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05–104 **Alwright, D.** (U of Lancaster, UK), **From teaching points to learning opportunities and beyond**. *TESOL Quarterly* (Alexandria, VA, USA) **39**.1 (2005), 9–32.

This article questions the dominance of 'teaching points' in ELT thinking. The author proposes the LEARNING OPPORTUNITY as a more developmental unit of analysis and assesses the implications for planning in language learning. The author argues that teachers' awareness of learning opportunities might create potential for a deeper understanding of language learning and language classroom interaction. The paper describes learning opportunities in terms of their cognitive, affective, and social characteristics. The author presents three reasons why teachers need to plan for understanding; to facilitate intelligent decision-making about responding to external pressures to innovate; to deal with local issues; to use class time to deepen understanding of what language learning involves.

05–105 **Beckett, G. & Slater, T.** (U of Cincinnati, USA), **The Project Framework: a tool for language, content, and skills integration**. *ELT Journal* (Oxford, UK) **59**.2 (2005), 108–116.

This study introduces a Project-based framework and shows how it was used as a mediation tool to help socialise students into a new way of thinking about language and language learning. The writer features research in an undergraduate university ESL classroom. The writer claims that such a Project-based project can be used as a cultural tool to help socialise students into a new way of thinking about language and language learning. In particular, the paper claims that the project allowed students to see the value of project-based instruction by making explicit the various components, including thinking skills, and content knowledge.

05–106 **Belcher, Diane D.** (Georgia State U, USA; dbelcher1@gsu.edu), **Trends in teaching English for specific purposes**. *Annual Review of Applied Linguistics* (Cambridge, UK) **24** (2004), 165–186.

This review of trends in the teaching of English for specific purposes (ESP) presents recent developments in ESP praxis from three different but not mutually exclusive points of reference: the sociodiscoursal, sociocultural, and sociopolitical. In addition to a selection of exemplar practices, theoretical analogues are considered for each of these three socially oriented perspectives on ESP. For the sociodiscoursal approach to ESP, genre theory and genre-informed pedagogy are highlighted; for the sociocultural, theories of situated learning and their practical corollaries are focused on; for the sociopolitical, theories and applications of critical pedagogy are emphasised. Possible research directions for all three social turns of ESP are also suggested.

05–107 **Berne, Jane E.** (U North Dakota, USA), **Listening comprehension strategies: a review of the literature**. *Foreign Language Annals* (Alexandria, VA, USA) **37**.4 (2004), 521–533.

The present study seeks to build upon two previous reviews of listening comprehension strategies research. Of particular interest in this review are studies dealing with the types of cues used by listeners, the sequence of listening, differences between more- and less-proficient listeners, listening strategy instruction, strategies versus tactics, and identifying listening problems. This review first summarises the findings of a number of studies in each of these areas. Based on these summaries, the review then posits some general conclusions and suggests directions for future research. It is demonstrated that listening comprehension strategies have been and continue to be a very fruitful area for researchers to explore. However, issues such as the generalisability and comparability have been raised and much research has been descriptive in nature and needs to be fleshed out.

05–108 **Bohn, Mariko T.** (Stanford U, USA; mbohn@stanford.edu), **Japanese classroom behavior: a micro-analysis of self-reports versus classroom observations with implications for language teachers**. *Applied Language Learning* (Monterey, CA, USA) **14**.1 (2004), 1–35.

This article examines the influence of Japanese cultural values, beliefs, and educational style on Japanese students learning English as an L2 in an American classroom. In contrast to the Japanese students' high motivation to learn English, their classroom behaviour and roles reflect their own cultural perspectives rather than the teacher's expectations based on the behaviour and roles of American students. Through a questionnaire and class observations, a paradox was identified. Most of the Japanese students supported voluntarily asking and answering questions; however, their learning style of being quiet prevented their active participation. This paper shows that it is important for English-learning Japanese students to become aware not only of their own cultural values and beliefs, but also of the target language's cultural values and beliefs in order to achieve effective learning. Similarly, understanding the student's culture is an important first step for teachers in effectively communicating with the student, since cultural factors influence students' motivation and achievement. Teacher's awareness of cultural differences fosters effective language instruction.

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05–109 **Byon, Andrew Sangpil** (Albany State U, USA; abyon@albany.edu), **Learning linguistic politeness**. *Applied Language Learning* (Monterey, CA, USA) **14**.1 (2004), 37–62.

American Korean as a foreign language (KFL) students' communicative success depends to a large extent on their ability to express interpersonal meanings with target-language resources. However, information regarding how KFL students acquire, or fail to learn linguistic politeness through classroom learning is scarce. The nature of this study is cross-sectional. In addition, rather than directly examining the effects of particular approaches to instruction, the focus is on the observation of second year KFL students' pragmatic ability, resulting from previous classroom language learning. The goal of this article is twofold: (a) to investigate the second-year KFL students' pragmatic judgment of an appropriate speech act, and (b) to discuss pedagogical implications based on the findings. Overall, the study found that the KFL students got 73.3% correct responses. In addition, the study identified five reasons for the wrong responses. Moreover, as possible factors influencing the students' assessment ability, this study identified the possible effects of negative transfer from their L1 sociopragmatic aspect: the egalitarian value system and the directness of American English. Furthermore, the study identified the KFL instructors' lack of awareness regarding the needs of teaching KFL pragmatic elements and the grammar–oriented instructional goals of current KFL curriculum as two factors that need to be readdressed in order to enhance current KFL pragmatic teaching.

05–110 **Carrell, Patricia L., Dunkel, Patricia A.** (Georgia State U, USA; pcarrell@gsu.edu) **& Mollaun, Pamela**, **The effects of notetaking, lecture length, and topic on a computer-based test of ESL listening comprehension**. *Applied Language Learning* (Monterey, CA, USA) **14**.1 (2004), 83–105.

With the goal of improving the reliability and validity of tests of EFL, in particular with respect to the question of whether to allow notetaking on EFL/ESL computer-based listening comprehension tests, the present study examined the effects on ESL listening comprehension of notetaking (allowed or disallowed) in relation to lecture length (minitalks of 2.5 or 5 minutes) and topic (arts/humanities or physical sciences). A listener-aptitude variable, overall English listening comprehension proficiency, was also examined. Two hundred and thirty-four ESL students took tests of computer-based listening comprehension and the listening comprehension section of a disclosed paper-and-pencil TOEFL. Results of the post-listening comprehension assessment revealed: (1) interaction between notetaking and topic and (2) interaction between notetaking and lecture length. Results of the study have implications for allowing notetaking on computer-based testing of listening comprehension, especially the computer-based TOEFL.

05–111 **Chacón, Carmen Teresa** (U of Los Andes Tachira, Venezuela; ctchacon@cantv.net), **Teachers' perceived efficacy among English as a foreign language teachers in middle schools in Venezuela**. *Teaching and Teacher Education* (Amsterdam, the Netherlands) **21**.3 (2005), 257–273.

Teachers' sense of efficacy (or effectiveness) has been shown to influence teachers' actions and student outcomes. This study explored self-efficacy beliefs among teachers of English as a Foreign Language in selected schools in Venezuela. Data were collected through a survey administered to one hundred teachers. The Teacher Sense of Efficacy Scale (presented in Tschannen-Moran & Woolfolk Hoy's article in *Teaching and Teacher Education* **17** (2001), 783–805) was used to assess efficacy for management, engagement, and instructional strategies. Interviews were conducted with a purposeful sample. Results showed that teachers' perceived efficacy was correlated with self-reported English proficiency. Results also indicated that teachers' efficacy for instructional strategies was higher than efficacy for management and engagement.

05–112 **Dewey, Dan P.** (U of Pittsburgh, USA), **Connections between teacher and student attitudes regarding script choice in first-year Japanese language classrooms**. *Foreign Language Annals* (Alexandria, VA, USA) **37**.4 (2004), 567–583.

This study investigates connections between teacher and student attitudes related to the delayed (or immediate) introduction of Japanese script in the Japanese language classroom. Two groups of students completed questionnaires concerning their attitudes toward the immediate or delayed introduction of Japanese script and the use of romaji (romanised Japanese) in the L2 Japanese classroom. The first group was introduced to Japanese script immediately, and romaji was not used in their textbook. The second group used a romaji textbook and was introduced to Japanese script at a later time and a slower rate. Teacher attitudes were also assessed using a questionnaire and interviews. Relationships were found between teacher attitudes regarding script use and several aspects of students' attitudes. For both groups, student responses corresponded well with teacher responses in terms of degree of satisfaction with the writing system used to teach Japanese in class and the use of an alternative script to study Japanese. Questionnaire and interview data indicated a clear teacher influence on student attitudes related to script choice in the Japanese classroom.

05–113 **Dogancay-Aktuna, S.** (Southern Illinois U, USA), **Intercultural communication in English language teacher education**. *ELT Journal* (Oxford, UK) **59**.2 (2005), 99–107.

This article outlines how information about intercultural communication (ICC) can be integrated

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with methodology training in order to foster greater awareness of sociocultural relativity. The writer argues that information from ICC can be a valuable tool for teacher educators in pointing out areas of discourse that may vary across cultures, and for triggering questions that lead to socioculturally focused teacher reflection. The writer offers support to the idea that English as an international language needs to be taught in a culturally sensitive manner by respecting the local culture of learning. The paper includes suggestions for adopting intercultural variation in language learning and teaching. It provides reference points for teachers to make decisions about language teaching methodology, in a way that is consistent with and sensitive to the demands of new contexts of teaching.

05–114   Doyé, Peter (Technische Universität Brunschweig, Germany; p.doye@tu-bs.de), **A methodological framework for the teaching of intercomprehension**. *Language Learning Journal* (Rugby, UK) **30** (2004), 59–68.

Competence in intercomprehension is seen as a realisation of the general human faculty for using and understanding language, which includes the ability to comprehend texts and utterances in 'unfamiliar' languages. This competence can be developed through learning and promoted by teaching. Teachers of intercomprehension can base their approach on two methodological principles. The first is encouragement through awareness raising: teachers make learners aware of their prior knowledge in various fields and encourage them to activate it for the understanding of 'new' texts and utterances. The second principle involves support for the development of interpretation strategies: teachers help the learners to develop their interpretation strategies on the basis of their prior knowledge. Nine main categories of prior knowledge can be identified and – as a correlative – nine corresponding categories of methodological devices can be used to match them.

05–115   Erling, Elisabeth J. (Freie Universität Berlin, Germany), **The many names of English**. *English Today* (Cambridge, UK) **21**.1 (2005), 40–44.

This paper discusses the variety of labels given to the language in its worldwide role. Particular attention is given to, perhaps, less familiar names for English that have been proposed as alternatives. This paper seeks both to survey these labels and uncover why there is such a strong compulsion to rename the language. I suggest that these proposals have arisen in response to postcolonial ambiguity about the spread of English and a desire to shape a new ideology for English language teaching which more accurately reflects the global nature of the language and its diverse uses and users.

05–116   Flowerdew, Lynne (Hong Kong University of Science and Technology, Hong Kong, China; lclynn@ust.hk), **An integration of corpus-based and genre-based approaches to text analysis in EAP/ESP: countering criticisms against corpus-based methodologies**. *English for Specific Purposes* (Amsterdam, the Netherlands) **24**.3 (2005), 321–332.

In the past few years, several corpus-based studies have been carried out which either explicitly in some cases, but more subtly in others, draw on aspects of genre theory for their analyses. The purpose of this paper is to review those corpus studies which specifically draw on either the English for Specific Purposes (following the Swales tradition of genre) or the New Rhetoric approaches to genre. Through a review of such studies, it is shown that the integration of both corpus-based and genre-based approaches to text analysis in EAP/ESP can, to some extent, counteract some of the major criticisms that have been levelled against corpus linguistic analyses, namely that such analyses apply bottom–up rather than top–down methodologies and that they do not consider the socio-cultural context as they deal with decontextualised corpus data.

05–117   Grabe, William (Northern Arizona U, USA; William.Grabe@nau.edu), **Research on teaching reading**. *Annual Review of Applied Linguistics* (Cambridge, UK) **24** (2004), 44–69.

This paper builds on prior reviews of reading theory, research, and assessment published in the *Annual Review of Applied Linguistics* and uses them and additional current research to develop a set of 10 instructional implications for second language reading. The review draws upon both L1 and L2 research to demonstrate support for instructional approaches that (1) ensure fluency in word recognition; (2) emphasise the learning of vocabulary; (3) activate background knowledge; (4) ensure acquisition of linguistic knowledge and general comprehension; (5) teach recognition of text structures and discourse organisation; (6) promote development of strategic readers rather than mechanical application of strategy checklists; (7) build reading fluency and rate; (8) promote extensive reading; (9) develop intrinsic motivation for reading; and (10) contribute to a coherent curriculum for student learning. There is empirical support for each of these implications, although at the same time, additional research related to many is needed to further identify aspects of effective L2 reading instruction in particular settings. While further research alone does not guarantee improved reading pedagogy, it provides one means of identifying specific aspects of reading abilities and testing alternative instructional practices and is thus a crucial component in the search for more effective outcomes.

