the questionnaires and 10 of them were interviewed using the same semi-structured format. The findings show that generally teachers and students have a marked preference for teacher feedback. The high preference for teacher feedback was mainly the result of the respondents' positive attitudes towards teacher feedback. Interestingly, student preferences for teacher feedback also stemmed from their awareness that teachers control grades. The data collected from the questionnaires and interviews indicated that students preferred teacher feedback that was specific since this kind of feedback would facilitate students in the revision process. Students also show a high preference for feedback which focused on language. Compared to feedback on content, feedback on form was considered to be more helpful. Students often complained that teacher feedback on content tended to be general and sometimes, contradictory to student ideas. Moreover, the interview data illustrated that teacher feedback contributed greatly to students' emotional states particularly their motivation and attitudes towards writing.

http://rel.sagepub.com

**07–532    ZENG, ZHEN (**New York U, USA; zz290@nyu.edu) **& ELIZABETH MURPHY**, **Tensions in the language learning experiences and beliefs of Chinese teachers of English as a Foreign Language**. *TESL-EJ* (http://www.tesl-ej.org) 10.4 (2007), 19 pp.

This study explores the Language Learning Experiences (LLEs) and beliefs of six non-native speaking (NNS), English as a Foreign Language (EFL) teachers in China. Data collection involved an online questionnaire, an asynchronous focus group, as well as individual online interviews. Findings were presented as profiles of the six cases. Cross-case analysis using open and axial coding resulted in the identification of three categories of concepts as follows: positive versus negative affect in language learning; authority versus autonomy; authentic versus didactic language learning. The tensions within and between the categories and concepts point to the complexity of EFL teaching and learning in China.

http://writing.berkeley.edu/tesl–ej

# Language learning

**07–533    ANH TUAN, TRUONG & STORCH NEOMY** (U Melbourne, Australia; neomys@unimelb.edu.au), **Investigating group planning in preparation for oral presentations in an EFL class in Vietnam**. *RELC Journal* (Sage) 38.1 (2007), 104–124. doi:10.1177/0033688206076162

Research on pre-task planning has shown that planning has beneficial effects on learners' subsequent language output. However, to date most of this research has focused on solitary rather than group planning. Furthermore, very few studies have investigated what actually happens during the planning time. This study, conducted in an EFL class in Vietnam, investigated the nature and impact of group planning on learners' subsequent individual oral presentations. The learners (n = 17) worked in small groups preparing for oral presentations. At the end of the planning session, two learners from each group were randomly selected to give presentations. All group work and individual presentations were audio recorded and teacher observation notes were collected. Transcribed oral data were coded for idea units and language related episodes as well as salient features of group interaction. The study found that group planning dealt with the content rather than the language of presentations. Using a matching procedure, the study found that most of the ideas presented were generated during the planning time. However, there were variations between the groups. The group that seemed to be the most interactive and that focused on both content and language was a group composed of mixed proficiency learners.

http://rel.sagepub.com

**07–534    BADA, ERDOGAN & BILAL GENC** (U Çukurova, Turkey; erdoganbada@gmail.com), **An investigation into the tense/aspect preferences of Turkish speakers of English and native English speakers in their oral narration**. *The Reading Matrix* (Readingmatrix.com) 7.1 (2007), 141–150.

The study of SLA began around the beginning of the 70s with the emergence of both theoretical and empirical studies. Undoubtedly, the acquisition of tense/aspect, besides other topics, has attracted much interest from researchers. This study investigated the use of telic and atelic verb forms in the oral production of Turkish speakers of English (non-native speakers or NNSs) and native speakers of English (NSs). To elicit how the foreground and background of narrative formed; which tense/aspect is preferred in the foreground and background, each participant produced one monologue whose topic was retelling a film. The results showed that the discourse of non-native speakers exhibit target-like qualities not only in terms of usage of verbs according to their inherent semantic aspect of verbs only but also in terms of distribution of verb types in the foreground and background of discourse.

http://www.readingmatrix.com/journal.html

**07–535    BEASLEY, ROBERT** (Franklin College, USA; rbeasley@franklincollege.edu), **YUANGSHAN CHUANG & CHAO-CHIH LIAO**, **Determinants and effects of English language immersion in Taiwanese EFL learners engaged in online music study**. *The Reading Matrix* (Readingmatrix.com) 6.3 (2006), 330–339.

