Language teaching

03−230 Andress, Reinhard (St. Louis U., USA), **James, Charles J., Jurasek, Barbara, Lalande II, John F., Lovik, Thomas A., Lund, Deborah, Stoyak, Daniel P., Tatlock, Lynne and Wipf, Joseph A. Maintaining the momentum from high school to college: Report and recommendations.** *Die Unterrichtspraxis/Teaching German* (Cherry Hill, NJ, USA), **35**, 1 (2002), 1−14.

This article reports on the data gathered in a national survey sponsored by the American Association of Teachers of German of 4,711 juniors and seniors in US high schools enrolled in upper-level German courses in the spring of 2000. The survey, devised by the project team of Maintaining the Momentum, sought to determine what motivated students to select German, to continue learning German and to plan to take German in college. The results demonstrate the potential resource that high school students enrolled in German constitute for college programmes (93.9% plan to attend college) and the importance of taking affective motivators into account when addressing this age group. The article makes twelve recommendations based on discussion of these results: (1) be enthusiastic; (2) remind students frequently of their progress; (3) encourage speaking as much as possible; (4) focus on practical communication via reading and writing; (5) emphasise vocabulary building; (6) keep grammar in perspective; (7) integrate German into students' daily lives; (8) use German to present other topics; (9) show the connection of German to other academic subjects; (10) show how German relates to a broad range of career goals; (11) develop students' information-gathering skills in German; and (12) keep up your own professional development. Colleagues in the profession are urged to look at these data and to consider strategies for placement, curriculum design, and recruitment, tailored to their home institution, that take account of affective motivators.

03−231 Andrews, David R. (Georgetown U., USA.). **Teaching the Russian heritage learner.** *Slavonic and East European Journal* (Tucson, Arizona, USA), **45**, 3 (2001), 519−30.

As the number of students learning Russian as a second language (L2) declines, the needs of immigrant first language (L1) speakers (i.e., heritage speakers/learners of Russian) in the USA on Russian L2 programmes are becoming increasingly important. This paper sets out to make a case for the positive pedagogical insights that classroom practitioners can gain from the psycholinguistic and sociolinguistic study of the variety of Russian spoken by heritage speakers. Building on

his on-going research and experience of teaching of L2 Russian to a group comprising both L1 American English (AE) speakers and heritage speakers of Russian, the author discusses three areas of language where, in addition to widely recognised problems with the writing and case systems, AE interference can be observed: (1) neologisms arise to achieve the economical expression of concepts which exist in American but not in Russian culture; (2) psycholinguistic interference is evident in the change in the prototype of certain high-frequency semantic categories, including 'season' and verbs of motion; and (3) interference from the intonation patterns of AE is discernible. Teachers therefore need to research these issues further and raise heritage learners' awareness about non-standard usage and intonation, as these can lead to cultural misunderstandings.

03−232 Ashby, Wendy and Ostertag, Veronica (U. of Arizona, USA). **How well can a computer program teach German culture?** *Die Unterrichtspraxis/Teaching German* (Cherry Hill, NJ, USA), **35**, 1 (2002), 79−85.

This study investigates the effectiveness of an interactive, computer-mediated instructional segment designed to educate students about ethnicity in German-speaking countries. A group of intermediate German students ($N = 32$) worked with the computer-mediated segment and rated the segment's effectiveness on a Likert-scale questionnaire based on the goal standards of the 5 Cs of the American Council on the Teaching of Foreign Languages: i.e., Communication, Cultures, Connections, Comparisons, Communities. A statistical analysis of mean scores for each of the 5 Cs determined (a) what differences in mean scores for each of the 5 Cs resulted, (b) whether these differences were statistically significant, and (c) which of the 5 C goal standards were addressed most successfully and which need to be improved. The preliminary research indicates that the computer certainly does not impede the transmission of cultural information in students' eyes.

03−233 Bateman, Blair E. (937 17th Avenue, SE Minneapolis, MN 55414, USA; *Email*: bate0048@umn.edu). **Promoting openness toward culture learning: Ethnographic interviews for students of Spanish.** *The Modern Language Journal* (Malden, MA, USA), **86**, 3 (2002), 318−31.

Although learning to understand another culture is often mentioned as a benefit of foreign language learning, merely studying a foreign language does not automatically produce cross-cultural understanding. Many students study a language only to fulfill

requirements and see culture learning as a non-essential element of the curriculum. This article explains how conducting ethnographic interviews can promote openness toward culture learning. Following a brief review of the culture learning process and of attitudinal theory, the article reports on a study that replicated Robinson-Stuart & Nocon's (1996) San Diego State study in a Midwestern setting. Thirty-five college students from two second-year Spanish classes were introduced to ethnographic interviewing skills and assigned to interview a native speaker of Spanish. As in the previous study, the results showed that the interviews positively affected students' attitudes toward the target language and its speakers as well as their desire to learn Spanish.

03—234 Belz, Julie A. and Müller-Hartmann, Andreas. Deutsche-amerikanische Telekollaboration im Fremdsprachenuterricht – Lernende im Kreuzfeuer der institutionellen Zwänge. [German-American tele-collaboration in foreign language teaching – learners in the crossfire of institutional constraints.] *Die Unterrichtspraxis/Teaching German* (Cherry Hill, NJ, USA), **36**, 1 (2002), 68—78.

In recent years with the advance of new media technologies, innovative learning situations have arisen which have potential for development in second language and intercultural learning. Tele-collaborations are one example – using global communication network collaborative projects, linguistic co-operation and social interaction are enabled between two culturally and linguistically differentiated groups of learners. This article discusses such a German-American project involving 20 German students in teacher training for English as a Foreign Language (EFL) and 16 American university students in their second year of German. The content for this study is provided by parallel literary texts and is realised by means of email, synchronous chats and the setting-up of a website. The organisation and development of the programme is discussed and data taken from the chats and emails are discussed from the point of view of intercultural learning. Of importance here are the socio-institutional constraints placed on the students: differences in the academic year, pressure for grades. The authors conclude by making a number of practical suggestions for German-American tele-collaborative projects.

03—235 Bosher, Susan and Smalkoski, Kari (The Coll. of St. Catherine, St. Paul, USA; *Email*: sdbosher@stkate.edu). **From needs analysis to curriculum development: Designing a course in health-care communication for immigrant students in the USA.** *English for Specific Purposes* (Amsterdam, The Netherlands), **21**, 1 (2002), 59—79.

During the academic year 1997–1998, a needs analysis was conducted on the Minneapolis campus of the College of St. Catherine, to determine why many of the English as a Second Language students enrolled in the Associate of Science degree nursing programme were not succeeding academically. Several procedures, primarily interviews, observations, and questionnaires, were used to gather information about the objective needs of the students, all of whom are immigrants. The course *Speaking and Listening in a Health-Care Setting* was developed to respond to what was identified as students' area of greatest difficulty: communicating with clients and colleagues in the clinical setting. The content of the course is divided into four units: assertiveness skills, therapeutic communication, information-gathering techniques, and the role of culture in health-care communication. A variety of methods and materials, drawn primarily from sources for developing health-care communication skills in native speakers, is used to actively engage students in the learning process, with particular emphasis on role-plays. The course has been very successful in helping students learn how to communicate more effectively in clinical settings. By helping culturally and linguistically diverse students succeed in their programmes, the course is also helping to bring much needed diversity to the health-care professions in the USA.

03—236 Brandl, Klaus (U. of Washington, USA; *Email*: brandl@u.washington.edu). **Integrating Internet-based reading materials into the foreign language curriculum: From teacher- to student-centred approaches.** *Language Learning and Technology* (http://llt.msu.edu/), **6**, 3 (2002), 87—107.

Whereas many educators enthusiastically embrace the use of Internet-based reading materials, little theoretical and empirical research exists that demonstrates how to make use of such practices in a sound pedagogical way. This article provides guidance to teachers and curriculum developers by describing three approaches to integrating Internet-based reading materials into a foreign language curriculum. The design of an Internet-based lesson is largely determined by a teacher's pedagogical approach, her/his technological expertise, and the students' language proficiency. In light of these factors, the approach to the pedagogical design of successful lessons falls along a continuum from being teacher-determined or teacher-facilitated to student-determined. In more detail, lesson designs may distinguish themselves in the following areas: (1) the learning resources, i.e., the topics and content, text type; (2) the scope of the learning environment, i.e., the number of different sources (sites or links) to be integrated; (3) the learning tasks, i.e., the ways in which the learners explore the reading materials, synthesise and assimilate what they have learned; and (4) the degree of teacher and learner involvement in determining the areas mentioned above. Based on concrete sample lessons, the article describes the strengths and challenges of each approach from a pedagogical, technological and designer's point of view.

03—237 Bruce, Nigel (Hong Kong U.; *Email*: njbruce@hku.hk). **Dovetailing language and content: Teaching balanced argument in legal problem answer writing.** *English for Specific Purposes* (Amsterdam, The Netherlands), **21**, 4 (2002), 321—45.

This paper describes an approach to teaching first-year law students how to write the academic genre of the legal problem answer. The approach attempts to offer students the rhetorical tools to translate legal reasoning moves into an effective written response to legal problems. The English for Academic Purposes (EAP) course in question shadows one specific law course, Tort, and is the outcome of close and continuing collaboration with the teachers of that course. The dovetailing of language and content involved considerable research into the law of tort, and into the legal reasoning moves required to analyse the legal problem question genre, as well as to compose an effective and economical answer to such questions. The paper highlights the importance of balanced argument in legal discourse, and shows how the rhetorical elements of concession, contingency and end-focus can serve to help students distil persuasive, pertinent and economical problem answers. It also offers examples of how this can be achieved in an EAP course, and concludes by exploring the applicability of these ideas and strategies to other areas of EAP.

03—238 Bruton, Anthony (U. of Seville, Spain; *Email*: abruton@siff.us.es). **From tasking purposes to purposing tasks.** *ELT Journal* (Oxford, UK), **56**, 3 (2002), 280—95.