05–118   Jackson, J. (Chinese U of Hong Kong, Hong Kong, China; jjackson@edu.hk), **An inter-university, cross-disciplinary analysis of business education: perceptions of business faculty in Hong Kong**. *English for Specific Purposes* (Amsterdam, the Netherlands) **24**.3 (2005), 293–306.

This paper reports on the perceptions of business lecturers about the linguistic and conceptual problems

encountered by their Chinese students. The views of 45 business lecturers at five tertiary institutions in Hong Kong were gathered by means of semi-structured interviews and group discussions. When asked about the status of their students' English on entry as well as their preparation for studies in business, the lecturers noted that the students generally had poor study habits, inadequate reading and writing skills, weak problem-solving skills, and were reticent in class. Striking differences were found in the sub-disciplines in terms of expectations, course requirements, and modes of assessment. The concerns expressed by the lecturers provided justification for business communications courses for first-year students. Differences between the various sub-disciplines also highlighted the need for discipline-specific ESP courses for second and third-year students. The study illustrates the importance of seeking input from business faculty so that the genuine needs of students can be identified and addressed in well-designed, discipline-sensitive business communications programs. This inter-university, cross-disciplinary needs analysis provides an example of how collaboration among institutions can create a more comprehensive picture of the learning situation and provide the groundwork necessary for more appropriate specialist language courses.

05–119 Jarrell, Douglas (Nagoya Women's U, Japan; djarrell@nagoya-wu.ac.jp) **& Mark R. Freiermuth** (Gunma Prefectural Women's U, Japan; mark-f@gpwu.ac.jp), **The motivational power of internet chat**. *RELC Journal* (Thousand Oaks, CA, USA) **36**.1 (2005), 59–72.

Internet chat was investigated as a potential motivating learning tool in the language classroom. The purpose of this research was to examine the interaction of small groups involved in face-to-face discussions and to compare these texts to interaction that occurred in online groups. Observation and data revealed that students were generally motivated to communicate in English using Internet chat. When the groups were compared, it was found that student participation in online chat groups was more equitable and students showed a preference for chat over face-to-face conversation. Based upon these findings, we conclude here that Internet chat can be used to deliver meaningful and appropriate language tasks in the ESL/EFL classroom.

05–120 Jenkins, Jennifer (Kings College London, UK; jennifer.jenkins@kcl.ac.uk), **Research in teaching pronunciation and intonation**. *Annual Review of Applied Linguistics* (Cambridge, UK) **24** (2004), 109–125.

For several decades of the 20th century, the main interest of pronunciation teaching research was in applying contrastive analysis techniques to the sound segments of the L1 and L2 to identify differences between them and so, it was assumed, to highlight areas where L1 transfer errors were likely to occur. Later in the century, pronunciation teaching research began to move on, both

by embracing more sophisticated approaches to inter-language phonology, taking universal, developmental, and other processes into account as well as transfer and by focusing increasingly on suprasegmental features along with segmental. Still more recently and radically, a number of researchers have ceased treating pronunciation as a somewhat isolated, self-contained linguistic and pedagogic phenomenon, but are forging links with research into other aspects of language and language teaching and also maximizing the opportunities offered by technological advances. These latest developments are outlined in this paper and the extent of their influence on pedagogy is assessed.

05–121 Kern, Richard, Ware, Paige (California U, Berkeley, USA; kernrg@socrates.berkeley.edu) **& Warschauer, Mark**, **Crossing frontiers: new directions in online pedagogy and research**. *Annual Review of Applied Linguistics* (Cambridge, UK) **24** (2004), 243–260.

Research on networked language learning is now entering its second decade. While earlier research tended to focus on the linguistic and affective characteristics of computer-assisted discussion in single classrooms, more recent research has increasingly focused on long-distance collaboration. This type of learning environment is challenging to arrange, because it involves diverse learners who operate with different cultural backgrounds, communicative expectations, and rhetorical frameworks. These features, as well as the fact that the communication takes place both inside and outside of class and on students' own schedules, also pose special research challenges. This paper summarises what knowledge has been gained about learning and instruction in long-distance online exchanges, focusing on three key themes: (a) linguistic interaction and development, (b) intercultural awareness and learning, and (c) development of new multiliteracies and their relations to identity. In each area, research has indicated that there is no single *effect* of using online communication, but rather that processes and results vary widely depending on a range of logistical, pedagogical, and social factors.

05–122 Lou Leaver, Betty (New York Institute of Technology, USA)**, Ehrman, Madeline & Lekic, Maria**, **Distinguished-level learning online: support materials from LangNet and RussNet**. *Foreign Language Annals* (Alexandria, VA, USA) **37**.4 (2004), 556–566.

The reader is introduced to two online sources of materials for working on improving listening and reading skills. The materials are intended for learners already at Interagency Language Roundtable (ILR) Level 3 (Superior) proficiency in Arabic, Chinese, Hindi, Korean, Russian, and Spanish, who desire to reach Level 4 (Distinguished/Near-native) proficiency. The materials are available on RussNet and LangNet, both of which are discussed here. A rationale for moving beyond Superior level proficiency to Distinguished

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level proficiency is also provided. Both LangNet and RussNet, together or separately, are said to provide informal support via a collection of materials suitable to learner needs at these levels that offer these students practice in reading, listening and completing tasks based on understanding authentic materials at higher levels.

05–123 McCarthy, Michael (Nottingham U, UK) **& O'Keefe, Anne**, **Research in the teaching of speaking**. *Annual Review of Applied Linguistics* (Cambridge, UK) **24** (2004), 26–43.

This paper reviews research and practice in six main areas relevant to the teaching of speaking: (1) the growing influence of spoken corpora, (2) the debates concerning native speaker (NS) and nonnative speaker (NNS) models for spoken pedagogy, (3) the issue of authenticity in spoken materials, (4) approaches to understanding speaking in the classroom, (5) the selection of texts and aspects of spoken language for the teaching of speaking, and (6) developments in materials and methods for the teaching of speaking. Spoken corpora, whether NS corpora collected in 'old' or 'new' variety locations or NNS corpora based on learner data or expert/successful user data, have generated vigorous debate as to how spoken language should be modelled for teaching, and their influence is being seen in shifts in methodology toward language-awareness-based approaches as well as new materials based on lexico-grammatical and discoursal corpus evidence. Various approaches to understanding classroom speaking are also reviewed, including discourse analysis, conversation analysis, cognitive approaches, and the Vygotskian perspective. Applications of insights from these approaches are reviewed, especially how the approaches affect the selection of texts and language features to be taught. Finally, practical discussion on the teaching of specific spoken genres is reviewed and probable future directions are discussed.

05–124 McGarry, Richard (Appalachian State U, NC, USA), **Error correction as a cultural phenomenon**. *Applied Language Learning* (Monterey, CA, USA) **14**.1 (2004), 63–82.

This paper describes a study into error correction as a combination of pedagogy and a manifestation of cultural identity. It was carried out in Costa Rica by means of a language-attitude survey conducted among 32 teachers of English in a variety of institutions and by interviews with 6 teacher educators and administrators. The results indicated that error correction is viewed as important in both the classroom and in an everyday context. In the latter situation, some subjects said they would correct both non-native speakers of Spanish and Costa Rican speakers of English, though this would be done implicitly and would depend on their relationship with the interlocutor. This attitude fits the Costa Rican concept of 'beneficio', something that benefits the individual for the greater good. It is therefore concluded that error correction is deemed appropriate in certain circumstances well beyond the confines of the

classroom. The questions asked also covered correction techniques (overt or implicit, immediate or deferred). The full results of both the survey and the interviews are given in appendices.

05–125 Nassaji, Hossein (Victoria U, Canada; nassaji@uvic.ca) **& Fotos, Sandra**, **Current developments in research on the teaching of grammar**. *Annual Review of Applied Linguistics* (Cambridge, UK) **24** (2004), 126–145.

With the rise of communicative methodology in the late 1970s, the role of grammar instruction in L2 learning was downplayed, and it was even suggested that teaching grammar was not only unhelpful but might actually be detrimental. However, recent research has demonstrated the need for formal instruction for learners to attain high levels of accuracy. This has led to a resurgence of grammar teaching, and its role in L2 acquisition has become the focus of much current investigation. The major developments in the research on the teaching of grammar over the past few decades are discussed in this paper. Two main issues are addressed: (1) whether grammar teaching makes any difference to language learning; and (2) what kinds of grammar teaching have been suggested to facilitate second language learning. To this end, a discussion is made of research on the different ways in which formal instruction can be integrated with communicative activities.

05–126 Perrin, G. (German Government Language Centre, Germany), **Teachers, testers, and the research enterprise – a slow meeting of minds**. *ELT Journal* (Oxford, UK) **59**.2 (2005), 144–150.

This article concerns the sometimes problematic relationship between language testers and language teachers. The writer argues that there has been a tendency for all concerned to have a too narrow a perspective. Using a case study that involved the trialing of a vocabulary test at a language teaching centre in South Germany, the article makes the case for a wider view of testing and outlines the potential benefits for such a perspective. The main outcome of the study was the finding that there was a greater degree of teacher interest in the process and less misgivings about assessment procedures. The paper sees this kind of study as representing possibilities for a more collaborative dialogue between language testers and language teachers.

05–127 Seidlhofer, Barbara (Vienna U, Austria; barbara.seidlhofer@univie.ac.at), **Research perspectives on teaching English as a lingua franca**. *Annual Review of Applied Linguistics* (Cambridge, UK) **24** (2004), 209–239.

This review shows just how deeply affected English has already been through its unprecedented spread, and the unique function it has as THE world language. It argues, however, that it would be premature to launch

into a discussion of the teaching of this lingua franca before certain prerequisites have been met. The most important of these are a conceptualisation of speakers of lingua franca English as language users in their own right, and the acknowledgment of the legitimacy of, and indeed the need for, a description of salient features of English as a lingua franca, alongside English as a native language. The presentation summarises the empirical research into the lingua franca use of English, which has recently gathered considerable momentum. It sets this research in relation to other relevant work in descriptive linguistics, sociolinguistics, and applied linguistics for language pedagogy. Finally, it discusses the implications of this historically unique situation for potential developments in the pedagogy of English teaching and outlines some research questions that must be addressed if advances in the teaching of English as a lingua franca are to have a secure theoretical and descriptive base.

05–128 Silva, Tony (Purdue U, USA; tony@purdue.edu) **& Brice, Colleen, Research in teaching writing**. *Annual Review of Applied Linguistics* (Cambridge, UK) **24** (2004), 70–106.

While the primary focus for this review is on applied research, it also addresses basic research that has clear implications for pedagogy. An overview is presented of relevant basic research (i.e. research on the phenomenon of second language writing), a discussion of relevant applied research (i.e. research on second language writing instructional principles and practices), an examination of some general issues and concerns that have important implications for second language writing instruction, and an assessment of the current status of the field along with thoughts on where it might go in the future.

05–129 Simmons-Mcdonald, Hazel (West Indies U, Barbados; hsimmac@uwichill.edu.bb), **Trends in teaching standard varieties to creole and vernacular speakers**. *Annual Review of Applied Linguistics* (Cambridge, UK) **24** (2004), 187–208.

This review discusses some approaches used to teach a standard variety to creole and vernacular speakers. It focuses attention on issues related to the use of creoles and vernaculars in instruction to help creole speakers develop literacy in an L2. Research has shown that literacy development, academic skills, and learning strategies transfer from the L1 to the L2 and that literacy in the former is a crucial base for literacy development in the latter. Advocacy for vernacular literacy as a means of facilitating the learning of a standard language differs in situations where creole has the same lexical base as the second (standard) language as opposed to situations in which the creole has a different lexical base than the L2. The policy literature as well as that describing approaches to L2 learning by creole and creole-influenced vernacular speakers is discussed primarily with relevance to the Caribbean region. The chapter

then surveys the literature describing approaches used in similar contexts elsewhere. Outcomes resulting from the implementation of specific policies and approaches in the contexts presented, to the extent that such outcomes have been documented, are also explored.

05–130 Stoller, Fredricka L. (Northern Arizona U, USA; Fredricka.Stoller@nau.edu), **Content-based instruction: perspectives on curriculum planning**. *Annual Review of Applied Linguistics* (Cambridge, UK) **24** (2004), 261–283.