The purpose of this study was to identify the factors that determine English language immersion (ELI) in Taiwanese EFL learners and to determine if ELI is a predictor of change in vocabulary level and American lifestyle literacy during online music study. The results of the investigation indicate that age, gender, and academic standing are all determinants of ELI in Taiwanese EFL learners. However, they also suggest that ELI alone is not a good predictor of change in vocabulary and lifestyle literacy acquisition during online music study. In addition, the investigation found that some minimal level of English competency is required to benefit from the type of online learning environment described and that the subjects who participated in the study enjoyed the approach to learning English.

http://www.readingmatrix.com/journal.html

**07–536** **CAMPBELL, DERMOT, CIARON MCDONNELL, MARTI MEINARDI & BUNNY RICHARDSON** (Dublin Institute of Technology, Ireland; dermot.campbell@dit.ie), **The need for a speech corpus**. *ReCALL* (Cambridge University Press) 19.1 (2007), 3–20.
doi:10.1017/S0958344007000213

This paper outlines the ongoing construction of a speech corpus for use by applied linguists and advanced EFL/ESL students. In the first part, sections 1–4, the need for improvements in the teaching of listening skills and pronunciation practice for EFL/ESL students is noted. It is argued that the use of authentic native-to-native speech is imperative in the teaching/learning process so as to promote social inclusion. The arguments for authentic language learning material and the use of a speech corpus are contextualised within the literature, based mainly on the work of Swan, Brown and McCarthy. The second part, section 5, addresses features of native speech flow which cause difficulties for EFL/ESL students (Brown, Cauldwell) and establishes the need for improvements in the teaching of listening skills. Examples are given of reduced forms characteristic of relaxed native speech, and how these can be made accessible for study using the Dublin Institute of Technology's slow-down technology, which gives students more time to study native speech features, without tonal distortion. The final part, sections 6–8, introduces a novel Speech Corpus being developed at DIT. It shows the limits of traditional corpora and outlines the general requirements of a Speech Corpus. This tool – which will satisfy the needs of teachers, learners and researchers – will link digitally recorded, natural, native-to-native speech so that each transcript segment will give access to its associated sound file. Users will be able to locate desired speech strings, play, compare and contrast them – and slow them down for more detailed study.

http://journals.cambridge.org/jid_REC

**07–537** **CHAMBERS, ANDREA** (Insa de Lyon, France; andrea.emara@insa-lyon.fr) **& STEPHEN BAX**,

**Making CALL work: Towards normalisation**. *System* (Elsevier) 34.4 (2006), 465–479.
doi:10.1016/j.system.2006.08.001

The aim of CALL practitioners is to work towards a state where computers are fully integrated into pedagogy, a state of 'normalisation'. This article draws on a qualitative research study into two EFL settings to discuss obstacles to normalisation and ways of overcoming them. It identifies a number of key features which appear to be significant in achieving normalisation, and relates the findings to previous studies concerning the implementation of CALL in language teaching. The discussion and findings should be of value to those seeking to achieve the normalisation of computer technology in their own language teaching contexts, and also of value to those seeking to research the effectiveness of CALL in other settings in qualitative mode.

http://www.elsevier.com

**07–538** **CHAN, ALICE** (City U Hong Kong, China; enalice@cityu.edu.hk), **Strategies used by Cantonese speakers in pronouncing English initial consonant clusters: Insights into the interlanguage phonology of Cantonese ESL learners in Hong Kong**. *International Review of Applied Linguistics in Language Teaching* (Walter de Gruyter) 44.4 (2006), 331–355.
doi:10.1515/IRAL.2006.015

This article discusses the strategies used by Cantonese ESL learners to cope with their problems in pronouncing English initial consonant clusters. A small-scale research study was carried out with six secondary and six university students in Hong Kong, who were asked to perform four speech tasks: the reading of a word list, the description of a picture list, the reading of three passages, and a conversational interview. The participants' speech was recorded using a high-quality mini-disk recorder and transcribed by two raters. The results of the study showed that deletion and substitution were commonly used by the learners, yet vowel epenthesis was practically non-existent. Certain segments, such as liquids, were also found to be more difficult than other segments in the same onset. It is argued that the findings of the study have both theoretical and pedagogical significance.

http://www.degruyter.de

**07–539** **CRABBE, DAVID** (Victoria U Wellington, New Zealand; david.crabbe@vuw.ac.nz), **Learning opportunities: Adding learning value to tasks**. *ELT Journal* (Oxford University Press) 61.2 (2007), 117–125.
doi:10.1093/elt/ccm004

Tasks provide a framework for communicative performance. Underlying each task is a set of learning opportunities – potential activities for learning. Not

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all of these opportunities are exploited for learning by teachers or learners. It is proposed that, when using tasks, the range of such learning opportunities needs to be identified and modelled for learners in order to encourage them to manage their learning independently, with a focus on improving their performance in the task. This approach is illustrated by analysing one task for potential learning opportunity. Teaching guidelines for such an approach are suggested, together with specific action research questions for exploration of the approach in context.

http://www.eltj.oxfordjournals.org

**07–540** **ELIA, ANTONELLA** (U Naples, Italy; aelia@unina.it), **Language learning in tandem via skype**. *The Reading Matrix* (Readingmatrix.com) 6.3 (2006), 269–280.