To question synthetic syllabuses and *present-practise-produce* procedures is fairly commonplace in current practice in teaching English to speakers of other languages. A recurrent alternative is to promote the adoption of task-based instruction across the board. This has been an umbrella for a variety of different pairwork and group work (PW/GW) task types, whose purposes can be broadly classified under 'independent collaboration' and/or 'communication'. The present author suggests, however, that many collaborative language-focused tasks suffer in terms of content from the shortcomings of planned syllabuses. Nor is it necessarily the case that such tasks would contribute to improvement in oral development, just as open-ended PW/CW communication tasks, in terms of expansion or correctness, do not necessarily lead to oral language development. Although pre-task preparation and post-task feedback are expected to compensate for this, in practice they are somewhat ephemeral. The conclusion is that, rather than adopting classroom procedures and attaching purposes to them, teachers should start from a consideration of the level of the students and the purposes they wish to achieve — and then select appropriate classroom procedures to meet these purposes.

03—239 Candlin, C. N. (*Email*: enopera@cityu.edu.hk), **Bhatia, V. K. and Jensen, C. H.** (City U. of Hong Kong). **Developing legal writing materials for English second language learners: Problems and perspectives.** *English for Specific Purposes* (Amsterdam, The Netherlands), **21**, 4 (2002), 299—320.

Although recent years have seen a significant increase in the development of resources for legal writing, very few of them are targeted at second language (L2) learners. This article reviews currently available legal writing books in terms of their suitability for use in English for Academic Purposes (EAP) writing contexts. It concludes that, although certain aspects of the available books can be useful, most are generally unsuitable for use in such contexts. Three approaches are then offered for developing legal writing materials that will meet the criteria of suitability. First, the materials can be customised in various ways to meet the needs of L2 users studying law in the medium of English. Second, the materials can adopt a more language- and discourse-based approach. Third, rather than packaging materials exclusively in book form, they can be made available as a computer-mediated resource bank. This article derives from ongoing work in a three-year, university-funded project entitled 'Improving Legal English: Quality Measures for Programme Development and Evaluation', based at the City University of Hong Kong.

03—240 Chen, Shumei. A contrastive study of complimentary responses in British English and Chinese, with pedagogic implications for ELT in China. *Language Issues* (Birmingham, UK), **13**, 2 (2001), 8—11.

This paper reports on research into divergent responses to compliments in British English and Chinese and outlines some of the implications for the study for English Language Teaching (ELT) in China. It begins by defining the speech act of complimenting, and examining the function of compliments and the function and nature of compliment responses in each culture. Data on typical responses to compliments were collected from 20 British students and 20 Chinese students using a discourse completion questionnaire and realistic conversation writing techniques. Classification criteria were established and the frequency distribution of types of responses was calculated. It was found that, where two politeness principles conflicted, the priority principle determined the response. Thus, British respondents tended to accept compliments more readily than Chinese informants, who tended to respond more modestly. This shows that different principles predominate in different cultures. The philosophical underpinnings of the two cultures and the differing manifestations of face in different cultures are proposed as the reasons for this. The author concludes that in order to avoid pragmatic failure students need to understand the differences between typical Chinese and British responses to compliments and ways of

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incorporating authentic data into textbooks need to be established.

03—241 Chudak, Sebastian (Adam-Mickiewicz-Universität, Poznań, Poland). **Die Selbstevaluation im Prozess- und Lernerorientierten Fremdsprachenunterricht (Bedeutung, Ziele, Umsetzungsmöglichkeiten). [The self-evaluation of process- and learner-oriented foreign language teaching.]** *Glottodidactica* (Poznań, Poland), **28** (2002), 49—63.

This article concerns the issue of evaluation as an inseparable component in the process of teaching a foreign language. So far evaluation has been perceived as a process having great importance for teachers who can use it as a tool for controlling whether their aims have been achieved or not, to plan further work in a better way, etc. Such an approach to the process of evaluation, however, is not here considered very beneficial, and the article concentrates on learners' self-evaluation as the best way to establish their own aims, monitor their progress, reflect on the chosen method of work and the possibility of changing it according to their needs, and so forth. The article thus discusses the value of self-evaluation, its aims and its possible realisation. The problem discussed is especially interesting and valid in the context of changing the approach from the traditional one (focusing on the outcomes of the process of learning) to teaching aimed at learner autonomy (in which more attention is paid to the process of learning itself).

03—242 Crosling, Glenda and Ward, Ian (Monash U., Clayton, Australia; *Email*: glenda. crosling@buseco.monash.edu.au). **Oral communication: The workplace needs and uses of business graduate employees.** *English for Specific Purposes* (Amsterdam, The Netherlands), **21**, 1 (2002), 41—57.

This article considers the development and assessment of oral communication skills in an undergraduate business and commerce curriculum. Drawing on the results of a survey into the workplace oral communication needs and uses of business graduate employees, it is argued that undergraduate experience in formal presentation only is inadequate preparation for oral communication in the workplace. The survey results indicate that, although graduate business employees may undertake some formal presentations, most of their workplace oral communication is informal in nature. Such communication is underpinned by a different range of understandings and skills than those developed through formal presentation.

03—243 Davidheiser, James (U. of the South, USA). **Classroom approaches to communication: Teaching German with TPRS (Total Physical Response Storytelling).** *Die Unterrichtspraxis/*
Teaching German (Cherry Hill, NJ, USA), **35**, 1 (2002), 25—35.

Although Total Physical Response Storytelling (TPRS) has recently gained a reputation as a highly successful way of teaching foreign languages, relatively few teachers and practically no post-secondary faculty have yet to incorporate it into their teaching strategies. This article is a response to the many questions of German teachers on the American Association of Teachers of German Listserve and at professional meetings. It outlines the research which gave birth to TPR and later to TPRS, discusses its day-to-day use in the German classroom by an experienced practitioner and explains the reasons which have led to its success. It presents student evaluations of the method and the materials available for employing it.

03—244 Duff, Patricia A. (U. of British Columbia, Canada; *Email*: patricia.duff@ubc.ca). **The discursive co-construction of knowledge, identity, and difference: An ethnography of communication in the high school mainstream.** *Applied Linguistics* (Oxford, UK), **23**, 3 (2002), 289—322.

This article describes the ethnography of communication as a viable, context- and culture-sensitive method for conducting research on classroom discourse. It first provides an overview of the method and its role in applied linguistics research, and then presents a study of discourse in mainstream high school classes with a large proportion of students who speak English as a second language. Drawing on social constructivist views of language learning and socialisation that recognise the role of participation in language-mediated activities in people's development as fully competent members of sociocultural groups, the article examines the macro- and micro-level contexts of communication within one content-area course. It focuses on the discourse and interactional features associated with teacher-led whole-class discussions, examining the sequential organisation of talk, including turn-taking and other features of participation, and explicit and implicit references to cultural identity and difference. The article reveals the contradictions and tensions in classroom discourse and in a teacher's attempts to foster respect for cultural identity and difference in a linguistically and socioculturally heterogeneous discourse community. It concludes with a poststructural commentary on the ethnography of communication.

03—245 Egbert, Joy (Washington State U., USA; *Email*: egbert@wsunix.wsu.edu), **Paulus, Trena M. and Nakamichi, Yoko. The impact of CALL instruction on classroom computer use: A foundation for rethinking technology in teacher education.** *Language Learning and Technology* (http://llt.msu.edu/), **6**, 3 (2002), 108—26.

This purpose of this study is to examine how language teachers apply practical experiences from

computer-assisted language learning (CALL) course-work to their teaching. It also examines ways in which they continue their CALL professional development. Participants were 20 English as a Second/Foreign Language teachers who had, within the last four years, completed the same graduate-level CALL course and who are currently teaching. Surveys and follow-up interviews explored how participants learn about CALL activities; how what they learned in the course interacts with their current teaching contexts; the factors that influence whether or not they use technology in their classrooms; and how they continue to acquire and master new ideas in CALL. The findings support previous research on technology teacher education, as it suggests that teachers who use CALL activities are often those teachers who had experience with CALL prior to taking the course; that lack of time, support, and resources prohibits the use of CALL activities in some classrooms; and that colleagues are the most common resource of new CALL activity ideas outside of formal coursework. Implications for teacher education are that teachers learn better in situated contexts, and technology courses should be designed accordingly.

03—246   Einbeck, Kandace (U. of Colorado at Boulder, USA). **Using literature to promote cultural fluency in study abroad programs.** *Die Unterrichtspraxis/Teaching German* (Cherry Hill, NJ, USA), **35**, 1 (2002), 59—67.

This article describes a literature course designed for study abroad students, aimed at improving their chances of becoming 'culturally fluent' during a sojourn abroad. Drawing on writings by German and Austrian writers in diverse modes of contact with cultures other than their own, or describing contacts with the German or Austrian culture by outsiders, it was designed to heighten students' cultural awareness and help them manage culture shock by readjusting expectations. It describes how the course provides an ongoing orientation and uses literature as a route to culture and development of cultural sensitivity, providing a unique experience not available at the home institution.

03—247   Fallon, Jean M. (Hollins U., Virginia, USA). **On foreign ground: One attempt at attracting non-French majors to a French Studies course.** *Foreign Language Annals* (New York, USA), **35**, 4 (2002), 405—13.

This article presents a description of 'Americans in Paris', a class in English that was developed to attract nonlanguage majors to French Studies classes. The class focuses on American writers who lived and worked in Paris between 1890 and 1955 as part of a literary and cultural exchange between French and American societies. Learning about French writers and the dynamic, international community of writers and artists who came to Paris in the early twentieth century, students come to understand the literary and cultural heritages that were passed between France and America. The course's content showcases input that French professors can bring to this cross-disciplinary subject by examining American works through a French cultural viewpoint and highlighting French literary and artistic traditions.

03—248   Furuhata, Hamako (Mount Union Coll., Ohio, USA; *Email*: furuhah@muc.edu). **Learning Japanese in America: A survey of preferred teaching methods.** *Language, Culture and Curriculum* (Clevedon, UK), **15**, 2 (2002), 134—42.