Content-based instruction (CBI), distinguished by its dual commitment to language and content-learning objectives, has been translated into practice in diverse ways to meet the needs of L2 and FL student populations. This article explores the general characteristics of and challenges associated with content-based curricula by reviewing (1) case studies that document outcomes of CBI programs at elementary, secondary, and higher education levels and (2) curricular models that have been implemented in first and second language contexts. Included in this review of curricular models, because of its implications for L2 and FL contexts, is a brief explanation of Concept-Oriented Reading Instruction (CORI), an approach to content learning and reading development that has been used and extensively researched in L1 settings. Empirical studies focusing on CORI, immersion models, and other CBI-related issues (including teacher–student interactions; teachers' oral discourse; and teachers' attention to language, content, and task) are summarised to illustrate the complexities of content-based curricula. The article concludes with a call for further research that can inform the practices of teachers, curriculum and course designers, materials developers, and individuals involved with assessment in content-based settings.

05–131 Tan, M. (U of Central Lancashire, UK), **Authentic language or language errors? Lessons from a learner corpus**. *ELT Journal* (Oxford, UK) **59**.2 (2005), 126–134.

This paper puts forward the argument that learner corpora research applied to language teaching underplays both the inextricable link between language and culture and the growing status of English as a lingua franca. The article questions the way in which researchers use corpora to provide 'authoritative answers' about common types of learner errors. The paper argues that this has led to the impression that learner language is by default inauthentic, unnatural, and does not exhibit native-like language behaviour. Labels such as like 'overuse', 'underuse', and 'misuse' are highlighted as problematic. The writer considers the link between language and culture by presenting examples of Thai English. It is suggested that much of this learner English use is actually 'authentic' and is the result of the cultural influences from the local context. The writer suggests a definition of 'authentic' language use which includes an acknowledgement of the present role of English as a lingua franca.

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05–132 Wilberschied, Lee (Cleveland State U, USA) **& Berman, Peiyan M., Effect of using photos from authentic video as advance organisers on listening comprehension in an FLES Chinese class**. *Foreign Language Annals* (Alexandria, VA, USA) **37**.4 (2004), 534–540.

To investigate differences in achievement in foreign language listening comprehension, 61 students in a Foreign Language in an Elementary School (FLES) program were studied during instruction using video clips from authentic Chinese TV broadcasts in two advance organiser conditions. The first type consisted of written words and sentences in Chinese, which summarised major scenes in the video the students were to watch and the second type involved the same written words and sentences as the first, with accompanying pictures taken from the video itself. Statistical significance of the listening comprehension scores from the exercises could not be established. However, the exercises seemed to be helpful, particularly for younger and less language- proficient students. Interview results indicated that students perceived the pictures as more helpful than text alone. These preliminary findings suggest that adopting this effective visual support in advance organisers would benefit FL instruction in elementary schools.

05–133 Xu, Y., Gelfer, J. & Perkins, P. (U of Wisconsin, USA), **Using peer tutoring to increase social interactions in early schooling**. *TESOL Quarterly* (Alexandria, VA, USA) **39**.1 (2005), 83–106.

The study aims to help teachers develop alternative instructional strategies for teaching the growing population of English language learners in the United States. Specifically, the study evaluates the effects of classwide peer tutoring (CWPT), a peer-mediated teaching approach, on the social interaction behavior of children who are English language learners and children who are native English speakers. The study focuses on two elementary school located in an urban context. Each of the featured second-grade classrooms had 14 students. Questionnaires from the teachers and students suggested that both groups enjoyed the CWPT process, and they intended to continue using CWPT. The authors claim that CWPT would be an effective instructional approach for teachers of primary-grade English language learners as well as native English speakers. The writers argue that the strength of CWPT lies in the equal opportunities it provides for students to learn and interact in the same setting, regardless of their different skill levels.

05–134 Yeh, Aiden (National Kaohsiung First University of Science and Technology, Taiwan, China; aidenyeh@yahoo.com), **Poetry from the heart**. *English Today* (Cambridge, UK) **21**.1 (2005), 45–51.

This paper describes a project in task-based classroom work in Taiwan that uses a mix of traditional teaching, multimedia, and online video. In this paper, poetry is highlighted as a topic of discussion and the basis for a task-based project for university students who have had little exposure to American poetry. The use of multimedia and online video as tools in the course of this project is also discussed and attention is likewise given to student feedback on a questionnaire administered online. Students' critical reflections and subjective analyses of their performances and their feelings toward the project reveal positive results, allowing the author to conclude that the integration of poetry into language-teaching work, if delivered effectively, can hone students' thinking, reading, listening, writing, speaking and analytical skills.

Language learning

05–135 Armstrong, Kevin (Leicester U, UK; ka50@le.ac.uk), **Sexing up the dossier: a semantic analysis of phrasal verbs for language teachers**. *Language Awareness* (Clevedon, UK) **13**.4 (2004), 213–224.

Awareness of structures may be conscious or unconscious in the expert user of a language: this paper contends that insufficient conscious awareness of a language structure in teachers of English may impair the teaching and learning of that structure, even when considerable classroom time is invested in it. Phrasal verbs are extensively covered in modern ELT textbooks yet they remain notoriously difficult for learners of English to acquire. It is argued that this may be, in part, because teachers are insufficiently aware of the systems that underlie them. This paper looks at different levels of language awareness in relation to phrasal verbs and suggests that a heightened conscious awareness of their underlying semantic systems may improve the language teacher's effectiveness in teaching them. A semantic analysis of phrasal verbs is proposed for the language teacher, based on the notions of transitivity and compositionality. It suggests that teachers of English need to be able to identify and classify any phrasal verbs they encounter and that the notions of transitivity and compositionality should enable them to classify phrasal verbs into three basic types: directional, idiomatic and aspectual.

05–136 Baker, William & Boonkit, Kamonpan (Silpakorn U, Thailand; willmlbaker@yahoo.co.uk), **Learning strategies in reading and writing: EAP contexts**. *RELC Journal* (Thousand Oaks, CA, USA) **35**.3 (2004), 299–328.

Presently, the importance of culture and context is becoming a significant feature of research in the field of learning strategies. To date, there has been little research into learning strategies utilised for reading and writing in Asian EAP (English for Academic Purposes) contexts, and in particular in the Thai context. With

this in mind, this research investigated learning strategies employed by undergraduate students at a Thai university studying EAP reading and writing courses. The research aimed to identify the most frequently used strategies and different strategy use between 'successful' and 'less successful' learners. Learning strategies were classified following Oxford's (1990) six category taxonomy and an additional category of negative strategies. The results revealed metacognitive, cognitive and compensation as the most frequently used strategies overall. Differences in strategy use for successful and less successful readers and writers were also demonstrated. A number of affective and social strategies were identified in the quantitative analysis which needed further investigation. Furthermore, various strategies investigated in earlier learner strategy research seemed, based on this research, to be culturally inappropriate in the Thai context.

05–137   Bell, N. (Indiana U of Pennsylvania, USA), **Exploring L2 language play as an aid to SLL: a case study of humour in NS–NNS interaction**. *Applied Linguistics* (Oxford, UK) **26**.2 (2005), 192–218.

This study further the recent attention from scholars in SLA on the role of humour. The research aims to show patterns of interaction that arise during humorous language play between native speakers (NSs) and non–native speakers (NNSs). It considers how these interactions might benefit second language acquisition. The article presents a case study that documents the ways in which L2 verbal humour was negotiated and constructed by three advanced NNSs of English as they interacted with NSs of English. The findings suggest that language play can be a marker of proficiency, as more advanced participants used L2 linguistic resources in more creative ways. The writer suggests that language play may also result in deeper processing of lexical items and thereby be helpful in the acquisition of vocabulary. The writer calls for more studies into L2 humorous language play in non–classroom contexts.

05–138   Bohn, Mariko T. (Stanford U, USA; mbohn@stanford.edu), **Japanese classroom behavior: a micro-analysis of self-reports versus classroom observations – with implications for language teachers**. *Applied Language Learning* (Monterey, CA, USA) **14**.1 (2004), 1–35.

Set up to discover the extent to which Japanese students bring their own values, beliefs and emotional style into an ESL classroom and how this affects their learning, this study was carried out on students on an intensive English programme at an American university, some in a monolingual group and others in a mixed-nationality group. The data drawn from a questionnaire and classroom observation revealed a paradox indicating a mis-match between Japanese students' perceptions of how they participate in class and what actually happens: in the questionnaire students said that they asked questions in class and had direct eye contact with the teacher and other students, but observation showed this was

not the case. It is suggested that for effective learning Japanese students need to be aware of their own beliefs and values as well as those of the target language. Teachers also need to understand their students' cultures for effective communication with them. Small-group work is suggested as a starting-point for helping Japanese students to adapt to a different teaching style.

05–139   Bryan, S. (Arizona State U East, USA), **The relationship between negotiated interaction, learner uptake, and lexical acquisition in task-based computer-mediated communication**. *TESOL Quarterly* (Alexandria, VA, USA) **39**.1 (2005), 33–58.

This study reports on the relationship between negotiated interaction (a type of focus on form episode) and learner uptake. The investigation considers whether a negotiation routine's complexity affects learner uptake and if this uptake affects lexical acquisition in a synchronous computer-mediated environment. The study focuses on 24 learners and their chat in task-based computer-mediated communication (CMC). The writer suggests that complexity of negotiation routine does not influence learner uptake. In addition, the study finds no relationship between degree of uptake and the acquisition of target lexical items. The author claims that there is a diminished role for uptake in SLA in a CMC environment. The paper calls for more research on the relationship between types of focus on form episodes and learner uptake in a task–based CMC environment. Such studies could test the proposed relationship between focus on form episodes, uptake, and SLA.

05–140   Byon, Andrew Sangpil (U at Albany, State U of New York, USA; abyon@albany.edu), **Learning linguistic politeness**. *Applied Language Learning* (Monterey, CA, USA) **14**.1 (2004), 37–62.

There are very substantial differences in the expression of politeness in American English and Korean. This study investigated American KFL [Korean as a Foreign Language] students' pragmatic ability to assess an appropriate speech act (making a request) in three different situations, based on their previous classroom language learning. Data from the 30 American KFL students were elicited by multiple-choice questions and reflection on the answers. The results showed an inaccuracy rate of 26.7%. The instructors acknowledged that socio-pragmatic issues in their teaching are largely ignored since the curriculum and teaching materials focus on grammar, not on communication. It is argued that it is crucial to raise the instructors' and course designers' awareness in teaching the socio-pragmatics of Korean language use. The implications for pedagogy are 'what to teach' (e.g. explicit instruction on Korean honorifics, differences between cognitive value orientations of American English and Korean) and 'how to teach' (e.g. learning through interaction – role play; use of authentic materials; relating language learning to the extra-curricular world). Suggestions for further research are: a larger sample, incorporating more social

variables, using other assessment tools, obtaining more information from students (e.g. reasons for learning and attitudes to the FL culture), and investigating the merits of different instructional approaches.

05–141 Cekaite, A. & Aronsson, K. (Linköping U, Sweden), **Language play, a collaborative resource in children's L2 learning**. *Applied Linguistics* (Oxford, UK) **26**.2 (2005), 169–191.

This study features an immersion classroom and investigates collaborative aspects of language play. The author claims that children with limited L2 proficiency frequently initiate form-focused language play in spontaneous peer conversations. The writer shows how, in order to be heard and noticed in a lively classroom, the pupils use all their ingenuity to secure the attention and maintain the interest of their co-participants with features such as playful mislabelings and puns. These often generate extended repair sequences which include code switching, laughing, and artful variations in pitch, volume and voice quality. The paper concludes with the claim that when children jokingly play with their second language, they are involved in a twofold process, that of practising language and of qualifying as participants in the classroom community.

05–142 Culhane, Stephen F. (Kagoshima U, Japan; culhane@pacall.org) **& Umeda, Chisako** (Ritsumeikan Asia Pacific U, Japan), **Authentic second language interaction in an instructional setting: assessing an inter-class exchange programme**. *RELC Journal* (Thousand Oaks, CA, USA) **35**.3 (2004), 281–298.

This study reports on collaboration between second language (L2) instructors of English and Japanese. Learners and speakers of each language were brought together on a regular basis to serve as models, partners, group members, and supportive peers to assist each other's language learning efforts. ANOVA analyses were used to contrast students in the programme with others in regular classes on reported frequency of L2 use beyond the instructional setting, friendship patterns maintained within the first language (L1) and L2, three aspects of motivation for second language acquisition, and attitudes held toward culturally different others (ATCD). Significant differences were found between students inside and outside the programme on four of the variables analysed. Multiple regressions were then used to assess the impact of six predictor variables (L1-USE, first L1-FR and L2-FR language friendship patterns, two aspects of SLA motivation, and ATCD) on reported levels of L2 use outside of the classroom. Four of the predictors were found to be significant to the equation, which accounted for approximately 28% of the variance in L2 use. The findings suggest regular immersion in an authentic L2 environment created within an instructional setting may assist learners in developing stronger motivation to use a L2, augment tendencies toward friendships between learners and members of a L2 speech community, and assist in development of more positive attitudes toward culturally different others.