Skype is the largest of the new companies offering Voice over Internet Protocol (VoIP). It allows users to call anyone in the world for free, while offering a precious opportunity to practice foreign languages with native speakers on the Internet. 'Mixxer' is an educational site created to help students and teachers find partners for language exchanges. Through this site, for example, native Italian speakers studying English can find English speaking students worldwide studying Italian with whom a Skype tandem exchange can take place. The next frontier is Skype Casting: by merging Skype and Podcasting it is possible to run personal mini-radio stations, which can be accessed by any Skype user. New technologies continue to offer challenging solutions to language learning.

http://www.readingmatrix.com/journal.html

**07–541** **FEUER, AVITAL** (York U, Canada), **Parental influences on language learning in Hebrew Sunday school classes**. *Language, Culture and Curriculum* (Multilingual Matters) 19.3 (2006), 266–277.
doi:10.2167/lcc319.0

The purpose of this study is to explore the nature of attitudes held by parents of Jewish Hebrew students at a Boston area Sunday school. Five parents of diverse backgrounds were interviewed in-depth to discuss the nature of their attitudes. Three common themes emerged related to the reasons for their high levels of involvement with the Sunday school: (1) the importance of interpersonal relationships within the Jewish community, (2) support in discovering elements of Jewish identity, and (3) the responsibility for constructing necessary social and educational structures or frameworks in order for the learning to be possible. Implications of the study for the development of Sunday school Hebrew classes in North America are discussed.

http://www.multilingual-matters.net

**07–542** **GRIFFITHS, CAROL** (AIS St Helens, Auckland, New Zealand; carolgriffiths5@gmail.com), **Language learning strategies: Students' and teachers' perceptions**. *ELT Journal* (Oxford University Press) 61.2 (2007), 91–99.
doi:10.1093/elt/ccm001

Although issues related to learner variables have received considerable attention over the years, issues related to teachers have not been researched as thoroughly. This study aimed to investigate the point of intersection of teachers' and learners' perceptions regarding language learning strategies. Using an original questionnaire developed in a classroom situation and based on student input, this study examined reported frequency of strategy use by international students and teacher perceptions regarding the importance of strategy use. Although students' and teachers' perceptions were not perfectly matched, results indicated that teachers regard strategy use as highly important, and there was a high level of accord (71 per cent) between strategies which students reported using highly frequently and those which teachers reported regarding as highly important, an encouraging finding somewhat at variance with the results of some previous studies. Implications of these results for the teaching/learning situation are discussed.

http://www.eltj.oxfordjournals.org

**07–543** **HAMID, MD. OBAIDUL** (U Dhaka, Bangladesh; obaid_hamid@yahoo.com), **Identifying second language errors: How plausible are plausible reconstructions?** *ELT Journal* (Oxford University Press) 61.2 (2007), 107–116.
doi:10.1093/elt/ccm003

The research reported in the study was undertaken to measure English language teachers' ability to interpret second language learners' intended meanings in idiosyncratic utterances in written English. In doing so, it also aimed at verifying Corder's (1981) speculation that language teachers can correctly guess the intended meanings of learners in a large number of erroneous sentences if they are familiar with learners and their first language. Given the size of the data, the study suggests a cautious interpretation of the results, which show that teachers' interpretations of learners' intended meanings are, in many cases, off the mark. The study implies that the traditional practice of checking learners' written work in their absence and providing correct versions of incorrect forms or expressions contained in the work may have little learning value for learners. The study therefore suggests following more effective means of correcting learners' written work and providing feedback.

http://www.eltj.oxfordjournals.org

**07–544** **HAUCK, MIRJAM** (The Open U, UK; m.hauck@open.ac.uk), **Critical success factors in**

**a TRIDEM exchange**. *ReCALL* (Cambridge University Press) 19.2 (2007), 202–223. doi:10.1017/S0958344007000729

Computer-mediated-communication (CMC) tools allowing learners to be in contact with native speakers of their target language in other locations are becoming increasingly flexible, often combining different modes of communication in a single web- and internet-based environment. The literature on telecollaborative exchanges reveals, however, that online intercultural communication between language learners 'often fails to achieve the intended pedagogical goals' (O'Dowd & Ritter 2006:624) and warns that 'exposure and awareness of difference seem to reinforce, rather than bridge, feelings of difference' (Kern 2000: 256). Yet, research into the reasons for lack of success in CMC-based partnership-learning has, so far, only been carried out on a relatively small scale (see, for example, Thorne 2005, Ware 2005, O'Dowd & Ritter 2006). In autumn 2005, students of French at Carnegie Mellon University (CMU), USA and adult learners of French at the Open University (OU), UK were joined by native French speakers studying for an MA in distance education at the Université de Franche Comté (UFC), France in a pilot Tridem project in which all participants worked on the completion of a series of collaborative tasks. The Tridem partners met over several weeks in an internet-mediated, audio-graphic conferencing environment. The project output, a shared reflection in French and English on cultural similarities and differences, took the form of several collaborative blogs. The paper draws on data from pre- and post-questionnaires, from the work published by the learners in the blogs and from post-treatment, semi-structured interviews with volunteer participants. Beyond considering some of the known factors influencing success and failure in CMC-based collaborations such as discrepancies in target language competence among learners, this article also explores affective issues and difficulties arising from varying levels of multimodal communicative competence. The insights gained are mapped against O'Dowd and Ritter's (2006) 'inventory of pitfalls' in telecollaboration. The result is a tentative framework which allows those involved in setting up and running telecollaborative exchanges to gauge both degree and nature of some of the risks they are likely to encounter.