There has been a sharp increase in the number of people learning Japanese in America, with figures in excess of 145,000 reported in the 1990s. The present study reports a survey of students ($N = 387$) in eight colleges, in which their opinions were sought on the teaching methods and learning styles most suited to the learning of Japanese in their own setting. The results show that students favour a mixture of traditional and contemporary methods, and have no difficulty with traditional methods of teaching that are no longer popular in contemporary modern-language pedagogy, such as exact word-for-word translation, memorisation of vocabulary lists, and overt correction of errors in class. The paper argues that the findings may be related in part to intrinsic linguistic features of Japanese, written Japanese in particular, and also to the early education of Japanese teachers in the USA, who are mostly native Japanese.

03—249   Goldstein, Tara (Ontario Inst. for Studies in Ed., U. of Toronto, Canada). *No Pain, No Gain*: **Student playwriting as critical ethnographic language research.** *The Canadian Modern Language Review/La Revue canadienne des langues vivantes* (Toronto, Ont.), **59**, 1 (2002), 53—76.

This paper discusses the possibilities of working with high school students as researchers of culture and language in their own school communities. It features a short ethnographic play by Timothy Chiu entitled *No Pain, No Gain*, which dramatises the difficulty of preparing an oral presentation in a second language. Chin's text was created in an ethnographic playwriting workshop that was designed to provide high school students with an opportunity to represent their own experiences of language learning. After presenting the play in its entirety, the author talks about some of the language learning issues it raises, and layers Chin's grounded theoretical analysis with the sociological and linguistic analyses of Bourdieu, Lippi-Green, and Norton. This is followed by a discussion of the implications of Chin's play for teachers working with multilingual classes. The article concludes with a discussion about how having students create and perform their own ethnographic texts is 'useful' to them and thus assists language researchers in negotiating the politics of researching Other people's children.

03—250 Hu, Guangwei (Nanyang Technological U., Singapore; *Email*: gwhu@nie.edu.sg). **Potential cultural resistance to pedagogical imports: The case of communicative language teaching in China.** *Language, Culture and Curriculum* (Clevedon, UK), **15**, 2 (2002), 93—105.

Since the late 1980s there has been a top-down movement to reform English language teaching (ELT) in the People's Republic of China (PRC). An important component of this reform has been an effort to import communicative language teaching (CLT) in the Chinese context. CLT, however, has failed to make the expected impact on ELT in the PRC. This paper examines one of the most important potential constraints on the adoption of CLT in the Chinese classroom, i.e., the Chinese culture of learning. It argues that this culture and CLT are in conflict in several important respects, including philosophical assumptions about the nature of teaching and learning, perceptions of the respective roles and responsibilities of teachers and students, learning strategies encouraged, and qualities valued in teachers and students. In view of such fundamental differences, the paper contends that it is counterproductive to take an 'autonomous' attitude, rather than an 'ideological' one, to pedagogical innovations developed in a different sociocultural milieu. It argues for the necessity of taking a cautiously eclectic approach and making well-informed pedagogical choices grounded in an understanding of sociocultural influences.

03—251 Huang, Jingzi (Monmouth U., New Jersey, USA; *Email*: jhuang@monmouth.edu). **Activities as a vehicle for linguistic and sociocultural knowledge at the elementary level.** *Language Teaching Research* (London, UK), **7**, 1 (2003), 3—33.

This paper reports on a content-based elementary Chinese as a foreign language (FL) programme. It focuses on classroom language activities that are designed and implemented to serve the dual goals of language development and cultural learning. From a sociocultural perspective, it investigated how classroom activities are organised to integrate culture/content and language learning for young beginners. Two themes are highlighted in the discussion: (1) initial teacher planning vs curriculum as experienced; (2) graphic organizers and language product. The results of the study throw light on the possibilities of a wide range of systematic form-function relations in the classroom, the integration of language and content learning, and on further directions for intentional planning in any other second or foreign language teaching programmes. It also reveals potential for implementing content-based FL instruction at the elementary level even in a situation where the teacher is still working on her own language proficiency.

03—252 Hyland, Ken (City U. of Hong Kong; *Email*: ken.hyland@cityu.edu.hk). **Specificity revisited: How far should we go now?** *English for Specific Purposes* (Amsterdam, The Netherlands), **21**, 4 (2002), 385—95.

English for Specific Purposes (ESP) has become central to the teaching of English in university contexts and there can be little doubt of its success as an approach to understanding language use. This success is largely due to ESP's distinctive approach to language teaching based on identification of the specific language features, discourse practices and communicative skills of target groups, and on teaching practices that recognise the particular subject-matter needs and expertise of learners. Unfortunately, however, this strength is increasingly threatened by conceptions of ESP which move it towards more general views of literacy, emphasising the idea of 'generic' skills and features which are transferable across different disciplines or occupations. This paper argues the case for specificity: that ESP must involve teaching the literacy skills which are appropriate to the purposes and understandings of particular academic and professional communities. The paper traces the arguments for a specific view, outlines some supporting research, and advocates the need to reaffirm commitment to research-based language education.

03—253 Jahr, Silke. Die Vermittlung des sprachen Ausdrucks von Emotionen in DaF-Unterricht. [The conveying of the oral expression of emotion in teaching German as a foreign language.] *Deutsch als Fremdsprache* (Berlin, Germany), **39**, 2 (2002), 88–95.

This paper discusses the conveying of emotion when speaking German as a foreign language. An essential part of oral communication is emotion and this can reflect the relationship between the speakers involved. According to one theory, the emotional content comprises two parts: the internal self-belief of an individual and cognitive awareness. It is claimed that the communication of desires, goals and expectations is an important part of communication. The author concludes by giving examples of assessment criteria for the various types of emotion, the reconstruction of emotions from text sources and the need to learn these factors in context.

03—254 Jung, Yunhee (U. of Alberta, Canada; *Email*: jhee6539@hanmail.net). **Historical review of grammar instruction and current implications.** *English Teaching* (Korea), **57**, 3 (2002), 193—213.

New theories in second language teaching and learning stress the impact of Universal Grammar on the natural acquisition of language. This phenomenon, first observed in children, was considered as evidence against 'explicit' grammar instruction. However, explicit teaching in grammar is inevitable in the English as a Foreign Language (EFL) classroom setting because of different situational factors and different learner needs; and the methodology should therefore be different from

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that of the English as a Second Language environment. The goal of this paper is to review the need for grammar teaching and to pursue an effective methodology for the EFL secondary classroom by adopting an eclectic approach that combines the strength of old and new strategies. To this end, the study establishes the validity of traditional grammar teaching through a historical sketch. Through discussing the role of explicit knowledge in relation to language acquisition, the paper also examines how explicit teaching in grammar might contribute to acquisition. As another current issue, the importance of the balance of input and output is established through an instruction model. The paper attempts to provide the basics for setting up a specific lesson plan for grammar instruction that might contribute to language acquisition.

03–255 Kagan, Olga and Dillon, Kathleen (UCLA, USA & UC Consortium for Language Teaching and Learning, USA). **A new perspective on teaching Russian: Focus on the heritage learner.** *Slavonic and East European Journal* (Tucson, Arizona, USA), **45**, 3 (2001), 507–18.

This paper aims to promote discussion about the most effective Russian language courses and teaching methods for heritage speakers of Russian wishing to improve their language proficiency. It begins by examining the differences between first language (L1), foreign language (FL) and heritage learners of a language. Then, in order to establish that the heritage learners' language competence differs from that of L1 speakers, the results of two experiments investigating the grammatical, lexical and spelling abilities of subjects from each group are presented. The results show that heritage learners could be divided into three broad proficiency groups. Although they were orally proficient, they had gaps in vocabulary knowledge and little command of formal modes of communication. Thus the syllabus for heritage learners needs to fill in the gaps in lexical knowledge and focus on formal speaking and writing. A content and culture-based curriculum is also recommended because of the motivation for study it provides. Explicit teaching of grammar at a macro-level is necessary, and where possible heritage learners should be taught separately from FL learners because of their differing needs, knowledge and skills.

03–256 Kang, Hoo-Dong (Sungsim Coll. of Foreign Languages, Korea; *Email*: hdkang2k@ hanmail.net). **Tracking or detracking?: Teachers' views of tracking in Korean secondary schools.** *English Teaching* (Korea), **57**, 3 (2002), 41–57.

This study was carried out to explore the effect of tracking in the English course in Korean schools from the teachers' point of view. The survey data were collected from 158 secondary school English teachers, 71 in high schools and 87 in middle schools. The results show that teachers think the tracking system does not positively influence students' academic achievement

nor equity in learning experience. Over 50% of each group of middle and high school teachers agreed that there are level differences between schools in academic achievement. This level difference between schools seems more serious in middle schools than high schools and this negatively affects teachers' views of the tracking system. Teachers who have worked for between five and 15 years responded less negatively to the ability grouping within a class, with male teachers more positive about the tracking system than female teachers. Problems concerning the lack of equity of the tracking system in language learning experience and lower expectation for low-tracked students need consideration. The paper also presents some suggestions for the future of tracking system in the Korean context.

03–257 Kramsch, Claire (U. of California at Berkeley, USA). **Language, culture and voice in the teaching of English as a foreign language.** *Language Issues* (Birmingham, UK), **13**, 2 (2001), 2–7.

This transcribed talk aims to identify some principles for critical pedagogy in English as a second language (L2). It begins by exploring the issue of identity for L2 learners and the unique characteristics of language learning, where competence comprises 'culture' (appropriate usage in context) and 'voice' (personal expression), elements which are indivisible in first language acquisition but which conflict in L2 learning. The pedagogical approach aims to teach authentic documents as: texts, by exploring grammar, vocabulary, cohesion and semiotic structure; as examples of discursive practice, by considering illocutionary force, coherence and intertextuality; and as examples of social practice, by exploring the underlying ideology and the metaphors whereby this is constructed. The tasks proposed to achieve this are: analysis and interpretation of two advertisements written for different audiences for different purposes; transposing a story into the diary genre and exploring the changes that arise; and contrasting a written text with a picture on the same theme, again encouraging students to make choices about language and style when interpreting. Finally, the author reflects on the responsibilities of the L2 teacher, which encompass not only developing students' accuracy and appropriacy but also giving them the stylistic tools to enable them to express themselves fully.