05–143 Dancer, Diane & Kamvounias, Patty (Sydney U, Australia; d.dancer@econ.usyd.edu.ac), **Student involvement in assessment: a project designed to assess class participation fairly and reliably**. *Assessment & Evaluation in Higher Education* (Abingdon, UK) **30**.4 (2005), 445–454.

This article describes a project designed to ensure that class participation in a large introductory commercial law course is assessed fairly and reliably. The subjectivity often associated with this type of assessment is minimised by involving students in the specification of clear criteria and the assessment process as they were asked to assess themselves and their peers. Formative feedback is given mid-way through the semester so that students have the opportunity to take remedial measures where necessary and teachers can reinforce positive behaviour. The data are analysed to determine the relationships between the assessments given by the students, their peers and tutors. There is evidence of some gender bias in Week 13 that is not consistent with the final marks. Finally, the combining of the individual assessment of the criteria is shown to be a good estimate of the final class participation mark given by the tutors and the students.

05–144 Dong, Naiting (Jiangsu Polytechnic U, China), **Failures of intercultural communication caused by translating from Chinese into English**. *English Today* (Cambridge, UK) **21**.1 (2005), 11–16.

In recent years, there has been a heated discussion as to the quality of English education in mainland China. The central argument has been that, although children begin to learn English at the age of ten, and continue the study throughout their education, when they communicate with English native speakers they have difficulties both in understanding and in making themselves understood. English native speakers may also have difficulty understanding them, for reasons that include direct translation from Chinese into English, especially as regards everyday Chinese administrative and technical terms. This paper analyses this problem in terms of both vocabulary acquisition and translation.

05–145 Egi, Takako (Florida U, USA; tegi@aall.ufl.edu), **Verbal reports, noticing, and SLA research**. *Language Awareness* (Clevedon, UK) **13**.4 (2004), 243–264.

In the growing interest in the role of attention and awareness in SLA, researchers have employed various introspective measures to uncover cognitive processes underlying SLA. This paper explores the use of a recall technique known as immediate retrospective verbal reports as a qualitative measure of noticing during oral interaction in SLA. The study employed a pre-test–treatment–post-test design with two groups: immediate report (n = 13) and stimulated recall (n = 10)

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groups. Using the immediate retrospective verbal report technique, the immediate report group recalled thoughts about language episodes immediately after a brief conversational turn during the treatment as prompted by an auditory stimulus. In contrast, using the stimulated recall technique, the stimulated recall group recalled thoughts while watching videotaped treatment sessions after the completion of the treatment and posttest. Results indicated no significant between-group differences on the production and recognition posttests, suggesting no influence of immediate reports on subsequent learning. Qualitative analysis of the data suggested that immediate reports may more clearly capture learners' noticing with fewer memory decay problems relative to stimulated recall.

05–146 Fernández Toledo, Piedad (Murcia U, Spain; piedad@um.es), **Genre analysis and reading of English as a foreign language: genre schemata beyond text typologies**. *Journal of Pragmatics* (Amsterdam, the Netherlands) **37**.7 (2005), 1059–1079.

In schema theoretical views of reading comprehension a distinction has been established between linguistic, conceptual, and formal schemata. Formal schemata have been understood as the (partial) knowledge the learner has about, mainly, the written texts' structure. Research of various kinds has proven that comprehension is favoured by if the learner uses this knowledge, when enhanced through explicit instruction. Many of the studies done consist mainly in comparing readers' behaviour towards different text typologies or in comparing the reaction toward different text structures by readers from different linguistic backgrounds. This paper seeks to show the need to include the notion of genre in schema research, and more specifically in research on formal schemata. The notion of genre or rhetoric schemata brings up a pragmatic dimension, and incorporates a consideration of the sociocultural conventions for the assessment of reading comprehension. A distinction is made between textual and generic typology; the distinction is illustrated through the comparison of two related genres; the book review and the book printed advertisement, following Paltridge's model for analysing genres. The comparison shows that the comprehension of textual macrostructure does not necessarily imply comprehension along essential dimensions such as the text's communicative or pragatic function.

05–147 Fisher, Linda, Evans, Michael & Esch, Edith (U of Cambridge, UK; igf20@cam.ac.uk), **Computer-mediated communication: promoting learner autonomy and intercultural understanding at secondary level**. *Language Learning Journal* (Rugby, UK) **30** (2004), 50–58.

The use of computer-mediated communication (CMC) has been hailed as a solution to the problem of access to native speakers for language learners. This project was devised to investigate whether regular and structured use of email, here via a bulletin board, might enhance learners' study of French, with regard to developing learner autonomy and intercultural understanding. School-age learners of French and English in four countries (Belgium, England, France and Senegal) were placed in groups of about six, and encouraged to communicate both freely with each other and in response to certain stimuli. An analysis of the discourse via the online messages written by participants finds a high level of response, with learners exercising autonomy in a variety of ways. Learners use both their native tongue (L1) and the foreign language (L2) to communiate, without teacher intervention, with peers in other cultural contexts, and there is evidence to suggest that participation in E-group learning of this kind could develop learners' intercultural understanding.

05–148 Gass, Susan & Alvarez Torres, Maria José (Michigan State U, USA; gass@msu.edu), **Attention when? An investigation of the ordering effect of input and interaction**. *Studies in Second Language Acquisition* (Cambridge, UK) **27**.1 (2005), 1–31.

This paper investigates the effects of input and interaction as separate entities and in combination. It further investigates these effects as a function of different language areas. 102 learners of L2 Spanish were provided with input on a) Spanish gender agreement (noun + adjective), b) *estar* + location, and c) seven vocabulary items. Four experimental groups were administered a pretest and posttest and two treatment sessions consisting of a) material focused solely on input (Input only group), b) material focused solely on interaction (Interaction only group), c) input-focused material followed by interaction (Input + interaction group), and d) interaction-focused material followed by input (Interaction + input group). Results indicated that the greatest improvement from pretest to posttest for all four experimental groups was with vocabulary. Learners exposed to input and interaction in combination showed greater improvement than those in conditions with only input or only interaction. In the two grammatical areas (gender agreement and *estar* + location), learners who received interaction followed by input showed the greatest improvement. The authors conclude that issues of complexity and abstractness account for the findings of differential effects on language areas. The more complex or abstract the target language form being learned, the more learners make use of externally driven enhancement devices with interaction, as an attention-drawing device, followed by input, as a forum for data gathering, being the most powerful of the externally-driven enhancements.

05–149 Hawkins, M. (U of Wisconsin, USA), **Becoming a student: identity work and academic literacies in early schooling**. *TESOL Quarterly* (Alexandria, VA, USA) **39**.1 (2005), 159–182.

This article is concerned with the identity work and language development of young English language

learners as they enter school. The author argues that few studies within SLA have addressed the identity work and academic discourses of young children. The study investigates the histories, school lives, and viewpoints of two kindergarten students and shows how identity work negotiated in classroom interactions can afford or deny access to the language and practices of school. The author claims that the childrens' ability to engage successfully with academic literacies was distinct from their ability to engage successfully in social interactions. The author challenges researchers and teachers to re-envision viable classroom ecologies that provide access to school languages and literacies. The paper suggests the need for a shift in the teacher's role: from designing lessons to designing ecologies. This shift might entail varying participation patterns across classroom activities and designing instruction such that students must collaboratively negotiate content- and genre-specific language and performances.

05–150   Hosali, Priya (CIEFL, Hyderabad, India), **Butler English**. *English Today* (Cambridge, UK) **21**.1 (2005), 34–39.

This paper discusses 'Butler English', a highly distinctive variety of English in India. When the British set up colonies worldwide they brought with them a legacy that included their language, which many of the natives accepted and acculturated: it would after all be unreasonable to expect an imperial language to function in a vacuum with no local nuances. Indeed, gradual acculturation produced a number of varieties of English used as second languages. In their almost 200 years of not-so-peaceful stay on the subcontinent, the British and many Indians used English, fulfilling in at least a linguistic sense Macaulay's dream of an 'imperishable empire'. In these 200 years, English in India slowly went through a process now labelled Indianisation, evolving into the variety (or group of varieties) called Indian English. One subvariety, generally referred to as Butler English, though by no means confined to butlers, is described and discussed here.

05–151   Jackson, Jane (Chinese U of Hong Kong, China; jjackson@arts.cuhk.edu.hk), **Language and cultural immersion: an ethnographic case study**. *RELC Journal* (Thousand Oaks, CA, USA) **35**.3 (2004), 261–279.

This paper focuses on an evaluative, ethnographic case study of an English language and cultural immersion programme for Hong Kong university students. Prior to a five-week sojourn in England, the 15 English majors completed a survey and interview to determine their expectations and concerns. While in Oxford, they took courses in an English Language Centre, investigated a cultural scene of their choice, visited cultural/literary sites, took part in informal activities with international students, and lived with a British family. They reflected on their experiences across cultures, including stressful or confusing encounters, in a diary. During the sojourn, the researcher (their ethnography teacher) observed, photographed, and recorded their behavior in field notes and gathered additional information by way of informal discussions. Post-sojourn, the students filled in a questionnaire and offered their perceptions about their experiences in interviews and a series of debriefing sessions. The analysis of the triangulated data helped to understand the sojourn better from the students' perspectives and suggested speci-fic issues that should be addressed in future pre-departure intercultural com-munications seminars. The paper aims to illustrate the valuable role that ethnographic research can play in programme evaluation and enhancement.

05–152   Kintsch, W. (Colorado U, USA), **An overview of top-down and bottom-up effects in comprehension: the CI perspective**. *Discourse Processes* (Mahwah, NJ, USA) **39**.2/3 (2005), 125–128.

The construction-integration model describes the interplay between top-down and bottom-up processes in comprehension: how top-down processes guide comprehension and how bottom-up processes constrain it. At every level of analysis–from basic linguistic processing to knowledge integration both top-down and bottom-up processes jointly determine the nature of the mental representations formed in comprehension.

05–153   Koyama, Jill P. (Columbia U, USA), **Appropriating policy: constructing positions for English language learners**. *Bilingual Research Journal* (Tempe, AZ, USA) **28**. 3 (2004), 401–423.

A study is made of the ways in which students of Mexican descent who are designated as limited English proficient are 'acquired' by particular social positions in a northern California high school. Focusing on two interrelated and reflexive phenomena in the high school – standardised testing for assessing English proficiency and instruction in English Language Development classes – it is demonstrated how, through these institutional rituals and their associated discourses, positions for English language learners are constructed, maintained, and challenged. The interactions of the teachers, staff, administrators, and students across various school settings are examined to illuminate the practical implications of, for instance, being designated limited or fluently proficient in English. It is suggested that L2 acquisition policy is appropriated with great variability across federal, state, district, and school levels, and argued that through these courses of action, particular social fields and the positions for English language learners are defined locally as ones of 'success' and more often 'failure'.

05–154   Lambacher, Stephen G. (Aizu U, Japan; steeve@u-aizu.ac.jp)**, Martens, William, L., Kakehi, Kazukiko, Marasinghe, Chandrajith, A. & Molholt, Garry**, **The effects of identification training on the identification and production of American English vowels by native speakers of**

Japanese. *Applied Psycholinguistics* (Cambridge, UK), **26**.2 (2005), 227–247.

The effectiveness of a high variability identification training procedure to improve native Japanese identification and production of the American English (AE) mid and low vowels was investigated. Vowel identification and production performance for two groups of Japanese participants was measured before and after a six-week identification training period. Recordings were made of both group's pre-/post-training vowel productions of the five vowels, which were evaluated by a group of native AE listeners using a five-alternative, forced-choice identification task and by an acoustic analysis of the vowel productions. The overall results confirmed that the identification performance of the experimental (trained) participants improved after identification training with feedback and that the training also had a positive effect on their production of the target AE vowels.

05–155 McDonough, Kim (U of Illinois, USA; mcdonokr@uiuc.edu), **Identifying the impact of negative feedback and learners' responses on ESL question development**. *Studies in Second Language Acquisition* (Cambridge, UK) **27**.1 (2005), 79–103.

An important component of the output hypothesis (Swain, 1985, 1995, 2000) involves *pushing* learners to produce appropriate, accurate, and complex language (Swain, 1993), which may occur when learners modify their previous utterances in response to interlocutor negative feedback (Gass, 1997, 2003; Long, 1996; Mackey, in press; Pica, 1994; Swain & Lapkin, 1995). However, it is difficult to determine how negative feedback and modified output – alone or in combination – positively contribute to L2 development. This article examines the impact of negative feedback and learners' responses on English as a second language (ESL) question development which is operationalised as stage advancement in Pienemann and Johnston's developmental sequence for ESL question formation (1987; Pienemann *et al.*, 1988). 60 Thai English as a foreign language (EFL) learners participated in a series of communicative tasks with native English speakers in four treatment conditions that provided different negative feedback and modified output opportunities and also completed four oral production tasks over an 8-week period. Data were analysed to identify the amount of modified output involving developmentally advanced questions forms produced by learners and whether learner stage assignment changed over time. The results of logistic regression indicated modified output involving developmentally advanced question forms as the only significant predictor of ESL question development. Although, negative feedback variables were not predictive, clarification requests may indirectly contribute to ESL question development. The author concludes that the study provides empirical support for an association between modified output and ESL question development however as findings are not generalisable further research is needed to include learners from different L1 contexts, additional delayed posttesting, measures of individual learner differences and other types of negative feedback.