http://journals.cambridge.org/jid_REC

**07–545** **HELLERMANN, JOHN** (Portland State U, Portland, Oregon, USA; jkh@pdx.edu) **& ANDREA VERGUN**, **Language which is not taught: The discourse marker use of beginning adult learners of English**. *Journal of Pragmatics* (Elsevier) 39.1 (2007), 157–179. doi:10.1016/j.pragma.2006.04.008

This study investigated the classroom interaction and in-home, bilingual interviews with 17 adult learners of English with no previous formal English language

instruction in order to find the frequency of use and some functions of forms of the language which are not explicitly taught: the discourse markers 'well', 'you know', and 'like'. Previous findings in this area are based most often on data from more advanced language learners and do not present a clear picture of which learners use these markers more often or why. Results of the current study show that this set of learners uses few discourse markers. A review of the focal students' background information (including language use patterns outside the classroom) suggests that the students who use more discourse markers may be the students who are more acculturated to the US. This suggests that the students who comprise the population at the data collection site, in general, remain, to some degree, isolated from English language culture in the US.

http://www.elsevier.com

**07–546** **HWU, FENFANG** (U Cincinnati, USA; hwuf@ucmail.uc.edu), **Learners' strategies with a grammar application: The influence of language ability and personality preferences**. *ReCALL* (Cambridge University Press) 19.1 (2007), 21–38. doi:10.1017/S0958344007000316

This case study investigated the ways pre-major and pre-minor students of Spanish interacted with a grammar application from four perspectives. Firstly, using the computer's tracking ability to collect learners' behaviors, the study set out to uncover the different ways learners approached the application. Secondly, the study assessed the influence of two learner variables on learning behaviors: language abilities determined by a placement test and personality preferences measured by Jung-Myers-Briggs-Typology based approach. Thirdly, the study assessed whether the frequency of various behaviors resulted in different knowledge increases. Finally, the study categorized the uncovered behaviors into the learning strategies covered in the Strategy Inventory for Language Learning (SILL) (Oxford 1990). The study concludes with implications for software improvement, as well as with indications of likely directions for future research.

http://journals.cambridge.org/jid_REC

**07–547** **KARLSSON, LEENA** (Helsinki U, Finland; leena.karlsson@helsinki.fi), **FELICITY KJISIK & JOAN NORDLUND**, **Language counselling: A critical and integral component in promoting an autonomous community of learning**. *System* (Elsevier) 35.1 (2007), 46–65. doi:10.1016/j.system.2006.10.006

This article describes a programme of autonomous language learning (ALMS) introduced at Helsinki University Language Centre in 1994. The programme was developed to encourage students to become actively

involved in their own learning in terms of deciding what they need and wish to learn, setting goals and objectives, achieving these objectives, and reflecting upon and evaluating the outcomes. Learner support is offered in a variety of ways through the counselling system that is an essential element of the programme. The counsellors run the initial learner-awareness sessions in which the emphasis is on the learning process, strategies, needs and skills. They help the learners with their study plans and give guidance where necessary. They also meet the students in a series of one-on-one counselling sessions that foster individual contact and learner–counsellor dialogue. The ALMS programme draws from and feeds on continuous collaborative action-research projects, which address practices seen to be problematic on the basis of learner feedback or counsellor experience.

http://www.elsevier.com

**07–548** **KARLSTRÖM, PETTER** (Stockholm U, Sweden; petter@dsv.su.se), **TERESA CERRATTO-PARGMAN, HENRIK LINDSTRÖM & OLA KNUTSSON**, **Tool mediation in focus on form activities: Case studies in a grammar-exploring environment**. *ReCALL* (Cambridge University Press) 19.1 (2007), 39–56. doi:10.1017/S0958344007000419

We present two case studies of two different pedagogical tasks in a Computer Assisted Language Learning environment called Grim. The main design principle in Grim is to support 'Focus on Form' in second language pedagogy. Grim contains several language technology-based features for exploring linguistic forms (static, rule-based and statistical), intended to be used while writing. Our question is, in what ways does Grim support Focus on Form in actual classroom use. We have explored this question within sociocultural theory, emphasizing tool mediation and how tools shape the learner's activity. The first case concerns a text–reconstruction exercise in which students worked in a pair within the Grim environment. The second case was conducted with another group of students, who engaged in collaborative revision of texts, written in advance by one of the students, in student pairs. In both studies, students were instructed and encouraged to use the different features of Grim. Data was collected by recording dialogue during the sessions with Grim. Our results show how learners put the features of Grim into use in their writing tasks. In some instances, the program was used creatively, in combination with external tools such as the users' own dictionaries, knowledge of other languages, or teachers. In other instances, we note that Grim was used for error correction, rather than as a language resource. The learners' activities are thus transformed by their use of the program, from the tasks of revision and text–reconstruction into error correction. The application shapes the activity, in conjunction with the pedagogical tasks. We argue for studying the activities of students with CALL tools, in order to find out in detail how

tasks and technology concur in use and what view on language and pedagogy they mediate.