03–258 Krishnan, Lakshmy A. and Lee, Hwee Hoon (Nanyang Tech. U., Singapore; *Email*: clbhaskar@ntu.edu.sg). **Diaries: Listening to 'voices' from the multicultural classroom.** *ELT Journal* (Oxford, UK), **56**, 3 (2002), 227–39.

Much research has been carried out on the usefulness of diaries to learners in terms of encouraging authentic language practice and initiating learner autonomy. However, little research has focused on how diary entries of learners from a multicultural background can

benefit teachers and course developers. The objective of this study was to determine how listening to 'voices' from the diary entries of foreign learners can help teachers and course developers improve the learning/teaching environment. Diary keeping was implemented in two classes in an intensive English language programme for foreign students at the authors' institution. The entries revealed much about the physical and psychological concerns of new students, and their perceptions and beliefs about language learning.

03−259   Lasagabaster, David and Sierra, Juan Manuel (U. of the Basque Country, Vitoria-Gasteiz, Spain; *Email*: fiblahed@vc.ehu.es). **University students' perceptions of native and non-native speaker teachers of English.** *Language Awareness* (Clevedon, UK), **11**, 2 (2002), 132−42.

A small number of studies have addressed the debate comparing native speaker (NS) and non–native speaker (NNS) teachers. However, they have tended to focus on teachers' rather than students' opinions. In this study, 76 undergraduates completed questionnaires seeking their views about NS and NNS teachers on rating scales relating to language skills, grammar, vocabulary, pronunciation, learning strategies, culture and civilisation, attitudes and assessment. The students were asked these views in relation to primary, secondary and tertiary education. They also recorded their subject specialism and whether they had ever been taught by a NS teacher. Their general preference was for NS teachers, or for a combination of NS and NNS teachers. Previous experience of NS teachers had little effect on their judgements. Students' subject specialism, perhaps reflecting differences in orientations to learning English, had slightly more effect.

03−260   Lennon, Paul. **Authentische Texte im Grammatikunterricht. [Authentic texts in grammar teaching.]** *Praxis des neusprachlichen Unterrichts* (Berlin, Germany), **49**, 3 (2002), 227–36.

This paper examines whether the use of authentic texts in the teaching of grammar is a contradiction. The purpose of studying grammar is to provide rules to clarify the language being studied. An inductive approach, in which the students deduce their own rules, is believed to lead to a better understanding and improved language awareness. It is claimed that the use of authentic texts, whether written or based on oral language, is appropriate for use in an inductive approach. Grammar in spoken language can be informal and may introduce new lexis, as well as improving the understanding of the related culture.

03−261   Lepetit, Daniel (Clemson U., USA; *Email*: dlepetit@mail.clemson.edu) **and Cichocki, Wladyslaw**. **Teaching languages to future health professionals: A needs assessment study.** *The Modern Language Journal* (Malden, MA, USA), **86**, 3 (2002), 384−96.

This article presents the results of a needs assessment study carried out with university students preparing to work as health professionals. Questionnaire data gauged the students' expectations for language courses intended specifically for their areas of specialisation. Analysis follows a multidimensional approach and examines profiles of the student body, student aspirations, and course contents. The results reveal a number of distinct patterns, which are discussed in comparison with current trends and practice in second language acquisition. The students identified three important needs factors: two distinct aspects of language skills and course contents − the written code and the oral code, and the place of study − an environment that places them in contact with native speakers. In addition, instruction about the target culture was a significant needs variable. These results are useful for the design of future language course curricula for health professionals in the local context, and are also considered a potential and valuable source of information for meeting the needs of learners in other geographical regions and in other areas of professional study.

03−262   Łęska-Drajerczak, Iwona (Adam Mickiewicz U., Poznań, Poland). **Selected aspects of job motivation as seen by EFL teachers.** *Glottodidactica* (Poznań, Poland), **28** (2002), 103−12.

This article discusses motivational factors affecting English as a Foreign Language (EFL) teachers. As part of a study of 120 EFL primary and post–primary teachers in an area of Poland, a questionnaire was sent out that included six questions dealing with motivation. The questions covered areas such as motivating factors in the job, with multiple answers in the form of motivating/demotivating factors to be graded on a scale of 1-5 in terms of importance; whether learner evaluation is elicited during the school year and how this is obtained; to what extent the atmosphere in the school positively motivates teachers to improve and develop their skills; whether the school authorities promote and/or reward teachers who develop their teaching skills; to what extent promotion or non-promotion is a motivating factor; and whether it is the teachers themselves or the school authorities who encourage teachers in the direction of training and skills development. The responses indicate that positive job motivation and commitment are directly related to factors such as recognition, opportunities for professional development and self-expression.

03−263   Liontas, John I. (U. of Notre-Dame, USA). **ZOOMANIA: The See-Hear-and-Do approach to FL teaching and learning.** *Die Unterrichtspraxis/ Teaching German* (Cherry Hill, NJ, USA), **35**, 1 (2002), 36−58.

Games have always fascinated young and old alike. When games are brought into the language classroom, however, they add a new dimension of sight, sound, and action. *ZOOMANIA: The See-Hear-and-Do Approach to FL Teaching and Learning* creates such a dimension by increasing, challenging, and stimulating the students' motivation and interests while bridging the gap between skill-getting and skill-using activities. This paper suggests ways for sequencing and tailoring Advanced-Level characteristics to lower-level learners, details the four hierarchical phases of the approach with clear-cut examples and suggestions, provides recommendations for expanding its use in other fields of learning, and includes several helpful appendices on the topic.

03—264   Littlemore, Jeannette (Birmingham U., UK). **Developing metaphor interpretation strategies for students of economics: A case study.** *Les Cahiers de l'APLIUT* (Grenoble, France), **21**, 4 (2002) 40—60.

Much of the language used in economic writing depends heavily on the metaphoric extension of word meanings. In light of this fact, this article attempts to answer two research questions that may be of interest to teachers of English to students of economics. Do students of economics actually find such metaphoric language problematic? And if so, can they be helped to develop strategies to overcome these problems? An in-depth, qualitative study was carried out with an intermediate student following an intensive reading course in English for Economics. A technique is described through which the student was trained in the use of metaphor interpretation strategies, in order to better understand figurative vocabulary.

03—265   Mantero, Miguel (The U. of Alabama, USA). **Bridging the gap: Discourse in text-based foreign language classrooms.** *Foreign Language Annals* (New York, USA), **35**, 4 (2002), 437—56.

This study investigated text-centred talk in an 'Introduction to Hispanic Literature' university level classroom. The study was framed within sociocultural theory, and attempted to establish the nature of classroom talk in the college-level foreign language (FL) 'bridge course'. The study also aimed to clarify the relationship between cognitive processes and language acquisition in an FL course. Student-initiated talk or opportunities for discourse were observed in relation to those opportunities recognised or provided by the instructor. The data were analysed according to the level of talk (utterance, dialogue, discourse) and the level of cognition of the students' responses. This analysis characterised text-centred talk in the university-level FL classroom as mainly teacher-centred, student-supported dialogue that did not take advantage of the majority of opportunities for extending classroom talk into the discourse level. Representative samples of the collected data are provided to support the findings of the study.

03—266   Martin, William M. (U. of Pennsylvania, USA) **and Lomperis, Anne E.**. **Determining the cost benefit, the return on investment, and the intangible impacts of language programmes for development.** *TESOL Quarterly* (Alexandria, VA, USA), **36**, 3 (2002), 399—429.

Businesses, government agencies, and non-governmental organisations that sponsor language training programmes normally have specific, real-world objectives for those programmes, such as increased sales and improved performance in overseas training. Current methods for evaluating language training programmes describe the participants and the programmes, provide statistics on the number of trainees undergoing training and their pass-fail rates, and comment on the organisation and effectiveness of training, but they fail to provide data on the sponsoring agencies' objectives or on the cost-effectiveness of the programme. This article adapts methods used in general workplace training to obtain the cost-benefit and return-on-investment information desired by agencies that fund language training programmes, particularly in the field of English for occupational purposes. These evaluation methods attempt to describe the impacts — both tangible and intangible — of language training programmes on the learners, the learners' organisations, and the community.

03—267   Master, Peter (San Jose State U., CA, USA: *Email*: pmaster@sjsu.edu). **Information structure and English article pedagogy.** *System* (Oxford, UK), **30**, 3 (2002), 331—48.

This paper describes several reasons for the difficulty non-native speakers of English have in acquiring the English article system, and reviews five pedagogical methods for teaching the article system. The notion of information structure, specifically givenness, is then applied to a sample text to examine the extent to which canonical information structure (i.e., given information first, new information last) is obeyed. Given information was found to adhere to canonical structure most of the time, whereas new information adhered to it only half of the time, though within a narrow range of exceptions. The results of a pilot study in which one group of non-native Engish speakers was taught the article system using information structure as an overarching framework, another was taught using a traditional explanation of article use, and a third received no instruction, show that the group taught with the information structure framework made small but noticeable improvement compared to the other two groups. The suggested pedagogical application is for language teachers to present canonical information structure as a preliminary guess in determining the appropriate article for any noun, providing a further potential aid in learning the article system.

03—268   Mertens, Jürgen. **Schrift im Französischunterricht in der Grundschule:**

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Lernehemnis oder Lernhilfe? [Writing in teaching French in primary school: Learning aid or hindrance?] *Neusprachliche Mitteilungen aus Wissenschaft und Praxis* (Berlin, Germany), **55**, 3 (2002), 141–49.