05–156 Meara, Paul (U of Wales Swansea, UK; p.m.meara@swansea.ac.uk), **Lexical frequency profiles: a Monte Carlo analysis**. *Applied Linguistics* (Cambridge, UK) **26**.1 (2005), 32–47.

This paper reports a set of Monte Carlo simulations designed to evaluate the main claims made by Laufer and Nation about the Lexical Frequency Profile (LFP). Laufer and Nation claim that the LFP is a sensitive and reliable tool for assessing productive vocabulary in L2 speakers, and they suggest it might have a serious role to play in diagnostic evaluations of learners. The simulations suggest that LFP is not in fact all that sensitive. It works best when the groups being compared have very disparate vocabulary sizes, and is probably not sensitive enough to pick up modest changes in vocabulary size.

05–157 Read, John (Victoria U of Wellington, New Zealand; john.read@vuw.ac.nz), **Research in teaching vocabulary**. *Annual Review of Applied Linguistics* (Cambridge, UK) **24** (2004), 146–161.

This review surveys research on L2 vocabulary teaching and learning since 1999. The initial distinction between incidental and intentional vocabulary learning is considered. Although learners certainly acquire word knowledge incidentally while engaged in various language learning activities, more direct and systematic study of vocabulary is also required. A discussion is then made of how word frequency counts and information on word meaning from computer corpora can inform the selection of words to be studied, with a particular focus on spoken vocabulary. An assessment is made of learner dictionaries and some research evidence discussed about how effectively students can use them to understand the meanings of words. Then classroom research on teaching vocabulary is discussed. Another significant topic is the design of computer-based language learning programs to enhance opportunities for learners to expand their vocabulary knowledge. Finally, a summary of recent work on vocabulary testing is presented.

05–158 Richardson, John T. (Open U, UK; j.t.e.richardson@open.ac.uk), **Instruments for obtaining student feedback: a review of the literature**. *Assessment & Evaluation in Higher Education* (Abingdon, UK) **30**.4 (2005), 387–415.

This paper reviews the research evidence concerning the use of formal instruments to measure students' evaluations of their teachers, students' satisfaction with their programmes and students' perceptions of the quality of their programmes. These questionnaires can provide important evidence for assessing the quality of teaching, for supporting attempts to improve the quality

of teaching and for informing prospective students about the quality of course units and programmes. The paper concludes by discussing several issues affecting the practical utility of the instruments that can be used to obtain student feedback. Many students and teachers believe that student feedback is useful and informative, but for a number of reasons many teachers and institutions do not take student feedback sufficiently seriously.

05–159   Savage, Robert (Institute of Education, London U, UK) **& Carless, Sue**, **Learning support assistants can deliver effective reading interventions for 'at-risk' children**. *Educational Research* (Abingdon, UK) **47**.1 (2005), 45–61.

Evidence suggests that phonic interventions delivered by trained researchers improve early reading and spelling. This study sought to explore whether school Learning Support Assistants (LSAs) can also improve performance using these methods. Four groups of the poorest reading 6-year-old children in nine schools were screened and selected for this study. LSAs were briefly trained to administer phonic programmes as small group interventions for nine weeks. Rhyme- and phoneme-based programmes were also contrasted with controls receiving the National Literacy Strategy. At post-test, all intervention group children were better decoders, and had better phonological awareness and letter–sound knowledge than controls. The phoneme-based group had better letter–sound knowledge than the other intervention groups. It is concluded that trained Learning Support Assistants can deliver effective early preventive programmes for literacy difficulties.

05–160   Schmenk, B. (U of Waterloo, Canada), **Globalizing learner autonomy**. *TESOL Quarterly* (Alexandria, VA, USA) **39**.1 (2005), 107–118.

This article considers the issue of learner autonomy. The article begins with a summary of the origin and development of autonomy as a political and pedagogical concept. The writer argues that attempts to promote learner autonomy across many national and institutional contexts are often characterised by specific strategies of 'cultural neutralisation' and can be regarded as instances of specific versions of globalisation. In addition, the decontextualisation of autonomy is often accompanied by its technologisation. The paper questions the view that autonomy is a purely situational factor that is triggered automatically in any context. The author suggests that learner autonomy can become an important notion in many cultural contexts only if its cultural backdrop in Western traditions is not neglected but given more serious consideration. The paper suggests that accepting the cultural embeddedness of autonomy may facilitate negotiating its potential meanings and importance with respect to diverse local environments.

05–161   Sheard, Susan & Markham, Selby (Monash U, Australia), **Web based learning environments: developing a framework for evaluation**. *Assessment & Evaluation in Higher Education* (Abingdon, UK) **30**.4 (2005), 353–368.

With the widespread use of web-based learning environments in the tertiary sector it is important to establish the usability of such environments for the target audience and their effectiveness in terms of meeting the educational objectives. However, a search of the literature has shown a scarcity of systematic evaluative studies of web-based learning environments. Furthermore, the literature did not reveal a consistent starting position on appropriate methodologies with which to carry out such evaluations. This paper presents a general methodology for evaluating complex systems that is particularly appropriate for web-based learning systems. Using what is called a trailing methodology, an evaluation was carried out of a web site that was used with student industrial experience projects. A key element in this evaluation was that the process was adaptive and collaborative; another was that it involved a team with expertise in evaluation, knowledge of the functional aspects of the web site and the educational purpose of the site. The evaluation process pointed to the importance of a flexible approach that utilises the skills of the key stakeholders.

05–162   Smartt, Jerry, T. (Friends U, USA) **& Scudder, Rosalind R.**, **Immersion study abroad in Mexico: using repair behaviors to assess proficiency changes**. *Foreign Language Annals* (Alexandria, VA, USA) **37**.4 (2004), 592–601.

Repair behaviour in university-level students was investigated to determine if students who study abroad use repair behaviour differently from students who do not. The Mexico group ($N = 24$) studied Conversational Spanish at La Salle University. The U.S. group ($N = 9$) completed the same course at Friends University. Pretest and posttest interviews were transcribed and analysed for the following self-repairs: language switch, appeal for assistance, word form search, circumlocution, utterance expansion, and global revision. Results indicated that language switch, the most commonly used repair in both groups, decreased as L2 proficiency increased. The Mexico group used word form search more frequently, suggesting increased determination, competency, and self-confidence. This study suggests L2 teachers can encourage students to speak more spontaneously by allowing them time to self-repair without interruption.

05–163   Takahashi, Satomi (Rikkyo U, Japan; satomit@rikkyo.ne.jp), **Pragmalinguistic awareness: is it related to motivation and proficiency?** *Applied Linguistics* (Cambridge, UK) **26**.1 (2005), 90–120.

Previous research on interlanguage pragmatics revealed that, under implicit pragmatic instruction, some learners noticed the target pragmalinguistic features, whereas others receiving the same instruction did not. This suggests possible effects of individual difference variables on

learners' noticing of pragmalinguistic features. Among these variables, this study focused on motivation and proficiency, exploring their relationships with Japanese EFL learners' awareness of six types of L2 pragmalinguistic features under an implicit input condition. Eighty Japanese college students first completed a motivation questionnaire and a proficiency test. They then took part in a noticing-the-gap activity as the treatment task. The degree of the learners' awareness of the target pragmalinguistic features was assessed through a retrospective awareness questionnaire administered immediately after the treatment. The following two major findings were obtained: (1) The learners differentially noticed the target pragmalinguistic features; and (2) the learners' awareness of the target features was correlated with motivation subscales, but not with their proficiency. In particular, the learners' intrinsic motivation was found to be closely related to their pragmatic awareness. An attempt was made to further examine whether current models of attention in SLA are relevant in accounting for the noticing of L2 pragmalinguistic features.

05–164 Timmis, I. (Leeds Metropolitan U, UK), **Towards a framework for teaching spoken grammar**. *ELT Journal* (Oxford, UK) **59**.2 (2005), 117–125.

This paper argues that, although descriptions of native speaker spoken grammar have become far more detailed and comprehensive, there has been little progress on the question of how we should teach spoken grammar. The writer outlines an approach to the teaching of native-speaker spoken grammar which is suggested as potentially viable in at least some contexts. A featured pilot study presents the reactions of a small group of teachers and learners who piloted materials featuring spoken grammar and taught with an emphasis on noticing. The article concludes that, through the approach outlined, it is both possible and potentially useful to raise awareness of native-speaker spoken language. The article concludes with the view that, at least for some purposes, the native speaker can be an interesting point of reference without being an object of deference.

05–165 Torres, Germán (Georgia State U, USA), **Practical ways to integrate literature into Spanish for international business courses**. *Foreign Language Annals* (Alexandria, VA, USA) **37**.4 (2004), 584–591.

In general, language for business courses do not include the study of literary texts, despite significant research that demonstrates the value of literature as a way to gain competence in a foreign culture. This paper claims that carefully selected, adapted, and programmed as a culture complement to the main textbook, literary texts can be a valuable resource in the language for business classes. Based on five years of experience in this area, this study suggests a number of literary texts that have been integrated successfully into the commercial Spanish program, as well as a series of topics and questions for class discussion. With the integration of selected literary readings in the Spanish for business program, instructors have at their disposal an excellent tool to further the students' acquisition of foreign culture competence.

05–166 Vandergrift, Larry (Ottawa U, Canada; lvdgrift@uottawa.ca), **Listening to learn or learning to listen?** *Annual Review of Applied Linguistics* (Cambridge, UK) **24** (2004), 3–25.

Listening is probably the least explicit of the four language skills, making it the most difficult skill to learn. This paper begins with a brief overview of cognitive processes involved in listening and their implications for L2 listening instruction. Recent research (1998–2003) on a variety of instructional techniques to help L2 listeners process linguistic input is then reviewed, noting insights that can inform listening instruction, particularly techniques that can teach students how to listen. Two approaches to listening instruction are presented: an approach to raise metacognitive awareness about listening (favouring top-down processes) and an approach to develop lexical segmentation and word recognition skills (favouring bottom-up processes). An integrated model for L2 listening instruction is proposed. Finally, recent research on different types of listening (e.g. academic listening, bidirectional listening) and the sociolinguistic dimension of listening are reviewed. The chapter concludes with recommendations for future research. The basic premise underlying this chapter is that, given the critical role of listening in language learning, students need to 'learn to listen' so that they can better 'listen to learn'.

05–167 Vandergrift, Larry (Ottawa U, Canada; lvdgrift@uottawa.ca), **Relationships among motivation orientations, metacognitive awareness and proficiency in L2 listening**. *Applied Linguistics* (Cambridge, UK) **26**.1 (2005), 70–89.

This paper examines the relationships between motivation, metacognition, and proficiency in listening comprehension. 57 adolescent learners of French completed two questionnaires. A motivation questionnaire tapped student responses to three orientations related to motivation: amotivation, intrinsic, and extrinsic. A metacognitive awareness questionnaire tapped the metacognitive strategies students reported using when listening to authentic texts in French. Student responses on both instruments were correlated to determine any possible relationship between the three types of motivation and the metacognitive listening strategies. Responses to the motivation questionnaire were also correlated with listening proficiency, as determined by a listening comprehension test. As hypothesised, students reporting a greater use of metacognitive strategies also reported more motivational intensity, with some evidence of a self-determination continuum evident in the response patterns. Listening proficiency correlated

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negatively with amotivation; however, correlations with intrinsic and extrinsic motivation were not as high as anticipated. The results of this study provide some empirical support for the hypothesised links between self-determination theory, self-regulated learning, learner autonomy, and metacognition.

05–168   Webb, Stuart (Koran Women's Junior College, Japan; swebb@fka.att.ne.jp), **Receptive and productive vocabulary learning: the effects of reading and writing on word knowledge**. *Studies in Second Language Acquisition* (Cambridge, UK) **27**.1 (2005), 33–52.