http://journals.cambridge.org/jid_REC

**07–549** **KIM, YONGHO** (Korea National U of Education) **& DAVID KELLOGG**, **Rules out of roles: Differences in play language and their developmental significance**. *Applied Linguistics* (Oxford University Press) 28.1 (2007), 25–45. doi:10.1093/applin/aml047

Using a discourse analytic approach from the work of Hoey (1991) and a dual processing model from Wray (2000), this paper compares the language produced by the same classes of children when they are engaged in role-play and when they are playing rule-based games. We find that role-play tends to be richer in 'frozen' pair parts, where the responses are predictable, and that rule-based games are more conducive to dispreferred responses and bound exchanges. Overall, this means that role-plays appear to create 'short, fat' exchanges, while rule-based games generate 'tall, thin' ones. We argue the transition from discourse complexity to grammatical complexity demonstrates what Vygotsky (1978, 1987) called a zone of proximal development (ZPD), conceived of not as a mechanism for learning in general but rather as a specific link between microgenetic learning and ontogenetic development. Interpreting this cross-sectional view of the data ontogenetically not only provides an explanation for why role-play seems to be developmentally prior to rule-based games, but can also help explain how the intra-mental rules of grammar are precipitated from inter-mental relations in discourse. For children, foreign language learning allows a game-like inversion of first language acquisition processes, making rules explicit and discourse roles much less concrete.

http://www.applij.oxfordjournals.org

**07–550** **LIAW, MEEI-LING** (National Taichung U, China; meeilingliaw@gmail.com), **Constructing a 'third space' for EFL learners: Where language and cultures meet**. *ReCALL* (Cambridge University Press) 19.2 (2007), 224–241. doi:10.1017/S0958344007000821

Efforts have been made by language educators and researchers to use computer technology to assist L2 learners' growth in either linguistic or intercultural competence. Nonetheless, web-based environments devoted to developing both types of competences in tandem are new and experimental. The purpose of this project, which involves the collaboration of EFL educators and computer engineers in Taiwan, is to establish an innovative web-based environment to support students in tertiary levels to develop both types of competences. This web-based EFL learning environment experiments with a few main features:

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(1) instead of reading articles about a foreign culture, the users of this website read articles about their native culture; (2) two on-line computer-based support tools, a bilingual concordancer and a dictionary, are made available to provide students with contextual supports for language learning; and (3) discussion boards are provided for intercultural communication. The web-based learning environment contains several instructional units. While working on a unit, students read an article and then answer comprehension and vocabulary questions. After reading, students share their responses to the articles with intercultural conversation partners via online forums. To evaluate the effectiveness of the learning environment, the researcher recruited a group of Taiwanese university students to test-use the system. Frequencies of the uses of the two e-referencing tools were calculated. The students' responses to a questionnaire were examined and informal interviews with the students were conducted. Finally, the students' forum entries were analyzed. The findings revealed initial interest in using e-referencing tools but a dramatic decrease in use after the first few units had been completed. The students used the concordancer as a link to extensive reading materials and suggested adding pronunciation tools to the dictionary. Questionnaire findings showed that students were generally satisfied with the design of the web-based learning environment. An analysis of the students' forum entries revealed increases in the length and complexity of sentences in their writings, as well as reductions in grammatical errors, as more units were completed. As for intercultural learning, the content analysis of the forum entries demonstrated different types of intercultural competences. Based on the findings, some implications for revision of the virtual environment to enable more effective learning of English as a foreign language and greater development of intercultural competence are drawn.

http://journals.cambridge.org/jid_REC

**07–551** **M**ATSUZAKI **C**ARREIRA, **J**UNKO (Tsuda College, Japan), **Motivation for learning English as a foreign language in Japanese elementary schools**. *JALT Journal* (Japan Association for Language Teaching) 28.2 (2006), 135–157.