This article examines whether teaching writing aids or hinders learning. The teaching of grammar used to be traditional in primary schools but this has gradually ceased to be the case. It is suggested that writing does not come naturally to all pupils and that it may in fact impede oral language learning. One study suggested that teaching reading and writing enables systematic learning to take place, another that pupils had problems pronouncing words they had seen written down. This suggests that reading and writing may interfere with oral skills. A further study suggested that the mother tongue of German and English pupils influenced their pronunciation of French, particularly when the words were broken down into syllables. However, the author concludes that the relationship between spelling and pronunciation should be introduced at an early stage when teaching foreign languages, as this analysis leads to improved oral language production and language awareness.

03—269   Meskill, Carla (U. at Albany, USA; *Email*: cmeskill@uamail.albany.edu), **Mossop, Jonathan, DiAngelo, Stephen and Pasquale, Rosalie K. Expert and novice teachers talking technology: Precepts, concepts, and misconcepts.** *Language Learning and Technology* (http://llt.msu.edu/), **6**, 3 (2002), 46—57.

When new teachers, teacher trainers, and administrators consider the ways in which technologies can best serve practice, they are wise to turn to experienced teachers and veteran technology users. It is the voices and experiences of these professionals who have worked through the complex processes of adapting curricula, classroom design, dynamics, and teaching approaches that can best inform those new to teaching and learning in general, and teaching with technologies in particular. This study compares and contrasts the 'technology talk' of novice and expert teachers of K-8 language and literacy (of English to speakers of other languages). Interview data with eight teachers — two expert (experienced teachers and technologies users), five novice (limited experience in teaching and teaching with computers) and one transitional expert (experienced teacher and non-technology user) — serve to illustrate the conceptual and practical differences between those who have adapted technologies as powerful teaching and learning tools and teachers who, in spite of specific formal training in instructional technology, speak about it and its application in starkly contrasting ways. These contrasts are presented as a set of four conceptual continua that can help in explicating novice starting points, transitional issues, and the expertise of computer-using language professionals.

03—270   Mitchell, Rosamond and Lee, Jenny Hye-Won (U. of Southampton, UK; *Email*: rfm3@soton.ac.uk). **Sameness and difference in classroom learning cultures: Interpretations of communicative pedagogy in the UK and Korea.** *Language Teaching Research* (London, UK), **7**, 1 (2003), 35—63.

This paper is a contribution to the growing sociolinguistic literature on classroom foreign/second language (FL/L2) learning and teaching. It reports two case studies of mainstream beginner-level FL instruction, using observational and interview data gathered in schools in Seoul, Korea and in Southern England. In both cases, the public rationales offered for FL learning include a mix of 'internationalist' and 'instrumental' values. The dominant language-teaching ideologies to which the teachers in the different locations declare allegiance are also similar, involving commitment to various principles of the 'communicative approach' to language teaching. (In both settings, for example, the speaking skill is given priority, there is use of group work, etc.) Through analysis of selected lesson excerpts, similarities and differences in the classroom interpretations of communicative methodology are identified, in particular the opportunities available for individual students to engage in L2 interaction. The ways in which the identity of the 'good language learner' is constructed in the different settings is examined, e.g., through differing teacher emphases on individual vs. collective responsibility for learning. Differences between the two classrooms are linked to broader features of the educational setting, but these differences are shown not to reflect common stereotypes about Anglo and Asian teaching styles in any simple way.

03—271   Mohan, Bernard (U. of British Columbia, Canada; *Email*: bernard.mohan@ubc.ca) **and Huang, Jingzi. Assessing the integration of language and content in a Mandarin as a foreign language classroom.** *Linguistics and Education* (New York, USA), **13**, 3 (2002), 405—33.

Recent initiatives in second language education incorporate goals of learning content and culture and assume that they will be integrated with language learning. But research shows that integration is problematic, and that it must, therefore, be adequately assessed to guide future work. This article describes an approach to the systematic assessment of integration based on knowledge structures and informed by systemic functional linguistics and ethnography. This has been applied in English. Can it be extended to Chinese? Using the data of student writing in an elementary Mandarin course, the article illustrates how knowledge structures can bridge language and culture and can offer an analysis of groupings of lexical and grammatical features of Mandarin discourse. Since ethnographers have claimed that certain knowledge structures are cross-cultural, there are important implications for

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future research in integrative assessment in other languages and cultures.

03—272   Mori, Junko (U. of Wisconsin-Madison, USA; *Email*: jmori@facstaff.wisc.edu). **Task design, plan, and development of talk-in-interaction: An analysis of a small group activity in a Japanese language classroom.** *Applied Linguistics* (Oxford, UK), **23**, 3 (2002), 323—47.

Using the methodological framework of 'conversation analysis' as a central tool of analysis, this paper examines the sequential development of talk-in-interaction observed in a small group activity in a Japanese language classroom. While the group work was designed to have students engage in a discussion with native speakers invited to the class, the resulting interaction ended up becoming rather like a structured interview with successive exchanges of the students' questions and the native speaker's answers. How did the instructional design affect the ways in which they developed their talk? And conversely, how did the development of talk demonstrate the participants' orientation to the institutionalised nature of talk? This study explores the relationship among the task instruction, the students' reaction to the instruction during their pre-task planning, and the actual development of the talk with the native speakers. The students' planning tended to focus on the content of discussion, compiling a list of sequence–initiating actions, in particular, questions. While the plans contributed to the development of the talk, the episode reveals that a more natural and coherent discussion was afforded by the students' production of spontaneous utterances and attention to the contingent development of talk.

03—273   O'Sullivan, Emer (Johann Wolfgang Goethe-U. Frankfurt, Germany; *Email*: osullivan@em.uni-frankfurt.de) **and Rösler, Dietmar. Fremdsprachenlernen und Kinder-und Jugendliteratur: Eine kritische Bestandaufsnahme. [Foreign language learning and children's literature: A critical appraisal.]** *Zeitschrift für Fremdsprachenforschung* (Germany), **13**, 1 (2002), 63—111.

This paper summarises research into the use of children's literature in foreign language (FL) learning and teaching, drawing mainly on German monographs and articles in English, French and Russian in a foreign language and German as a second language and international publications on German as a foreign language issued over the past 25 years. It recounts the arguments for and against the use of children's literature in the FL classroom, the criteria for the selection of texts and the uses of children's literature in different areas of learning and teaching, with special emphasis on creative writing, reading and cultural studies.

03—274   Pfeiffer, Waldemar (Europa Universität Viadrina – Frankfurt an der Oder, Germany).

Möglichkeiten und Grenzen der interkulturellen Sprachvermittlung. [The possibilities and limits of intercultural language teaching.] *Glottodidactica* (Poznań, Poland), **28** (2002), 125—39.

This article discusses some of the basic issues concerning the notion of intercultural learning in a foreign language (FL). It first outlines the evolution of the term, and sketches out the role of intercultural communication in breaking down stereotypes and prejudice. Intercultural content in FL teaching and the demands posed on learners and teachers are then reviewed, including a contrastive look at German intercultural learning and English 'multicultural education', and covering vocabulary/lexicon, speech acts, discourse conventions, taboo topics, and small talk. The main theories of *Landeskunde* or area studies – cognitive, communicative and intercultural – are summarised and discussed. The dangers of overuse of intercultural objectives in FL teaching are then examined, and the future possibilities for intercultural methods of FL teaching proposed.

03—275   Rebel, Karlheinz (U. Tübingen, Germany) **and Wilson, Sybil. Das Portfolio in Schule und Lehrerbildung (I). [The portfolio in school and the image of a teacher (I).]** *Fremdsprachenunterricht* (Berlin, Germany), **4** (2002), 263–71.

One recent trend in language learning in Europe is the increasing use of a teaching portfolio, a concept that has already been in place in English–speaking countries for some time. This article examines the content of a portfolio and its use. The main aim of a portfolio is to promote independent learning. The contents are not fixed, but a portfolio may contain written and graphic materials and could be used to give lessons a specific direction. A portfolio could also be used to document qualifications and performance, providing a form of teacher biography. It is suggested that such a portfolio would then provide evidence of professional conduct.

03—276   Sonaiya, Remi (Obafemi Awolowo U., Ile-ife, Nigeria). **Autonomous language learning in Africa: A mismatch of cultural assumptions.** *Language, Culture and Curriculum* (Clevedon, UK), **15**, 2 (2002), 106—16.

The paper questions the global validity of the so-called *autonomous* method of language learning (French *auto-apprentissage*) which has obvious origins in the European and North American traditions of individualism. More generally, it raises the question of the appropriateness of the cultural content of educational materials that are alleged to be suitable for global dissemination, with special reference to the Yoruba world–view and the widespread failures of foreign-aided educational programmes in sub-Saharan Africa. Foreign-language learning materials ought to lead to an enriching experience for African students, instead of forcing them

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into a defensive attitude on account of unnecessary and false cultural assumptions.

03—277   Stapleton, Paul (Hokkaido U., Japan; *Email*: paul@ilcs.hokudai.ac.jp). **Critical thinking in Japanese L2 writing: Rethinking tired constructs.** *ELT Journal* (Oxford, UK), **56**, 3 (2002), 250—57.

Asian learners of English are often characterised by constructs which claim that they lack an individual voice and critical thinking skills. In addition, it is said that, unlike their Western counterparts, because of collectivist and hierarchical tendencies, they hesitate to express adversarial views. These behavioural patterns are claimed to be reflected in the rhetorical styles of Japanese learners when writing in English. Contrary to these claims, in an attitude survey of 70 Japanese undergraduates, the present study found little hesitation to voice opinions counter to authority figures. Moreover, participants possessed a firm grasp of elements of critical thinking. These results suggest that traditional constructs describing Asian students may no longer be accurate. Furthermore, trends in education in Japan may point to a new type of Asian learner who has an individual voice.

03—278   Sullivan, Patricia (Office of English Language Progs., Dept. of State, Washington, USA, *Email*: psullivan@pd.state.gov) **and Girginer, Handan. The use of discourse analysis to enhance ESP teacher knowledge: An example using aviation English.** *English for Specific Purposes* (Amsterdam, The Netherlands), **21**, 4 (2002), 397—404.