This paper investigates the effects of receptive and productive vocabulary learning on word knowledge. Japanese students studying English as a foreign language were divided into two groups to learn target words in three glossed sentences (receptive treatment group) or in a sentence production task (productive treatment group) in two different experiments. Five aspects of vocabulary knowledge – orthography, syntax, association, grammatical functions, and meaning and form – were then measured by a series of 10 tests which enabled learners to demonstrate a specific aspect of word knowledge productively or receptively for each of the target words. The first experiment showed that, when the same amount of time was spent on both tasks, learners who completed the reading task outperformed the writing group on all 10 dependent measures. The second experiment showed that, when the allotted time on tasks was not controlled but depended on the amount of time needed for completion, learners gained significantly more knowledge from the sentence production task than the reading task. The author concludes that if the second experiment represents authentic learning, then a stronger case can be made to use productive vocabulary learning tasks over receptive tasks.

05–169   Wee, Lee (Singapore National U, Singapore; ellweeha@nus.edu.sg), **Intra-language discrimination and linguistic human rights: the case of singlish**. *Applied Linguistics* (Cambridge, UK) **26**.1 (2005), 48–69.

Although studies involving linguistic human rights (LHRs) have focused at length on cases of inter-language discrimination, much less attention has been given to intra-language discrimination. This paper highlights a number of theoretical issues that the LHRs framework needs to deal with once intra-language discrimination is seriously considered. It does this by analysing the case of English in Singapore, and in particular, debates surrounding the colloquial variety of Singapore English (known as Singlish). Supporters of Singlish are concerned with negotiating a space for the variety, especially in response to the Singapore government's Speak Good English Movement, which seems intent on eliminating Singlish. The implications of the Singlish case raise some very fundamental questions about LHRs, such as whether LHRs can be coherently attributed to groups (rather than just individuals), and whether LHRs can, in fact, be waived. The latter part of the paper considers these questions by drawing upon the work of scholars who have approached the issue of human rights from a more philosophical perspective.

05–170   Williams, Marion, Burden, Robert, Poulet, Gérard & Maun, Ian (U of Exeter, UK; m.d.williams@exeter.ac.uk), **Learners' perceptions of their successes and failures in foreign language learning**. *Language Learning Journal* (Rugby, UK) **30** (2004), 19–29.

Research into learners' attributions for their successes and failures has received considerable attention. However, very little research has been carried out in the area of learning foreign languages. The aims of the study were (1) to investigate secondary students' attributions for their success and failures in learning foreign languages and (2) to examine the ways in which these vary according to age, gender, perceived success and specific language studied. The sample consisted of 285 students between the ages of 11 and 16 studying French, German and Spanish in five secondary schools in the UK. A simple open questionnaire was administered by language teachers, consisting of a personal evaluation by students of their perceived level of success as learners of specific foreign languages and their attributions for success and failure in those domains. The resulting responses were analysed by means of a grounded theory approach allowing categories to emerge from the data. The resultant categories were then tabulated according to student age/gender and language learnt, together with perceived level of success. Over one thousand attributional statements gave rise to 21 attributional categories for doing well and sixteen categories for not doing well at language learning. A far wider range of attributions was identified than is generally shown in the research literature, six of which were most commonly cited as reasons for both success and failure. Clear differences emerged between boys and girls, year groups, perceived success and language studied. These results and, in particular, the lack of clarity in the learners' comments about strategy use and the lack of focus on metacognitive strategies, have important implications for policy-makers and for teachers of foreign languages in UK schools. In addition, there are important implications for future research in this area.

Reading and writing

05–171   Cumming, Alister (Toronto U, Canada; acumming@oise.utoronto.ca), **Kantor, R., Baba, Kyoko, Erdosy, Usman, Eouanzoui, Keanre & James, Mark**, **Differences in written discourse in**

independent and integrated prototype tasks for next generation TOEFL. *Assessing Writing* (Amsterdam, the Netherlands) **10**.1 (2005), 5–43.

This paper aims to assess whether and how the discourse written for prototype integrated tasks (involving writing in response to print or audio source texts) field tested for Next Generation TOEFL® differs from the discourse written for independent essays (i.e. the TOEFL Essay®). We selected 216 compositions written for six tasks by 36 examinees in a field test – representing score levels 3, 4, and 5 on the TOEFL Essay – then coded the texts for lexical and syntactic complexity, grammatical accuracy, argument structure, orientations to evidence, and verbatim uses of source text. The discourse produced for the integrated writing tasks differed significantly from the discourse produced in the independent essay for the variables of: lexical complexity (text length, word length, ratio of different words to total words written), syntactic complexity, rhetoric, and pragmatics. Across the three English proficiency levels, significant differences appeared for the variables of grammatical accuracy as well as all indicators of lexical complexity (text length, word length, ratio of different words to total words written), one indicator of syntactic complexity (words per *T*-unit), one rhetorical aspect (quality of claims in argument structure), and two pragmatic aspects (expression of self as voice, messages phrased as summaries).

05–172   Green, Anthony (Cambridge ESOL Examinations, Cambridge, UK; green.a@ucles.org), **EAP study recommendations and score gains on the IELTS Academic Writing test**. *Assessing Writing* (Amsterdam, the Netherlands) **10**.1 (2005), 44–60.

The IELTS test is widely accepted by university admissions offices as evidence of English language ability. The test is also used to guide decisions about the amount of language study required for students to satisfy admissions requirements. Recent guidelines suggest that two months of intensive English study is equivalent to one band on the nine-band IELTS scale. However, in the face of changes in the international student population, such recommendations have recently come under scrutiny. This paper reviews recent research relating to score gains on the IELTS test and reports on two linked studies of gains made on the Academic Writing. Phase 1 involved 15,380 candidates taking the official test on two occasions and phase 2,476 learners on English for academic purposes (EAP) courses taking the IELTS Writing test at course entry and exit. The findings call into question the basis for the current guidelines. Initial scores prove to be a stronger predictor of outcomes than course length.

05–173   Harwood, Nigel (U of Essex, UK; nharwood@essex.ac.uk), **'I hoped to counteract the memory problem, but I made no impact**

whatsoever': discussing methods in computing science using *I*. *English for Specific Purposes* (Amsterdam, the Netherlands) **24**.3 (2005), 243–267.

This paper is a corpus-based study of how native speaker computing students and experts use the pronoun *I* when elaborating their methodology ('methodological *I*'). Using two corpora, (i) a student corpus of about 62,000 words of postgraduate computing project reports, written at the end of the MSc programme and roughly equivalent to the master's dissertation; and (ii) an expert corpus of about 88,000 words of computing articles taken from prestigious journals, a quantitative analysis of the students' and experts' texts reveals that almost 80% of the personal pronouns found in the student corpus are of *I*, while the figure in the expert corpus is less than 3%. Over 400 occurrences of *I* in the student corpus, but only six occurrences of *I* in the expert corpus, were classified as methodological. A qualitative analysis of the data in the student corpus reveals how methodological *I* can help to achieve a range of textual effects. The study ends with the pedagogical implications of the findings for EAP teachers and students.

05–174   Kanoksilapatham, Budsaba (Silpakorn U, Thailand; kanoksib@georgetown.edu), **Rhetorical structure of biochemistry research articles**. *English for Specific Purposes* (Amsterdam, the Netherlands) **24**.3 (2005), 269–292.

This paper reports on the results of a move analysis of 60 biochemistry research articles. First, a corpus was systematically compiled to ensure that it represented core journals in the focused discipline. Then, coding reliability analysis was conducted to demonstrate that, given a set of coding protocols and systematic training and practice, two individuals could agree upon move boundaries. Finally, move analysis of the corpus was conducted. Based on the findings of the analysis, a two-level rhetorical structure (MOVES and STEPS) is proposed for these texts. This structure consists of 15 distinct moves: three moves for the Introduction section, four for the Methods section, four for the Results section, and four for the Discussion section. This study captures a basic yet complete and representative template of rhetorical organisation for structuring biochemistry research articles. The template is useful particularly to native and non-native scientists not only allowing them to better understand published research articles, but also facilitating the process of writing research articles for publication.

05–175   Sharp, Alastair (Lingnan U, Hong Kong, China; alastair@in.edu.hk), **Strategies and predilections in reading expository text: the importance of text patterns**. *RELC Journal* (Thousand Oaks, CA, USA) **35**.3 (2004), 329–349.

Reading and understanding a text presents a variety of processing problems for L2 learners. The organisational

pattern of a text has been considered by some researchers to have an important influence in this process. This article describes an experimental study of a group of Hong Kong schoolchildren and presents evidence that learners reading in English as a second language experience unexpected comprehension problems that may be related to L1-L2 rhetorical differences. Results indicate predilections which favour particular rhetorical patterns: it is suggested that specific teaching strategies should be employed to raise reader awareness of this aspect of comprehension.

05–176   Stapleton, P. (Hokkaido U, Japan), **Evaluating web-sources: Internet literacy and L2 academic writing**. *ELT Journal* (Oxford, UK) **59**.2 (2005), 135–143.

This article concerns the relationship between the World Wide Web (WWW) and academic writing. The writer details how the WWW has become both a widespread and legitimate source of information retrieval. The move from paper to the screen as the dominant form of communication is predicted to have far-reaching effects. The writer suggests that the Web is a fundamentally different type of resource from conventional sources such as books and journals. The writer argues that there is a need among learners for a heightened critical awareness of web-source nuances. The paper also argues that strategies are needed to deal with the scope and quality of information available. Featuring a pilot study, the article includes some practical steps that teachers can take to introduce and enhance WWW literacy. It is suggested that L2 learners, in particular, may require both consciousness raising and practice in recognizing the biases that exist in websites.

05–177   Waring, H. (Teachers College, Columbia U, USA), **Peer tutoring in a graduate writing centre: identity, expertise, and advice resisting**. *Applied Linguistics* (Oxford, UK) **26**.2 (2005), 141–168.

This paper aims to explore the nature of interaction in peer tutoring in a graduate writing centre and focuses on the issue of peer tutoring. The author is interested in the relationship between the tutor and the tutee which is felt to be relatively fluid. Tutoring sessions between a tutor and a graduate student were audio-taped and transcribed in detail and a resulting description is offered concentrating on how advice–resisting is accomplished in peer tutoring. The paper demonstrates how the tutee resists the tutor's advice on general academic writing issues, content-related matters, and the mechanics of writing. The author argues that the pattern of resistance can be accounted for by the tutee's identity claim as well as the competing expertise carried by the tutor and the tutee. The paper ends by calling for further comparative studies in the area of problems in communication in peer tutoring and more attention to developing effective practices for this relationship.

Language testing

05–178   Carrel, Patricia L. (Southern Illinois U, USA; pcarrell@gsu.edu)**, Dunkel, Patricia A.** (Georgia State U, USA; pdunkel@gsu.edu) **& Mollaun, Pamela** (Educational Testing Service, USA; pmollaun@ets.org), **The effects of notetaking, lecture length and topic on a computer-based test of ESL listening comprehension**. *Applied Language Learning* (Monterey, CA, USA) **14**.1 (2004), 83–105.

The aim of this study was to ascertain whether listening comprehension in a TOEFL-type test is affected by the opportunity to take notes, by the length of the lecture and by the topic, and whether there are interactions among note-taking, lecture length and topic that affect listening comprehension. 234 international ESL students at 5 American universities were tested in two sessions – the first a specially-devised listening comprehension test and a paper-and-pencil TOEFL test, and the second a computer-based listening comprehension. The results showed a positive effect for note-taking and for shorter lectures, but these were mitigated against by interaction between note-taking and topic, and by note-taking and lecture length (when allowed to take notes students did better in tests on arts/humanities topics and on shorter minilectures). There were no differences in results patterns when overall English listening proficiency was taken into consideration, but there was a significant interaction between lecture length and English listening proficiency (when taking notes, more listening-proficient students did much better on short minilectures than on longer ones). Among the suggestions for further study is research on item, response and information types; the extent to which students took notes, quality of notes, note-taking directly on a computer and increasing minilecture stimuli and how these might interact with note-taking. The implications for TOEFL 2000 and other computer-based listening comprehension tests are considered.

05–179   Cheng, Hsiao-fang (National United U, Taiwan, China), **A comparison of multiple-choice and open-ended response formats for the assessment of listening proficiency in English**. *Foreign Language Annals* (Alexandria, VA, USA) **37**.4 (2004), 544–555.

Listening comprehension involving dynamic cognitive mental processes is invisible and can only be measured by the listeners' reconstruction of the message they have heard. The form and type of response might influence the test takers' listening performance. This study examines whether the subjects' listening performance varied when the types of responses were different. Traditional multiple- choice (MC), multiple-choice cloze (MCC), and open-ended (OE) questions were employed to evaluate the subjects' listening comprehension. 159 technical college students in Taiwan (L1 Mandarin Chinese)

served as subjects and received all three response formats in three balanced treatments. The results indicated that different types of responses did have a significant effect on the subjects' performance. Subjects performed best on the MCC test, followed by the traditional MC test, and scored lowest on the OE test. A posttest survey revealed that 97% of the test takers preferred the MC formats because the given alternative answers facilitated comprehension of spoken stimuli and greater accuracy in guessing. It is suggested test developers or teachers design such listening tests containing both selected and constructed response formats that can not only ensure validity and reliability of a test but also accurately measure learners' listening comprehension.

