined as *mapping induced influence*. The object omissions are accounted for by postulating an empty discourse-connected PRO in pre-S position. Like monolingual children, bilingual children use this possibility until they show evidence of the C-system (the full clause) in its target form.

02-545 Portin, Marja (U. of Turku, Finland) **and Laine, Matti** (Åbo Akademi U., Turku, Finland; *Email*: matti.laine@abo.fi). Processing cost associated with inflectional morphology in bilingual speakers. *Bilingualism: Language and Cognition* (Cambridge, UK), **4**, 1 (2001), 55–62.

This study investigated the visual recognition of inflected, derived and monomorphemic Swedish nouns in monolingual Swedish and bilingual Finnish–Swedish speakers. While bilinguals were slower overall, the inflected items yielded disproportionately longer reaction times in the bilingual group; while the derived items elicited fastest reaction times in both groups. The observed processing cost associated with inflectional morphology indicates that bilingual language background can affect the recognition process for inflected words, possibly by leading to morpheme-based recognition which is slower than full-form recognition. Further studies are needed to examine whether this effect is specific to the language background of the

bilinguals studied here (including Finnish which is a morphologically very rich language) or whether it could be a more general processing feature in bilingual speakers faced with regular inflected forms.

02-546 Probyn, Margaret (Rhodes U., Grahamstown, South Africa; *Email*: m.probyn@ru.ac.za). Teachers' voices: Teachers' reflections on learning and teaching through the medium of English as an Additional Language in South Africa. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **4**, 4 (2001), 249–66.

This research study explores the perceptions and practice of teachers teaching through the medium of English as an Additional Language (EAL), in township schools in South Africa. Lessons of five 'excellent' teachers, teaching mathematics, accounting, science, business economics and history through the medium of EAL were videotaped. The teachers were interviewed about their perceptions of teaching through the medium of EAL and the video recordings provided the basis for stimulated recall as they reflected on their classroom practice. The research points tentatively to a number of broad themes. First, the stress that teachers and students experience in teaching and learning through the medium of a language in which they are not able to communicate freely, with negative consequences for learning. Second, that teachers demonstrated and were able to articulate a wide range of teaching strategies to mediate students' cognitive and affective needs; most notably, a skilful code-switching between English and Xhosa, the mother tongue they have in common. Third, the process of reflection on practice appeared to be a fruitful one, both in terms of eliciting a rich and detailed account of teachers' perceptions and practice, and as a developmental process for the teachers concerned.

02-547 Stroud, Christopher (Nat. U. of Singapore; *Email*: ellscj@nus.edu.sg). African mother-tongue programmes and the politics of language: Linguistic citizenship versus linguistic human rights. *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **22**, 5 (2001), 339–55.

Discourse around educational language provisions for indigenous language minorities in developing contexts customarily focuses on aspects such as the technical, pedagogical or economic provisions made for them. However, there is evidence that one of the most important considerations in the success or failure of bilingual programmes is the extent to which marginal language communities participate in the design and implementation of their own language provisions. Reframing the problem in these terms means highlighting the role for democracy and equity, and ultimately the importance of distribution of power and economy in mother-tongue programmes. This suggests the need to develop a radically different conception and policy of

multilingual schooling based on an approach to resource distribution in a politics of identity framework. This paper proposes a notion of linguistic citizenship as a way of capturing how issues of language may be accorded a central place on the arena of education and politics. The notion offers both sociopolitical and theoretical rationales for an integrative view of language policy and planning in the context of education, combining an academic and social analysis of language political issues that support a transformative approach to issues of language and democracy.

02-548 Ullman, Michael T. (Georgetown U., USA; *Email: michael@georgetown.edu*). The neural basis of lexicon and grammar in first and second language: The declarative/procedural model. *Bilingualism: Language and Cognition* (Cambridge, UK), **4**, 1 (2001), 105–22.

This article discusses theoretical and empirical aspects of the neural bases of the mental lexicon and the mental grammar in first and second language (L1/L2). It is argued that in L1, the learning, representation, and processing of lexicon and grammar depend on two well-studied brain memory systems. According to the declarative/procedural model, lexical memory depends upon declarative memory, which is rooted in temporal lobe structures, and has been implicated in the learning and use of fact and event knowledge. Aspects of grammar are subserved by procedural memory, which is rooted in left frontal/basal-ganglia structures, and has been implicated in the acquisition and expression of motor and cognitive skills and habits. This view is supported by psycholinguistic and neurolinguistic evidence. In contrast, linguistic forms whose grammatical computation depends upon procedural memory in L1 are posited to be largely dependent upon declarative/lexical memory in L2. They may be either memorised or constructed by explicit rules learned in declarative memory. Thus, in L2, such linguistic forms should be less dependent on procedural memory, and more dependent on declarative memory, than in L1. Moreover, this shift to declarative memory is expected to increase with increasing age of exposure to L2, and with less experience (practice) with the language, which is predicted to improve the learning of grammatical rules by procedural memory. A retrospective examination of lesion, neuroimaging, and electrophysiological studies investigating the neural bases of L2 is presented. It is argued that the data from these studies support the predictions of the declarative/procedural model.

02-549 Wei, Li and Lee, Sherman (U. of Newcastle upon Tyne, UK; *Email: li.wei@ncl.ac.uk*). L1 development in an L2 environment: The use of Cantonese classifiers and quantifiers by young British-born Chinese in Tyneside. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **4**, 6 (2001), 359–82.

Cantonese data from a group of 34 British-born Chinese-English bilinguals, aged between 5 and 16 years, are examined here to elucidate patterns of first language (L1) development in a second language (L2) environment. Based on tape-recorded conversations and narrative data, the analysis focuses on the use of two Cantonese morphosyntactic features, classifiers and quantifiers. Findings suggest that, despite a slight positive correlation between age and Cantonese ability, there is evidence of delayed and stagnated L1 development. The children are shown to have difficulties with specific Cantonese classifiers and quantifiers, which may be attributed to incomplete language learning and L2 influence.

02-550 Wiese, Ann-Marie (U. of California, Santa Cruz, USA; *Email: awiese@cats.ucsc.edu*) and **Garcia, Eugene L.** The Bilingual Education Act: Language minority students and US federal educational policy. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **4**, 4 (2001), 229–48.

This paper traces the United States Bilingual Education Act (BEA) from its inception in 1968 through its most recent reauthorisation in 1994 as the primary federal legislative effort to provide equal educational opportunity to language minority students in the United States. The first section introduces the polemic between two ideological positions, assimilation and multiculturalism, which have had a determinant effect on reauthorisations of the BEA. The second section introduces federal legislation and litigation which introduced the framework of equal educational opportunity during the 1960s and 1970s. The third section follows the evolution of the BEA from its inception in 1968 through its reauthorisation in 1994 and includes a description of key litigation that has served to articulate the specific rights of language minority students. The fourth section presents the current scene, both the reauthorisation of the BEA and significant state initiatives. In the conclusion the authors acknowledge that federal educational policy related to language minority students should be viewed within the broader international context.