Effective English for Specific Purposes (ESP) programmes require relevant materials, knowledgeable instructors, and teamwork with subject matter professionals. This report provides an example of one process used by a teacher-researcher to increase and expand each of these aspects. The process of data collection and data analysis, as described here, results in greater knowledge on the part of an instructor and leads to the development of enhanced course materials. The study was conducted for an ESP programme in a Civil Aviation School in Turkey where students were in training to become pilots and air traffic controllers. Primary data included tape-recorded communication between pilots and air traffic controllers, observation in the airport tower, and questionnaires and interviews with Turkish pilots and air traffic controllers. The results, which comprised a basis for materials writers, indicate that even in such a restricted and globally monitored language as Airspeak, local variations exist in the use of greetings, the pronunciation of numbers, and the extended use of Turkish. It is claimed that the process reported here is one that is applicable to a variety of ESP contexts.

03—279   Tang, Eunice (City U. of Hong Kong) **and Nesi, Hilary** (U. of Warwick, UK; *Email*: H.J.Nesi@warwick.ac.uk). **Teaching vocabulary in two Chinese classrooms: Schoolchildren's exposure to English words in Hong Kong and Guangzhou.** *Language Teaching Research* (London, UK), **7**, 1 (2003), 65—97.

This paper compares the lexical environment of secondary school English language classrooms in Hong Kong and Guangzhou. Teacher output for one week of first-form lessons was recorded in two representative schools. Lexical richness in terms of type-token ratio and word-type frequency was measured, the words that were explicitly taught were identified and categorised according to whether the teaching was planned or unplanned, and the teaching treatments accorded to these words were examined. The lexical richness of teacher output was found to be greater in the Hong Kong classroom than in the Guangzhou classroom. In the Guangzhou classroom more words were explicitly taught, but learners were exposed to far fewer word types for incidental acquisition. In both classrooms, more unplanned than planned words were explicitly taught. Teachers tended to teach planned words through multiple treatments, with various kinds of input, both modified and unmodified, in different stages of the lesson. They provided almost no opportunities, however, for modified (negotiated) output on the part of the learners, despite the fact that the syllabuses in both Hong Kong and Guangzhou are described as 'communicative'.

03—280   Timmis, Ivor (Leeds Metropolitan U., UK; *Email*: i.timmis@lmu.ac.uk). **Native-speaker norms and International English: A classroom view.** *ELT Journal* (Oxford, UK), **56**, 3 (2002), 240—49.

The question of whether students should conform to native-speaker norms of English, in an era when English is increasingly used in international contexts, is one which has been keenly debated in recent years. However, it is not a debate in which the voices of students and classroom teachers have been heard, and this article attempts to give a classroom perspective on the issue. It is based largely on two parallel questionnaire surveys, which drew almost 600 responses from students and teachers in over 45 countries. Broadly, the responses showed that (1) there is still some desire among students to conform to native-speaker norms, and that, while the main motivation of the majority of students is the ability to communicate, the rather traditional idea of 'mastering a language' survives, at least among a minority; (2) student and teacher opinion seems quite divided on the value of informal, native-speaker spoken grammar, and there seems to be some uncertainty about what this kind of grammar is; and (3) teachers seem to be moving away from native-speaker norms faster than students are. The article argues that students' views may differ from the expectations of teachers and academics, and that it is important to be aware of these views.

03—281   Toole, Janine and Heift, Trude (Simon Fraser U., Bumaby, BC, Canada; *Email*: toole@

sfu.ca). **The *Tutor Assistant*: An authoring tool for an Intelligent Language Tutoring System.** *Computer Assisted Language Learning* (Lisse, The Netherlands), **15**, 4 (2002), 373—86.

This paper describes the *Tutor Assistant*, an authoring tool for an Intelligent Language Tutoring System (ILTS) for English as a Second Language (ESL). The common goal of authoring tools for ILTSs is to reduce the costs in expertise and time that are required to produce a usable intelligent learning environment. The *Tutor Assistant* is designed to be usable by language instructors with little or no experience of ILTSs and ILTS authoring tools. The paper reports on a recent study which evaluates the degree to which typical users of the system can author good quality content for an ILTS and establishes benchmarks for development times.

03—282 Turner, Karen and Turvey, Anne (Inst. of Ed., U. of London, UK; *Email*: k.turner@ioe.ac.uk). **The space between shared understandings of the teaching of grammar in English and French to Year 7 learners: Student teachers working collaboratively.** *Language Awareness* (Clevedon, UK), **11**, 2 (2002), 100—13.

This article reports a small-scale research project in which an English and a French student teacher work collaboratively to develop their personal knowledge and understanding of grammar and its role in teaching both subjects to 11-year-old learners in an English comprehensive school. The project begins with university-based discussions about the role of grammar in language learning as expressed in a number of government documents and professional journals. It then continues in school where the students observed lessons given by experienced teachers and by each other. Ways in which the cross-language focus beneficially influenced their classroom practice are suggested. The article discusses a number of issues arising from the project about planning for language development and teaching about language across the curriculum and makes some modest proposals for a way forward within government policy, which remains separatist.

03—283 Warschauer, Mark (U. of California, USA). **A developmental perspective on technology in language education.** *TESOL Quarterly* (Alexandria, VA, USA), **36**, 3 (2002), 453—75.

Is technology a tool for language learning, or is language learning a tool with which people can access technology? This article suggests that both language and technology are tools for individual and societal development. The article introduces a developmental approach to integrating technology in language education, based on consideration of both product and process. It then illustrates these concepts through analysis of a large, U.S.-funded English language developmental programme in Egypt. Two projects are examined: a teacher education programme on computers

in English language teaching and a basic English methodology course taught via videoconferencing. The analysis indicates that a developmental approach is critical to successful integration and use of technology in language education programmes.

03—284 Weasenforth, Donald (The George Washington U., USA; *Email*: weasenf@gwu.edu), **Biesenbach-Lucas, Sigrun and Meloni, Christine. Realising constructivist objectives through collaborative technologies: Threaded discussions.** *Language Learning and Technology* (http://llt.msu.edu/), **6**, 3 (2002), 58—86.

Two crucial aspects of implementing instructional technologies effectively in language classrooms are having an understanding of the capabilities of various technologies and evaluating the usefulness of the technologies in realising curricular goals. This paper presents a situated study — based on a prominent pedagogical framework — of the implementation of threaded discussions, a widely used instructional technology, to meet constructivist curricular objectives in university English as a Second Language classes. The authors use constructivist principles as a framework to evaluate the three-semester process of their implementation of threaded discussions to fulfill constructivist curricular goals. Of particular interest is the extent to which the technology, as mediated by the instructors, promoted selected cognitive and social skills as well as addressed affective factors and individual differences in students.

Language learning

03—285 Ahmed, Mehreen (U. of Queensland, Australia). **A note on phrase structure analysis and design implication for ICALL.** *Computer Assisted Language Learning* (Lisse, The Netherlands), **15**, 4 (2002), 423—33.

Exploiting Chomsky's Universal Grammar, this research examines the effects of phrase structure rules on the development of grammatical knowledge in Bangladeshi learners of English as a second language. The masking technique of MacWhinney (1988) motivates the use of the link-grammar syntactic parser of Sleator and Temperley (1993) used in the study. The results indicate that the learners' parameters were reset from the first to the second language, suggesting that explicit presentation of phrase structure rules in instruction can enhance acquisition of syntax. The implications of the study for the design of Intelligent Computer Assisted Language Learning (ICALL) are discussed.

03—286 Argaman, Osnat and Abu-Rabia, Salim (U. of Haifa, Israel). **The influence of language anxiety on English reading and writing tasks among native Hebrew speakers.** *Language, Culture and Curriculum* (Clevedon, UK), **15**, 2 (2002), 143—60.

Language anxiety is a part of general kinds of situational anxieties related to oral expression and interpersonal communication known as 'communication apprehensions'. This research examined the influence of language anxiety as measured by a special version of the FLCAS (FL Classroom Anxiety Scale) questionnaire, an accepted questionnaire in foreign-language (FL) research, on achievements in English writing and reading comprehension tasks. Subjects were 68 students aged 12–13, with Hebrew as their mother tongue, who learned English as an FL at school. The research hypothesised a significant relationship between language anxiety and writing ability, but not between language anxiety and reading comprehension, because writing is classified as a communication skill and reading is not. However, significant relationships were found between language anxiety and both reading and writing skills. This raises the possibility, suggested also in other studies, that language anxiety is not a cause of failure in learning the FL but a consequence. Perhaps wider research is needed, including the examination of diverse variables such as mother-tongue abilities, general cognitive abilities, and language anxiety, to reach more definite conclusions on the factors that influence failure. Such conclusions might require a reconsideration of the methods used in FL teaching.

03—287   Bielinska, Monika (Schlesische Universität, Katowice, Poland). **Zu Semantischen Aspekten der Wortkombinatorik. [On semantic aspects of word combination.]** *Glottodidactica* (Poznań, Poland), **28** (2002), 19—27.

The process of language production is the correct connecting of separate words to bigger meaningful units and eventually the forming of sentences is based on certain rules called combination or compatibility rules. This article focuses on the semantic part of the combination mechanism, since it seems to be the primary one — the syntactic part is discussed only briefly. The investigation encompasses the following aspects: a presentation of mechanisms of syntagmatic lexem connecting, restrictions of selection within word combinations and finally the separation of semantic selection rules from restrictions that are based only on language usage. Such investigations can be very useful for the description of contextual word behaviour and consequently for foreign language teaching, especially when these investigations and their results are compared with those in other languages. Breaking the combination rules caused by interference may lead to many semantic-lexical mistakes.

03—288   Bonci, Angelica (Royal Holloway, U. of London, UK). **Collocational restrictions in Italian as a second language: A case control study.** *Tuttitalia* (Rugby, UK), **26** (2002), 3—14.