05–180   Grindsted, Annette (U of Southern Denmark, Denmark; agr@language.sdu.dk), **Interactive resources used in semi-structured research interviewing**. *Journal of Pragmatics* (Amsterdam, the Netherlands) **37**.7 (2005), 1015–1035.

The present paper is a study of the way informants and interviewers make use of interactive resources in the joint construction of semi-structured interviews. It is shown that accountability, understood as the natural disposition of respondents to provide an account of what they are doing and saying, is a powerful instrument in negotiating and verifying the collective production of meaning in this particular type of 'conversation'. The article is based on first-hand data collected from interviews with native speakers of Spanish and Danish.

05–181   Huempfner, Lisa (Illinois State U, USA), **Can one size fit all? The imperfect assumptions of parallel achievement tests for bilingual students**. *Bilingual Research Journal* (Tempe, AZ, USA) **28**.3), 379–399.

With the advent of George W. Bush's education policy, emphasizing the frequent large-scale assessment of children in American public schools, it has become even more important than ever before to examine the fairness of the testing process and instruments being used to make decisions about children and their schools. When the children being assessed have limited English proficiency, one of the most common means of assessing them is the use of parallel assessments: standardised achievement tests, developed in the native language of the English language learners, that emulate the content of their English-language counterparts. This article focuses on some of the faulty assumptions that are made in the development of such tests for Spanish–speaking English language learners and argues that new measures need to be taken to assure that these tests reflect the best interests of the populations to whom they are administered.

05–182   Kondo-Brown, Kimi (U of Hawaii at Manoa, USA), **Investigating interviewer– candidate interactions during oral interviews**

for child L2 learners. *Foreign Language Annals* (Alexandria, VA, USA) **37**.4 (2004), 602–615.

One common procedure for oral performance testing of Foreign Language in the Elementary School (FLES) learners is one-on-one interviewing. While existing research has focused primarily on outcomes elicited by such procedures, this study examines the processes involved. During the present interview test for 30 4th–grade Japanese FLES students, the interviewers were permitted to provide support but without specific advice on how interviewers should give support to the candidates' problematic responses. Findings revealed (a) there were apparent inconsistencies between and within interviewers in the way they dealt with erroneous responses, and (b) the child candidates were not able to initiate the negotiation of meaning or repair processes. Furthermore, when interviewer support is taken into account in ratings of oral performances, such ratings may be significantly higher than ratings without interviewer support that are determined simply by the frequencies of correct responses to initial prompts and correctly formulated questions. It is also suggested that further research needs to determine the influence of using or not using certain types of support techniques on the candidate's performance.

05–183   Lokai Bischof, Deborah (Educational Testing Service, USA)**, Baum, David I., Casabianca, Jodi, M., Morgan, Rick, Rabiteau, Kathleen A. & Tateneni, Krishna**, **Validating AP modern foreign language examinations through college comparability studies**. *Foreign Language Annals* (Alexandria, VA, USA) **37**.4 (2004), 616–622.

In 2002, nearly 100,000 high school students took one of the Advanced Placement Program (AP) language examinations in French, German, or Spanish. One way in which the validity of these exams is ensured is through periodic college comparability studies. The purpose of such studies is to equate the AP scores with performance standards in the third year of representative college programs. This article describes the comparability study that ended in 2002, which, unlike past studies, was conducted across all three of the modern foreign languages in the AP Program at that time. This study led to changes in the reference points used to convert exam scores to AP grades in all three languages. Consequently, the exam performance level required to earn each AP grade was re-evaluated to ensure proper alignment with current advanced-level college course offerings.

05–184   Mathews, Thomas J. & Hansen, Cheryl M. (Weber State U, USA), **Ongoing assessment of a university foreign language program**. *Foreign Language Annals* (Alexandria, VA, USA) **37**.4 (2004), 521–533.

This paper reviews the process a university FL department went through in developing a procedure to assess its curriculum using the ACTFL Proficiency Guidelines

and, to a lesser extent, the National Standards, as guiding principles. This procedure included a non-credit work-shop that met only once to inform students about the process, an oral proficiency test, and a portfolio of students' written work. Rubrics for evaluation are des-cribed. Detailed tables present preliminary results for the first year's assessment, showing that the average oral proficiency rating for graduating seniors was Advanced-Low and that 74% rated Intermediate-High or better. Similarly, the average written proficiency rating was Advanced-Low. Students also presented material that documented their abilities to analyse literary texts, write in a variety of styles, and demonstrate an awareness of target language culture.

05–185   Milton, James (U of Wales Swansea, UK; jlmilton@swansea.ac.uk), **Comparing the lexical difficulty of French reading comprehension exam texts**. *Language Learning Journal* (Rugby, UK) **30** (2004), 5–11.

There is an acknowledged difficulty in demonstrating that the standard of school exams remains constant over the years. It is a source of debate every summer when exam results come out. There is some evidence that foreign language exams, and French in particular, have declined in standard since the 1980s, but empirical measures to demonstrate this objectively are rare. This paper describes a measure of lexical difficulty which has been applied to reading comprehension texts taken from A level, O level and GCSE exams delivered through the 1980s and 1990s. It shows that this calculation is a workable measure of comparative difficulty in the texts used in exams, and therefore of standards across time. More interestingly, it shows that O level texts are lexi-cally harder than current GCSE texts and this supports other evidence that GCSE French is a linguistically easier exam than its predecessor.

05–186   Shultz, Deborah, L (Mechanicsburg Middle School, USA) **& Willard-Holt, Colleen**, **Promoting world languages in middle school: the achievement connection**. *Foreign Language Annals* (Alexandria, VA, USA) **37**.4 (2004), 623–629.

Do world language students exhibit higher achievement than students who choose not to study a language? This study compared standardised test scores of language stu-dents with those of non–FL students. Additionally, com-parisons were made between two groups of 42 students who started language study in middle school and those who started in high school. Language students outperformed non–FL students on all sections of the Pennsylvania System of School Assessment (PSSA) in 11th grade but not in 8th grade. Students who began language study in middle school outperformed other language students (who began in high school) on all sections of the PSSA and Scholastic Assessment Test (SAT). This indicates that length of language study is an important factor in subsequent performance on standardised achievement tests.

05–187   Tan, Kelvin (Temasek Polytechnic, Singapore), **Does student self-assessment empower or discipline students?** *Assessment & Evaluation in Higher Education* (Abingdon, UK) **29**.6 (2004), 651–662.

Student self-assessment is a popular practice for enhancing student empowerment in the assessment process. However, recently, various writers have ques-tioned whether the practice of student self-assessment automatically enhances student autonomy. Some writers have even warned that students' participation in the assessment process may discipline, rather than empower, students. It is argued that student empowerment can only be realised if the ways that power is exercised over students in self-assessment practices are first understood. This paper examines the issues of power that underlie student self-assessment practices and analyses how dif-ferent notions of power enhance or undermine student empowerment. The notion of the teacher's unilateral power as the basis for student self-assessment is criti-cally examined against three contrasting notions of power in student self-assessment: sovereign power, epis-temological power and disciplinary power.

Teacher education

05–188   Comber, Barbara (U of South Australia, Australia; Barbara.Comber@unisa.edu.au), **Making use of theories about literacy and justice: teachers re-searching practice**. *Educational Action Research* (Oxford, UK) **13**.1 (2005), 11–26.

This article considers teachers' work as they grapple with theories in practice in the everyday worlds of their classroom. It argues that Bourdieu's theory of practice and the concept of habitus may be useful in moving past theory/practice dichotomies. After establishing the his-torical context for teacher research in South Australia, the work of two school-based literacy educators with an overt social justice standpoint is explored. The complexity of teachers' intellectual work and identity formation over time is outlined and implications for teacher education are discussed.

05–189   Gu, Qing (Nottingham U, UK; qinggu@yahoo.com), **Intercultural experience and teacher professional development**. *RELC Journal* (Thousand Oaks, CA, USA) **36**.1 (2005), 5–22.

This paper examines the effects of intercultural experi-ence on teacher professionalism. The main methods for data collection consist of semi–structured interviews and survey questionnaires. Analysis of participants' experiences of Department for International Develop-ment's (DFID) English language teaching projects shows that intercultural experience has a significant impact on both Chinese teachers' and British trainers' professional development. The impact on Chinese teachers is to induce a more rational view on teaching and learning

practice and a more balanced attitude towards tradition versus innovation. Exposure to different teaching cultures and the intercultural experience itself are found to have led to a stronger awareness of the meaning of culturally sensitive pedagogy in both Chinese and British ELT professionals. The significant implication for teacher education is to take a holistic and cognitive view of educating teaching professionals and assist teachers to build up the capacity to act on their knowledge base in their teaching arenas.

05–190 Heilbronn, Ruth (Institute of Education, U of London, UK; r.heilbronn@ioe.ac.uk), **The National Strategy for KS3 and its application to modern foreign language teaching**. *Language Learning Journal* (Rugby, UK) **30** (2004), 42–49.

This article critically examines the Key Stage 3 (KS3) Framework of Objectives for Foreign Languages (FL), placing it in the context of the National Strategy for FL at KS3 (published by UK's Department for Education and Skills in 2003), and other policies, and relating it to theoretical and research perspectives on FL acquisition. The materials relate to the first stage of secondary education in England and Wales. The idea that FL teachers should be entitled to continuing professional development based on principles rather than to the specific promotion of one view of teaching and learning FL is explored. FL professional development is advocated which relates to critical reflection on theory and practice.

05–191 Orland-Barak, Lily (Haifa U, Israel), **Portfolios as evidence of reflective practice: what remains 'untold'**. *Educational Research* (London, UK) **47**.1 (2005), 25–44.

Addressing recent calls for investigating the specific quality of reflection associated with the uses of portfolios in teacher education, this paper describes and interprets the 'practice of portfolio construction' as revealed in the construction and presentation of two kinds of portfolio in two in-service courses for mentors of teachers in Israel: a 'process' portfolio and a 'product' portfolio. The study revealed that the language of practice and form of reflection bore striking similarities across the two practices of portfolio construction, regardless of their differences in content, purpose, organisation and the degree of intervention of the course instructors in its construction. In both types of portfolios, the mentors described their learning mostly at technical levels of reflection. This tendency raises the question of whether the genre of portfolio writing, inevitably bound by institutional constraints, is generically conducive to reflecting on controversial experiences at interpretative, critical levels. The study suggests that within a centralised educational system, as in the case of Israel, the documentation of critical reflection is problematic.

05–192 Tsou, Wenli (National U of Taiwan, China; wtsou@mail.nutn.edu.tw), **The effects of**

cultural instruction on foreign language learning. *RELC Journal* (Thousand Oaks, CA, USA) **36**.1 (2005), 39–57.

Many elementary EFL teachers in Taiwan have concerns in integrating target culture teaching into their language classrooms for reasons such as teachers' limited knowledge of the target culture, lack of time, lack of methods and materials. In order to persuade more language teachers to teach target language culture, guidelines about designing an applicable cultural instruction and evidence about its effects on language learning are needed. In the study, the combination of an anthropology process and task-oriented approach were applied to conduct the culture lessons. Culture instruction was implemented within two elementary EFL classrooms for one semester to see the effects of culture instruction on foreign language learning. When culture lessons were integrated into EFL instruction, students' language proficiency was significantly improved. In addition, they demonstrated an increased interest in language learning.

05–193 Walkington, Jackie (Canberra U, Australia), **Becoming a teacher: encouraging development of teacher identity through reflective practice**. *Asia Pacific Journal of Teacher Education* (ATEA, Australia) **33**.1 (2005), 53–64.

Models of learning to teach recognise the important relationship between university and school settings. The roles that educators in each setting play in the development of effective beginning teachers are not discrete. Rather they complement and support one another. Building upon existing literature, and utilizing recent data, this paper challenges teacher educators to consider how pre-service teacher core beliefs and perceptions affect the dynamics of learning to teach and the establishment of a teacher identity. To facilitate these, it is argued that a consultative mentoring model that acknowledges individuality is more effective in the growth of teacher identity than the more traditional supervision model that focuses mainly on socialisation. Reflective practice is promoted as crucial and its development is the responsibility of all teacher educators – both at university and in the schools.

05–194 Zacharias, Nugrahenny T. (Satya Wacana Christian U of Indonesia, Indonesia; ntz_abac@yahoo.com), **Teachers' beliefs about internationally-published materials: a survey of tertiary English teachers in Indonesia**. *RELC Journal* (Thousand Oaks, CA, USA) **36**.1 (2005), 23–37.