This study investigated how 345 Japanese elementary school pupils' intrinsic and extrinsic motivation for learning English changed with age (174 third and 171 sixth graders). Factor analysis identified five underlying factors: interest in foreign countries, intrinsic motivation, caregivers' encouragement, instrumental motivation, and anxiety. The results of an ANOVA showed significant differences in intrinsic motivation, interest in foreign countries, and instrumental motivation between the third and sixth graders. The third graders' mean scores were higher than those of the sixth graders. This study revealed a rather steady developmental decline in intrinsic and extrinsic motivation for learning English, which

might be attributed to general development trends in contemporary Japanese elementary school pupils. Within a consensus that there is considerable room for improvement in primary-school English education in Japan, the results of the present study suggest that the area of motivation can shed light on how the teaching methods for elementary school students in higher grades can be improved.

http://jalt-publications.org/jj

**07–552** **M**OZZON-**M**C**P**HERSON, **M**ARINA (U Hull, UK; M.Mozzon-Mcpherson@hull.ac.uk), **Supporting independent learning environments: An analysis of structures and roles of language learning advisers**. *System* (Elsevier) 35.1 (2007), 66–92.
doi:10.1016/j.system.2006.10.008

This article examines the contribution of language learning advisers to the creation of synergy in specific learning spaces and considers advisers' roles in relation to the development of successful learner self-management (LSM). Starting with an historical overview of the evolution of the self-access centre at the University of Hull (UK), the article analyses the profile of learners, their needs, attitudes and uses of the language advisory service. It discusses the inter-relation between the advisers and the Department of Modern Languages' teaching portfolio and different services within the University. In particular, it focuses on the crucial role of advisers, and examines their tools and activities, their self-evaluation and professional development mechanisms. Subsequently their practice is evaluated in relation to current research in advising. The author concludes by presenting specific studies undertaken at the University of Hull and suggests opportunities for further collaborative research and development.

http://www.elsevier.com

**07–553** **N**APIER, **J**EMINA (Macquarie U, Australia), **Effectively teaching discourse to sign language interpreting students**. *Language, Culture and Curriculum* (Multilingual Matters) 19.3 (2006), 251–265.
doi:10.2167/lcc318.0

This paper explores discourse features of Australian Sign Language (Auslan) and the need for sign language interpreting students to acquire an understanding of, and skills in, a range of discourse genres in Auslan in order to effectively carry out the work required in their profession. Discourse features of spoken English are outlined and compared with those of signed languages, and an overview of the curriculum and effective teaching approaches used for exploring discourse with sign language interpreting students at Macquarie University is given. The pedagogical process will be detailed in order to convey how Auslan interpreting students analyse, discuss and experience

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different discourse genres and relate them to their work as interpreters. By engaging in this process, Auslan interpreters are able to develop the necessary skills to effectively negotiate their way in the Deaf community and better understand its language and culture, and provide deaf people using a minority language with access to the majority language and vice versa.

http://www.multilingual-matters.net

**07–554   REINDERS, HAYO** (U Auckland, New Zealand; system@hayo.nl), **Supporting independent learning environments: An analysis of structures and roles of language learning advisers**. *System* (Elsevier) 35.1 (2007), 93–111.
doi:10.1016/j.system.2006.10.009

Self-access and language advising are relatively recent and increasingly common types of language support offered in schools and tertiary institutions around the world. There is a great deal of anecdotal support for the positive contribution of such support to student learning. Self-access and language advising hold strong potential as learner-centred and highly flexible approaches. In addition, there are many sound practical reasons for offering self-access as complementary to or as an alternative to classroom teaching, especially in situations where existing learning needs are too great or diverse to be met by traditional methods. At the same time, there are concerns about the effectiveness (how well they help students learn) and efficiency (how quickly students learn) of these approaches and more research is clearly needed. This article reports how one centre has attempted to take into account some of the challenges reported in previous literature by developing an electronic learning environment that better prepares students for and guides them in their self-directed learning. In addition it reports on the implementation of an extensive monitoring system of student learning, that allows for the provision of more tailored language support than previously possible.

http://www.elsevier.com

**07–555   STRACKE, ELKE** (U Canberra, Australia; Elke.Stracke@canberra.edu.au), **A road to understanding: A qualitative study into why learners drop out of a blended language learning (BLL) environment**. *ReCALL* (Cambridge University Press) 19.1 (2007), 57–78.
doi:10.1017/S0958344007000511

This paper addresses the views of students of blended language learning (BLL) – a particular learning and teaching environment, that combines face-to-face (f2f) and computer-assisted language learning (CALL). In this instance, the 'blend' consisted of learners' independent self-study phases at a computer, with a CD-ROM, and traditional f2f classroom learning. This paper explores this BLL environment from the participants' perspective and focuses on

three learners who left the class. The aim of the study was to understand the reasons behind those students' decision to leave, so that ideas might be developed for the successful implementation of BLL environments in the future that would appeal to all learners. The analysis showed that students left the class for three reasons: a perceived lack of support and connection/complementarity between the f2f and computer-assisted components of the 'blend'; a perceived lack of usage of the paper medium for reading and writing; and the rejection of the computer as a medium of language learning. The paper concludes by pointing out implications for the possible future of BLL.

http://journals.cambridge.org/jid_REC

**07–556   STROUD, CHRISTOPHER** (U West Cape, South Africa; cstroud@uwc.ac.za) **& LIONEL WEE**, **Anxiety and identity in the language classroom**. *RELC Journal* (SAGE Publications) 37.3 (2006), 299–307.
doi:10.1177/0033688206071311