Recent research has shown that vocabulary learning is a neglected area of investigation and pedagogy. This preliminary study investigates how advanced second language (L2) learners of Italian with different levels of proficiency acquire vocabulary, concentrating on co-occurrence of lexemes (collocation) and grammatical elements (colligation). Data were gathered by questionnaire to profile the population and by a cloze to elicit knowledge of certain lexical collocations administered to three experimental groups and a control group of first language (L1) speakers. Cloze responses were evaluated independently by four assessors on a scale of 0–3, where three signified a best response. Inter-marker reliability was generally high and results were further analysed by comparing them to concordances. The findings show that, while knowledge of grammatical collocations improves significantly over time, knowledge of lexical collocations improves little, with learners showing little awareness of the restrictions of collocations. Also, negative L1 transfer can impede the learning of L2 collocations. Greater focus on the teaching of collocations is therefore needed, perhaps using materials which draw on concordance data to raise students' awareness about this aspect of vocabulary, concentrating on collocations which differ significantly in the L2 from the L1.

03—289   Brown, Charles Grant (U. of Northern British Columbia, Canada; *Email*: brownc@unbc.ca). **Inferring and maintaining the learner model.** *Computer Assisted Language Learning* (Lisse, The Netherlands), **15**, 4 (2002), 343—55.

The learner model for an intelligent tutoring system for second language learning must be based upon the inference of the learner's knowledge of grammar and lexicon. An incomplete grammar and an incomplete lexicon are appropriate models of the learner's knowledge. It is shown in this article that an incomplete grammar and lexicon can be inferred from the parsing of ungrammatical (and grammatical) input. Productions of the Incomplete Grammar are synthesised from the output of a robust parser. The synthesised productions become hypotheses in the learner model. A system of belief support is used to maintain the learner model. When productions of the incomplete grammar are synthesised, they are assigned an initial confidence factor. Confidence factors of the hypotheses are adjusted when new hypotheses are included in the learner model.

03—290   Butler, Yuko Goto (U. of Pennsylvania, USA; *Email*: ybutler@gse.upenn.edu). **Second language learners' theories on the use of English articles: An analysis of the metalinguistic knowledge used by Japanese students in acquiring the English article system.** *Studies in Second Language Acquisition* (New York, USA), **24**, 3 (2002), 451—80.

Although it is well known that many second language (L2) learners have trouble using articles 'properly', the primary causes of their difficulties remain unclear. This study addresses this problem by examining the metalinguistic knowledge of the English article system

that learners employ when selecting articles in a given situation. By doing this, the study attempts to better understand the process of 'making sense' of the English article system by learners who are at different stages in their interlanguage development. Participants were 80 Japanese college students with varying levels of English proficiency. Immediately after completing a fill-in-the article test, a structured interview was conducted to investigate the reasons for the students' article choices. The quantitative and qualitative analyses reveal a number of conceptual differences with regard to their considerations of the hearer's knowledge, specific reference and countability, which may account for learners' errors in article use across different proficiency groups.

03−291   Carroll, Susanne E. (Universität Potsdam, Germany; *Email*: carroll@rz.uni-potsdam.de). **Induction in a modular learner.** *Second Language Research* (London, UK), **18**, 3 (2002), 224−49.

This paper presents a theory of inductive learning (i-learning), a form of induction which is neither concept learning nor hypothesis-formation, but rather which takes place within the autonomous and modular representational systems (levels of representation) of the language faculty. The theory is called accordingly the Autonomous Induction Theory. Second Language Acquisition (SLA) is conceptualised in this theory as: learning linguistic categories from universal and potentially innate featural primitives; learning configurations of linguistic units; and learning correspondences of configurations across the autonomous levels. The paper concentrates on the problem of constraining learning theories, and argues that the Autonomous Induction Theory is constrained enough to be taken seriously as a plausible approach to explaining SLA.

03−292   Chen, Liang, Tokuda, Naoyuki and Xiao, Dahai (Sunflare Company, Tokyo, Japan; *Email*: chen_1@sunflare.co.jp). **A POST parser-based learner model for template-based ICALL for Japanese-English writing skills.** *Computer Assisted Language Learning* (Lisse, The Netherlands), **15**, 4 (2002), 357−72.

Improving the parsing accuracy of a statistical 'context sensitive' parser, the present authors describe their development of a new learner model capable of identifying the structural deficiencies of a learner for the template-automaton-based ICALL (intelligent language tutoring system) of Japanese-English writing skill. The parsing accuracy of corpus-based parsers is improved first by pre-assigning POS (part-of-speech) tags to well-formed sentences in a template and then by making use of a compound dictionary of idiomatic phrases. By defining the minimum unit of a parsed tree as a Minimum Error Sub-Tree if the unit contains a heaviest common sequence (HCS)-based static error(s) identified, the authors show how the new syntactic-

based learner model can now be used to identify the structural deficiencies of a learner largely due to structural differences between their first and second languages, thus introducing an entirely new scheme of remediation in the ICALL system.

03−293   Di Biase, Bruno and Kawaguchi, Satomi (U. of Western Sydney, Australia; *Email*: B.DiBiase@uws.edu.au). **Exploring the typological plausibility of Processability Theory: Language development in Italian second language and Japanese second language.** *Second Language Research* (London, UK), **18**, 3 (2002), 274−302.

This article aims to test the typological plausibility of ProcessabilityTheory (PT). This is 'a theory of processability of grammatical structures... [which] formally predicts which structures can be processed by the learner at a given level of development' (Pienemann, 1998). Up till now the theory has been tested mainly for Germanic languages, while here it is proposed to test it for two typologically different languages, Italian and Japanese. Language specific predictions for these two languages are derived from PT, and the structures instantiating them are described within a Lexical Functional Grammar framework.The occurrence and distribution of relevant structures are then analysed in empirical, naturalistic data produced by adult learners. To test whether PT is typologically plausible, the article demonstrates the following points for Japanese and Italian: (a) the notion of 'exchange of grammatical information' is a productive concept for typologically different languages; and (b) predictions that can be derived from the general architecture of the theory for specific languages is borne out by empirical observation.

03−294   Dimroth, Christine (Max Planck Inst. for Psycholinguistics, Nijmegen, The Netherlands; *Email*: christine.dimroth@mpi.nl). **Topics, assertions, and additive words: How L2 learners get from information structure to target-language syntax.** *Linguistics* (Berlin, Germany), **40**, 4 (2002), 891−923.

This article compares the integration of topic-related additive words at different stages of untutored second language (L2) acquisition. Data stem from an 'additive-elicitation task' designed to capture topic-related additive words in a context at the same time controlled for the underlying information structure and nondeviant from other kinds of narrative discourse. The distinction between stressed and nonstressed forms of the German scope particles and adverbials *auch* 'also', *noch* 'another', *wieder* 'again', and *immer noch* 'still' is related to a uniform, information-structure-based principle: the stressed variants have scope over the topic information of the relevant utterances. It is then the common function of these additive words to express the additive link between the topic of the present utterance and some previous topic for which the same state of affairs is claimed to hold. This phenomenon has often

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been referred to as 'contrastive topic', but contrary to what this term suggests, these topic elements are by no means deviant from the default in coherent discourse. In the underlying information structure, the validity of some given state of affairs for the present topic must be under discussion. Topic-related additive words then express that the state of affairs indeed applies to this topic, their function therefore coming close to the function of assertion marking. While this functional correspondence goes along with the formal organisation of the basic stages of untutored L2 acquisition, its expression brings linguistic constraints into conflict when the acquisition of finiteness pushes learners to reorganise their utterances according to target-language syntax.

03—295   Duffield, Nigel (McGill U., Canada), **White, Lydia, Bruhn de Garavito, Joyce, Montrul, Silvina and Prévost, Philippe. Clitic placement in L2 French: Evidence from sentence matching.** *Journal of Linguistics* (Cambridge, UK), **38**, 3 (2002), 487—525.

This paper argues in favour of the *No Impairment Hypothesis*, whereby second language (L2) functional categories, features and feature values are attainable, and against the *No Parameter Resetting Hypothesis*, according to which L2 learners are restricted to L1 categories and features, as well as against the *Local Impairment Hypothesis*, which claims that the interlanguage grammar is characterised by inert feature values. An online experiment was conducted, investigating adult learners' knowledge of properties relating to clitic projections. Advanced learners of French (L1s English and Spanish), together with a native speaker control group, were tested on a variety of constructions involving clitics by means of the *Sentence Matching* procedure. L2 learners distinguished in their response times between certain kinds of grammatical and ungrammatical clitic placement, as did the native-speaker controls, suggesting the attainability of L2 properties distinct from the L1.

03—296   Francis, Norbert (Northern Arizona U., USA; *Email*: norbert.francis@nau.edu). **Literacy, second language learning, and the development of metalinguistic awareness: A study of bilingual children's perceptions of focus on form.** *Linguistics and Education* (New York, USA), **13**, 3 (2002), 373—404.

This study reports findings from an assessment of bilingual children's editing and correction strategies as applied to writing samples produced in response to a structured composition task. A total sample of 479 attempts at editing/correction was recorded and analysed for the purpose of describing what appear to be developmental tendencies across the elementary grades. The 45 subjects from a bilingual indigenous community in Central Mexico were also evaluated on a series of academic language and literacy tasks,

as well as an assessment of metalinguistic awareness related to the two languages which they speak or understand (Spanish and Náhuatl). The article examines the relationship among factors related to bilingual proficiency, literacy learning, and the development of metalinguistic awareness. Findings of the study are generally compatible with the view that both literacy and second language learning will find important points of support in conscious attention to language patterns.

03—297   Gamper, Johann (Free U. of Bozen, Italy; *Email*: judith.knapp@eurac.edu) **and Knapp, Judith. A review of intelligent CALL systems.** *Computer Assisted Language Learning* (Lisse, The Netherlands), **15**, 4 (2002), 329—42.