This study investigated the beliefs of tertiary teachers in Indonesia about internationally-published materials. In addition, it explored whether there were mismatches between the teachers' beliefs and what they claimed to be their classroom practices. This study learned that most respondents believed that internationally-published materials were preferable to those published

locally. Most respondents indicated that the material from English-speaking countries was preferred because they used 'perfect' English despite the international role that English has today. The fact that locally-published materials were not readily available was another reason why internationally-published materials were favoured. This finding indicates the immediate need for local teachers to be empowered on how to develop their own materials to facilitate their particular learning and teaching situations.

Bilingual education & bilingualism

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05–195 Colina, Sonia & Sykes, Julie (Arizona State U, USA), **Educating parents in the Spanish-speaking community: a look at translated educational materials**. *Bilingual Research Journal* (Tempe, AZ, USA) **28**.3 (2004), 299–318.

USA Federal legislation mandates that language services be provided to limited English proficient populations by health care providers receiving federal funding. In order to do this, some basic resources have been developed to administer medical services. Nevertheless, the translation aspects of these guidelines often lack many components that would be necessary to assure the functional adequacy of the translated text (e.g. cultural, pragmatic, and textual appropriateness). Furthermore, outside the medical field, guidelines and legislation are often nonexistent. Given the scarcity of educational programs in translation and the frequent use of untrained bilinguals to produce translated materials in Arizona, it was hypothesised that documents translated in educational settings would not be functionally adequate. Using a sample corpus of educational materials for the Spanish-speaking population, this is shown to be the case. A structural, literal approach is seen to be inadequate for educational purposes and often negatively affects educational outcomes. The effectiveness of the translated materials with regard to global considerations and purpose is vital, especially in regard to parental involvement as a key factor in a student's success. More adequate guidelines need to be developed regarding requirements for translations and translator training.

05–196 Coupland, Nikolas, Bishop, Hywel, Willams, Angie, Evans, Betsy & Garrett, Peter (Cardiff U, UK; coupland@cardiff.ac.uk), **Affiliation, engagement, language use and vitality: secondary school students' subjective orientations to Welsh and Welshness**. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK) **8**.1 (2005), 1–24.

Welsh is unusual in being a minority language that is seeing sustained revival. This explorative study assessed young people's attitudes to the concepts of 'Welsh' and 'Welshness', as expressed in their ethnic affiliation, cultural engagement and their views on the vitality of the language. The data were drawn from a questionnaire distributed to 16–19-year-olds in 4 secondary schools, reflecting different sociolinguistic environments in different regions of Wales. It was found that, although levels of ethnic affiliation were high, levels of cultural engagement and views on linguistic vitality were more variable. Whereas the level of competence in Welsh seems to reflect the level of ethnic affiliation (high competence correlates to high levels of affiliation), levels of cultural engagement relate more to the school and/or area. It is suggested that the results do not fully support the widespread positive assumption that the Welsh language is being revitalised among young people, many of whom see it as suitable only for a ceremonial role. Among suggestions for further research are using a larger sample of schools and young people, the use of a range of research methods, and the exploration of the perceptual domain.

05–197 Dickinson, D. K. (Education Development Centre, USA; dickindb@bc.ed)**, Mccabe, A., Clark-Chiarelli, N. & Wolf, A.**, **Cross-language transfer of phonological awareness in low-income Spanish and English bilingual preschool children**. *Applied Psycholinguistics* (Cambridge, UK) **25**.3 (2004), 323–347.

This study investigated the phonological awareness of low-income Spanish–English bilingual children, because phonological awareness has been found to be an important prerequisite for literacy acquisition and because such children have been identified as at risk for successful literacy acquisition. Our sample included 123 Spanish–English bilingual preschool children ($M = 49.1$ months) attending Head Start programs. Children's receptive vocabulary was assessed using the Peabody Picture Vocabulary Test (3rd edn.) and the *Test de Vocabulario*. We assessed phonological awareness using English and Spanish versions of the Early Phonological Awareness Profile, which includes deletion detection and rhyming tasks. Emergent literacy was assessed in the child's stronger language using the Emergent Literacy Profile, which includes tests of environmental print knowledge, printed word awareness, alphabet knowledge, and early writing. Spring levels of phonological awareness in each language were most strongly related to development of phonological awareness in the other language. Final models accounted for 68% of the variance in spring English and Spanish phonological awareness. Educational implications are discussed.

05–198 Dixon, Quentin (Harvard U, USA; Quentin.Dixon@abtassoc.com), **Bilingual education policy in Singapore: an analysis of its sociohistorical roots and current academic outcomes**. *International Journal of Bilingual*

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Education and Bilingualism (Clevedon, UK) **8**.1 (2005), 25–47.

Singapore has a bilingual education policy under which all content-based teaching is in English and students are also allotted a mother tongue (MT) according to their ethnicity (but regardless of their home language) which they study as a single subject. This paper looks at the historical reasons for Singapore's unique language policy and its effect on bilingualism, biliteracy and academic achievement. The data are drawn from the national census, economic reports, national examinations, international studies and small-scale studies. The policy has led to considerable in proficiency in English and Mandarin Chinese and recent national exam data show a high level of general academic achievement, particularly in maths and science. There is still a substantial gap, however, between the number of Chinese (83.6%) and that of Malays (67%) and Indians (69%) who go on to any type of postsecondary education. It would seem that most Singaporean students predominantly use English for their academic studies/literacy, but Mandarin or other 'mother tongues' as their 'home' language, and particularly in oral communication. It is argued that the success of the bilingual policy contradicts theories of the supremacy of L1 instruction. It is suggested that, while success of students in academic areas has been extensively researched, the use of language at home needs to be studied in much greater detail.

05–199 Hofstetter, Carolyn H. (California U, Berkeley, USA), **Effects of a transitional bilingual education program: findings, issues, and next steps**. *Bilingual Research Journal* (Tempe, AZ, USA) **28**.3 (2004), 355–377.

This study examined the effectiveness of a transitional Spanish–English bilingual program, Academic Language Acquisition (ALA), in enhancing K–5 students' English-language proficiency, as well as their English performance in academic subject areas, in comparison with the Structured English Immersion (SEI) process.1 An existing reading program, Success for All (SFA), served as a confounding influence because it had similar goals for reading development and included English- and Spanish-language curricula. Given 4 years of enrolment in their respective programs, ALA and SEI students, regardless of participation in SFA, were scoring on par with one another as a group. This phenomenon occurred with content-based tests and in the reading and listening and speaking portions of the California English Language Development Test, an English-language proficiency measure. The only statistically significant difference among student groups was that students in both ALA and SFA appeared to be scoring at a lower level on the California English Language Development Test writing portion than matched peers in the other groups.

05–200 Mackay, I. R. A. (Ottawa U, Canada) **& Flege, J. E.**, **Effects of the age of second language learning on the duration of first and second language sentences: the role of suppression**. *Applied Psycholinguistics* (Cambridge, UK) **25**.3 (2004), 323–347.

The primary aim of this study was to account for the finding that late bilinguals produce longer English sentences than early bilinguals. In Experiment 1, Italians who immigrated to Canada either between the age of 2–13 years ('early bilinguals') or 15–28 years ('late bilinguals') repeated matched English and Italian sentences following an aural model. The early bilinguals produced shorter English than Italian sentences, whereas the late bilinguals showed the opposite pattern. The same countervailing pattern was evident in Experiment 2, where bilinguals shortened sentences by 20% when instructed to repeat sentences as rapidly as possible. Subgroups of bilinguals who reported using Italian often ($M = 46\%$ Italian use) but not seldom ($M = 8\%$) were found to have produced significantly longer English sentences than native English (NE) speakers did. The results were interpreted to mean that the late bilinguals produced longer English sentences than the early bilinguals because they needed to expend more resources to suppress their Italian subsystem than the early bilinguals. The perceptual effect of sentence duration was evaluated in Experiment 3, where pairs of English sentences differing in duration were presented to NE-speaking listeners for foreign accent ratings. A 10% shortening caused sentences spoken by late bilinguals to sound less foreign accented but it caused sentences spoken by early bilinguals to sound more foreign accented.

05–201 Papadopoulou, Despina (Aristotle U of Thessaloniki, Greece), **Reading-time studies of second language ambiguity resolution**. *Second Language Research* (London, UK) **21**.2 (2005), 98–120.

This article provides a review of studies that have examined the ambiguity resolution strategies employed when processing a second language (L2). The way second language learners parse the L2 input has not yet been thoroughly investigated, although recently there has been an increasing interest in this area. The exploration of the mechanisms L2 learners use to parse ambiguous constructions allows us to examine not only aspects of L2 acquisition that still remain obscure, but also the validity of existing theories of parsing. The studies reported in this article look at three different types of ambiguous construction in the L2, and their results are discussed in relation to the L2 performance pattern. Most of the findings show that even advanced L2 learners are slower readers than native speakers and apply processing routines that depart from those best suited for processing the target language input. In addition, although L2 learners show sensitivity to lexical cues such as verb argument structure when processing the L2 input, they are less likely to rapidly employ structural information on line. The issues of the transfer of processing mechanisms from the first language (L1) to the second as well as the impact of L2 exposure on the

adoption of the L2 processing routines are still unresolved and need to be further investigated.

05–202 Tsokalidou, Roula (U of Thessaly, Greece; tsokalid@uth.gr), **Raising 'bilingual awareness' in Greek primary schools**. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK) **8**.1 (2005), 48–61.

Although there are many minority languages in use in Greece, bilingualism was not an issue before the recent influx of migrants. Greece has changed from exporting migrants to receiving immigrants, so issues of multiculturalism, bilingualism and bilingual education are now becoming relevant. This one-year research project involved 23 bilingual children and six teachers in 3 primary schools in Volos, Greece. The findings showed that bilingualism was not being addressed in schools: children were encouraged to use only Greek and teachers did not believe us of the L1 at home would have any positive impact of the development of their L2. Teachers therefore needed more support in being made aware of bilingual issues and in developing materials to promote 'bilingual awareness' in pupils. The results were two classroom activities: (a) the 'Bilingual portrait' of each bilingual pupil (a summary of their background and interests, particularly relating to their two cultures), and (b) a book, *My first book on bilingualism*, developed to raise all pupils' awareness of bilingualism issues and to help them appreciate the advantages of (and thus acquire a positive attitude to) bilingualism.

Sociolinguistics

05–203 Marquez Reiter, R. (Surrey U, UK; r.marquez-reiter@surrey.ac.uk)**, Rainey, I. & Fulcher, G.**, **A comparative study of certainty and conventional indirectness: evidence from British English and Peninsular Spanish**. *Applied Linguistics* (Cambridge, UK) **26**.1 (2005), 1–31.

This article presents the results of an exploratory empirical study into the perception of conventionally indirect requests in British English and Peninsular Spanish, given the high incidence of the pragmatic category over others in its encoding of politeness in both related and unrelated languages. There is a focus on the similarities and differences between Britons and Spaniards with regard to the speaker's assumed expectations of compliance in choosing from the conventionally indirect spectrum. In other words, the focus is on how (un)certain the speaker was that the addressee would comply with the request when s/he chose a particular conventionally indirect request. The data for this study were collected via an open role play, post-performance interviews, and questionnaires. The results obtained show that, in comparable situations, the Spaniards were generally more certain that the addressee would comply with the request than the Britons. It is argued that conventional indirectness appears to reflect different social meanings in English and Spanish and that such differences should be taken into account when analysing the realisation patterns of pragmatic categories in language.

05–204 McGrath, Ian (Nottingham U, UK; Ian.McGrath@nottingham.ac.uk), **The representation of people in educational materials**. *RELC Journal* (Thousand Oaks, CA, USA) **35**.3 (2004), 351–358.

This paper re-visits, in the light of a recent survey in Hong Kong, issues in relation to how people are represented in educational materials for language-learners. Consideration is given to stereotyping in the way men and women are depicted and broader questions concerning the 'visibility' of women, the divorced and other groups, and the possible effects of such representation on school-age learners. The author concludes by framing two questions containing the core concerns in relation to how people are represented in educational materials.

Applied linguistics

05–205 Marinis, Theodore, Roberts, Leah, Felser, Claudia & Clahsen, Harald (U of Essex, UK; felsec@essex.ac.uk), **Gaps in second language sentence processing**. *Studies in Second Language Acquisition* (Cambridge, UK) **27**.1 (2005), 53–78.

This article investigates whether second language (L2) learners of English from different backgrounds process long–distance *wh*-dependencies in the same way as – or differently from – native speakers. Four groups of L2 learners (Chinese, Japanese, German and Greek) and a group of native speakers participated in an online reading time experiment with 20 sentences involving long–distance *wh*-dependencies and 60 filler sentences. Results showed evidence that the native speakers made use of intermediate syntactic gaps during processing, however, the L2 learners appeared to associate the fronted *wh*-phrase directly with its lexical subcategoriser, regardless of whether the subjacency constraint was operative in their native language. It is concluded that this finding lends further support to the hypothesis that nonnative comprehenders underuse syntactic information in L2 processing.