While ELT has long recognized the need to address student anxiety in language learning situations, it has all too often assumed that such anxiety is primarily competence-based. Consequently, there has been insufficient recognition of the fact that identity-based anxiety, too, can have significant effects on language learning in the classroom. In this paper, we discuss some examples of identity-based anxiety, and argue that it requires a different approach to language teaching. We propose one such possible approach, which we call 'double-crossing'.

http://rel.sagepub.com

**07–557   TAGUCHI, NAOKO** (Carnegie Mellon U, USA), **Task difficulty in oral speech act production**. *Applied Linguistics* (Oxford University Press) 28.1 (2007), 113–135.
doi:10.1093/applin/aml051

This study took a pragmatic approach to examining the effects of task difficulty on L2 oral output. Twenty native English speakers and 59 Japanese students of English at two different proficiency levels produced speech acts of requests and refusals in a role play task. The task had two situation types based on three social variables: interlocutors' power difference (P), social distance (D), and the degree of imposition (R). In one situation type, the power relationship was equal, the distance was small, and the degree of imposition was small (PDR–low). In the other situation type, the listener had greater power, the distance was large, and the degree of imposition was also large (PDR–high). The participants' production was analyzed for overall appropriateness (rated on a 6-point scale), planning time, and speech rate. Results showed that L2 learners produced PDR–low speech acts significantly more easily and quickly, but little difference was observed in native speakers' production. There was a significant proficiency effect on appropriateness ratings

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and speech rate, but not on planning time. Post hoc analyses showed that each group demonstrated different patterns in the choice of linguistic expressions over the two situation types, indicating the noteworthy impact of situational variation on oral speech act production.

http://www.applij.oxfordjournals.org

**07–558    WEBB, STUART** (Japan), **The effects of repetition on vocabulary knowledge**. *Applied Linguistics* (Oxford University Press) 28.1 (2007), 46–65.
doi:10.1093/applin/aml048

This article discusses the effects of repetition (1, 3, 7, and 10 encounters) on word knowledge in a carefully controlled study of 121 Japanese students learning English. The study is innovative and original in several aspects. (1) The study uses 10 tests to measure knowledge of orthography, association, grammatical functions, syntax, and meaning and form. (2) The study controls for several different numbers of repetitions. (3) The study controls for type of context in which the word occurs. (4) The study makes use of nonsense words to replace frequently used words in authentic text. (5) The study examines word knowledge acquisition at different levels. The results showed that greater gains in knowledge were found for at least one aspect of knowledge each time repetitions increased. If learners encounter unknown words ten times in context, sizeable learning gains may occur. However, to develop full knowledge of a word more than ten repetitions may be needed.

http://www.applij.oxfordjournals.org

**07–559    YIHONG, GAO, ZHAO YUAN, CHENG YING & ZHOU YAN**, **Relationship between English learning motivation types and self-identity changes among Chinese students**. *TESOL Quarterly* (Teachers of English to Speakers of Other Languages) 41.1 (2007), 133–155.

This study investigated the relationship between English learning motivation types and self-identity changes among university students in the People's Republic of China. The sample obtained from a stratified sampling consisted of 2,278 undergraduates from 30 universities in 29 regions. The instrument was a Likert-scale questionnaire which included 30 items of motivation types based on free responses, and 24 items of self-identity changes in six predefined categories: self-confidence, subtractive, additive, productive, split, and zero changes. An exploratory factor analysis revealed seven motivation types: intrinsic interest, immediate achievement, individual development, information medium, going abroad, social responsibility, and learning situation. A canonical correlation test found that motivation types and self-identity changes were correlated through four pairs of canonical variables. Among these, intrinsic interest was correlated with productive and additive

changes, individual development with self-confidence change, social responsibility with productive and split changes. Theoretical and pedagogical implications of the results are discussed.

http://www.tesol.org

**07–560    XUESONG, GAO** (U Hong Kong, China; Gao@hkusua.hku.hk), **Strategies used by Chinese parents to support English language learning**. *RELC Journal* (SAGE Publications) 37.3 (2006), 285–298.
doi:10.1177/0033688206071302

The paper reports on parental involvement in Chinese students' language learning which has emerged as a major finding from an interpretative enquiry into their English-learning experiences. The data confirm that Chinese parents and other family members are closely involved in the study participants' language learning, in particular, their development as competent English learners. They are indirectly involved the participants' development as English learners as language learning advocates, language learning facilitators, and language teachers' collaborators. Furthermore, they are directly involved in their children's development as language learning advisors, language learning coercers, and language learning nurturers. The findings suggest language teachers to be more proactive in establishing a school-family/teacher-parent partnership in learner development programs. Further research is also needed to support such a partnership.

http://rel.sagepub.com

**07–561    ZHENHUI, RAO** (Jiangxi Normal U, Nanchang, China), **Understanding Chinese students' use of language learning strategies from cultural and educational perspectives**. *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 27.6 (2006), 491–508.
doi:10.2167/jmmd449.1

This study investigated Chinese students' use of language learning strategies, and then interpreted the data from cultural and educational perspectives. Using a Strategy Inventory for Language Learning, the researcher discovered some common features shared by Chinese students in their use of learning strategies. An in-depth analysis of the results revealed that these features could be linked to three factors concerning their cultural and educational background: cultural beliefs and values, traditional Chinese education pattern and English as Foreign Language (EFL) setting. The findings suggest that, as EFL teaching and learning in China is deeply rooted in Chinese culture and education, English teachers should avoid going to extremes in adopting teaching methods in the English classroom, and that Chinese learners of English should diversify their

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learning strategies so that they can select appropriate learning strategies for various learning tasks.

http://www.multilingual-matters.net

# Reading & writing

**07–562    AL-JARF, REIMA SADO** (King Saud U, Saudi Arabia; reima2000_sa@yahoo.com), **Processing of advertisements by EFL college students**. *The Reading Matrix* (Readingmatrix.com) 7.1 (2007), 132–140.

The study investigated EFL students' ability to comprehend and analyze advertisements and identify their stylistic features. Results of a test with sixty six EFL college students showed lexical and structural features that are easy to identify and those that are difficult to identify. Responses also reflected the difficulty level of the lexical and syntactic features. Correcting faulty punctuation marks was more difficult than correcting faulty capitalization. Lexical features were easier to identify than syntactic features. Faulty responses showed areas with which the subjects had comprehension difficulties. Causes of ad comprehension problems and recommendations for instruction are given.

http://www.readingmatrix.com/journal.html

**07–563    ALKIRE, SCOTT** (San Jose State U, California, USA; scott.alkire@sjsu.edu) **& ANDREW ALKIRE, Teaching literature in the Muslim world: A bicultural approach**. *TESL-EJ* (http://www.tesl-ej.org) 10.4 (2007), 13 pp.

Although most universities in the Muslim world publicly recognize and support the teaching of Western literature, the exploration of some Western literary themes (for example, self-determination, sexual liberation and gender equality) is viewed negatively by authority figures as well as by some professors and students. To reconcile this concern with Lewis's view that the mutual study of literature between Westerners and Muslims is essential (1993), it is proposed that the judicious selecting and teaching of bicultural literature (Western writers on the Muslim world and vice versa) can introduce Muslims to Western literature and its themes with a minimum of cultural conflict.

http://writing.berkeley.edu/tesl-ej

**07–564    BELCHER, DIANE** (Georgia State U, USA; dbelcher1@gsu.edu), **Seeking acceptance in an English-only research world**. *Journal of Second Language Writing* (Elsevier) 16.1 (2007), 1–22. doi:10.1016/j.jslw.2006.12.001

Many have noted the increasing concentration of gatekeeping power in the hands of mainstream English-only journals and made compelling cases for the need to bring more off-networked, multilingual voices into the global research conversation. Despite the hurdles that often face under-resourced off-network scholars, a number of them do find their way into the pages of mainstream Anglophone journals. How do some off-network scholars manage to successfully negotiate the mainstream journal gatekeeping that keeps others, both off-networked and networked, outside the gates, and what roles do journal manuscript (ms.) reviewers play in this negotiation? A sample of submission history documents for accepted and rejected manuscripts submitted to an applied linguistics journal was compiled and analyzed in an effort to shed light on these questions. Findings suggest that, among other things, authorial persistence, that is, willingness to continue revising and resubmitting when faced with extensive critical commentary from reviewers, can result in publication. Implications, especially for journal gatekeepers and those who support or are themselves off-network academic authors seeking acceptance in an English-only research world, are discussed.

http://www.elsevier.com/

**07–565    BELL, JOYCE** (Curtin U, Australia; Joyce.Bell@curtin.edu.au), **Reading practices: Postgraduate Thai student perceptions**. *The Reading Matrix* (Readingmatrix.com) 7.1 (2007), 51–68.

The importance of reading for academic study cannot be overemphasized. At the postgraduate level, students are faced with complex text interpretation processes. Yet, while concerns have been expressed regarding the English as a second language literacy (Fitzgerald 1995), few international students have been asked for their views on their learning, specifically their reading approaches. This paper, part of a longitudinal study, using metacognitive and framing theories, explores aspects of framing and metacognition used by a cohort of Thai postgraduate students when reading at an Australian university. Through the use of individual interviews and pair think aloud protocols it was found that there were significant changes in the students' reading practices between first and third semesters. However, it was shown, too, that incongruent background knowledge could lead to misinterpretations. The participants' reflections provided some explanation for the differences in their cognitive and metacognitive strategy use.

http://www.readingmatrix.com/journal.html

**07–566    BNDAKA, ELENI** (ebintaka@sch.gr), **Using newspaper articles to develop students' reading skills in senior high school**. *The Reading Matrix* (Readingmatrix.com) 7.1 (2007), 166–175.

The aim of this paper is to present a reading lesson which was initially designed for the students of Peiramatiko

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