Computer-assisted language learning (CALL) is a research field which explores the use of computational methods and techniques as well as new media for language learning and teaching. Recently, an increasing number of language learning systems have begun to adopt Artificial Intelligence techniques. This paper provides an overview of intelligent CALL. The most advanced systems have been investigated and classified along five dimensions: supported languages, Artificial Intelligence techniques, language skills, language elements, and availability. The paper also offers a discussion of outstanding problems that need further research in order to exploit the full potential of intelligent technologies in language learning environments.

03—298   Gavruseva, Elena (U. of Iowa, USA; *Email*: elena-gavruseva@uiowa.edu). **Is there primacy of aspect in child L2 English?** *Bilingualism: Language and Cognition* (Cambridge, UK), **5**, 2 (2002), 109—30.

This article investigates whether the Aspect-before-Tense Hypothesis (Antinucci & Miller, 1976; Shirai & Andersen, 1995) accounts for the acquisition of tense-aspect morphology in child second language (L2) English. The main question addressed is whether early uses of tense-aspect inflections can he analysed as a spell-out of semantic/aspectual features of verbs (such as punctuality, telicity, durativity, etc.). The data are drawn from a detailed longitudinal study of an eight-year-old Russian-speaking child who was acquiring English as L2 in the USA. It is first shown that the emergence of tense-aspect morphology patterns by aspectual verb class. However, contrary to the Aspect-before-Tense Hypothesis, it is argued that the acquisition patterns cannot be attributed to 'defective' tense, nor do they reflect the spell-out of aspectual features. A new approach to the data is developed that proposes underspecification of the syntactic aspectual head in early L2 child grammar.

03—299   Geeslin, Kimberly L. (Indiana U., USA; *Email*: kgeeslin@indiana.edu). **The acquisition of Spanish copula choice and its relationship to**

language change. *Studies in Second Language Acquisition* (New York, USA), **24**, 3 (2002), 419—50.

This paper argues that crossing the boundaries between sociolinguistics and second language acquisition (SLA) is essential to both fields of study. Specifically, data collected in an investigation of the SLA of copula choice by 77 English-speaking learners of Spanish are examined in term of similarities to data collected in studies of language change. The variables used to analyse these data, Frame of Reference and Susceptibility to Change, have been shown to be useful for examining the process of the extension of *estar* to new [copula + adjective] contexts from a sociolinguistic perspective. The application of these variables to SLA data allows an investigation of the mirror-image relationship predicted to exist between the process of language loss and the process of language acquisition.

03—300   Ghaith, G. M. (American U. of Beirut, Lebanon; *Email*: gghaith@aub.edu.lb). **The relationship between cooperative learning, perception of social support, and academic achievement.** *System* (Oxford, UK), **30**, 3 (2002), 263—73.

This article reports on an investigation into the relationship between cooperative learning, perceptions of classroom social support, feelings of alienation from school, and the academic achievement of university-bound learners of English as a Foreign Language (EFL). Participants were 73 males, 63 females, and one participant with missing gender data, enrolled in 10 sections of an introductory English course at a private university in Lebanon. They completed a modified version of the Classroom Life Measure [Johnson & Johnson, *Journal of Social Psychology* **120** (1983), 77], and their responses were correlated with their academic achievement. Whereas the analysis of the data revealed that cooperative learning and the degree of academic support provided by teachers are positively correlated with achievement, learners' feelings of alienation from school were found to be negatively correlated with achievement. Likewise, the analysis revealed that cooperative learning is positively correlated with the perceived degrees of academic and personal support provided by teachers and peers, but not correlated with the feelings of alienation from school.

03—301   Golato, Peter (U. of Illinois, Urbana-Champaign, USA; *Email*: pgolato@uiuc.edu). **Word parsing by late-learning French-English bilinguals.** *Applied Psycholinguistics* (Cambridge, UK), **23**, 3 (2002), 417—46.

Previous research conducted with early learning French–English bilinguals suggests that, at the individual word level, the development of segmentation is best characterised in terms of a parameter-setting theory of language acquisition in which French segmentation is marked relative to English segmentation. The present

study, which is conducted with late learning French–English bilinguals, finds evidence for parameter setting but with a directionality of markedness opposite that found by others. Support in favour of these findings is discussed.

03—302   Gorostiaga, Arantxa and Balluerka, Nekane (U. of the Basque Country; *Email*: pspgomaa@ss.ehu.es). **The influence of the social use and the history of acquisition of Euskera on comprehension and recall of scientific texts in Euskera and Castilian.** *Language Learning* (Malden, MA, USA), **52**, 3 (2002), 491—512.

This study examined the influence of the social use and the history of acquisition of Euskera (the Basque language) on comprehension and recall of two versions (Euskera-Castilian) of a scientific text read by bilingual high school and college students. Comprehension was measured by performance on an inferential task and recall by efficiency on a test that assessed recognition of essential and supplementary information in the text. Results suggested that both extensive social use and an active history of acquisition of a language improve the level of comprehension of a text written in that language. However, neither factor facilitated the recognition of essential information in the text. The possible implications of these results for education are discussed.

03—303   Hada, Yoshiaki, Ogata, Hiroaki and Yano, Yoneo (Tokushima U., Japan; *Email*: hada@is.tokushima-u.ac.jp). **Video-based language learning environment using an online video-editing system.** *Computer Assisted Language Learning* (Lisse, The Netherlands), **15**, 4 (2002), 387—408.

Unlike most videoconferencing systems, the new system described here has been developed to allow sessions between a native English teacher and a non–native second language learner to be recorded and edited for later reuse as a teaching aid, thus enhancing explanations and comments about pronunciation and intonation. To develop easy-to-use tools for adding such enhancements, a new paradigm called video correction is implemented so that the learner can understand the teacher's comments as if they were corrections on paper. The prototype system, called Viclle (Videobased Communicative Language Learning System), supports both a teacher (a native English speaker) and a learner (non–native speaker) with video correction and communication. A new XML schema, called VCML (Video-based Correction Markup Language), is exploited to represent pedagogical correction essentially in a compact text format so that both teacher and learner can communicate through email without sending video files back and forth. In addition, VCML relates the teacher's corrections to the video with links, and includes the learner's feedback — the teacher and the learner can therefore communicate with each other by using the VCML document only.

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03—304 Håkansson, Gisela (U. of Lund, Sweden; *Email*: Gisela.Hakansson@ling.lu.se), **Pienemann, Manfred and Sayehli, Susan. Transfer and typological proximity in the context of second language processing.** *Second Language Research* (London, UK), **18**, 3 (2002), 250—73.

In this article, the issue of cross-linguistic influence in second language acquisition is examined from a processing perspective. Applying Processability Theory as the theoretical framework, it is claimed that second language (L2) learners can only produce forms they are able to process. It is thus argued that the first language (L1) influence on the L2 is developmentally moderated. Data were collected from German L2 learners with Swedish as their L1. Twenty informants participated in the study, 10 in their first year of German (13 years of age) and 10 in their second (14 years of age). Both languages involved are typologically very close but not mutually intelligible. The results show that Swedish learners of German do not transfer the verb-second structure from their L1 to the L2 even though this structure is identical in both languages. Instead they start out with canonical word order and subsequently produce an intermediate structure (adv NP$_{subj}$ V X) which is ungrammatical in the L1 and the L2. These observations support the idea of developmentally moderated transfer. The results clearly contradict the predictions from the 'full transfer/full access' hypothesis (Schwartz & Sprouse, 1994, 1996).

03—305 Hatasa, Yukiko Abe (U. of Iowa, USA; *Email*: yukiko-hatasa@uiowa.edu). **The effects of differential timing in the introduction of Japanese syllabaries on early second language development in Japanese.** *The Modern Language Journal* (Malden, MA, USA), **86**, 3 (2002), 349—67.

The purpose of this study was to investigate whether a time lag in the introduction of Japanese syllabaries makes a difference in the early second language acquisition of Japanese. Two groups of native speakers of English, an experimental (lag) group and a control (nonlag) group, participated in this study. The difference between these groups was the amount of time (eight weeks) that elapsed before syllabaries were introduced into their respective Japanese curricula. The two groups were equivalent in terms of demographic characteristics, and the instructors, instructional materials and methods were identical. The results of two post-tests showed no significant differences between the experimental and control groups. Thus, the timing of the introduction of syllabaries may not be as significant an issue as has been previously thought.

03—306 Hsiao, Tsung-Yuan (Nat. Taiwan Ocean U., Republic of China; *Email*: tyhsiao@mail.ntou.edu.tw) **and Oxford, Rebecca L. Comparing theories of language learning strategies: A confirmatory factor analysis.** *The Modern Language Journal* (Malden, MA, USA), **86**, 3 (2002), 368—83.

This study compared classification theories of language learning strategies. Results from confirmatory factor analysis (CFA) of the data measured by the English Second/Foreign Language (ESL/EFL) version of the Strategy Inventory for Language Learning and collected from 517 college EFL learners indicated that, of the strategy theories examined, Oxford's six-factor strategy taxonomy is the most consistent with learners' strategy use, although this model did not produce a fully adequate fit to the data. The findings suggest that other possible approaches to strategy classification should be considered. These approaches include (a) differentiating strategies for using a language ('language use strategies') from strategies for learning it ('language learning strategies'), (b) recognising the importance of the learning environment, (c) slightly modifying the prevalent strategy classification theories by reclassifying particular strategies, (d) ensuring that the language skills are obvious in each strategy item, and (e) creating a task-based strategy inventory. This study also illustrates how CFA can be applied to the comparison of current strategy theories.

03—307 Hu, Guangwei (Nat. Inst. of Ed., Nanyang Technological U., Singapore; *Email*: gwhu@nie.edu.sg). **Psychological constraints on the utility of metalinguistic knowledge in second language production.** *Studies in Second Language Acquisition* (New York, USA), **24**, 3 (2002), 347—86.

This paper reports on a study designed to investigate psychological factors that affect access to metalinguistic knowledge in second language (L2) production. Based on previous cognitive and psycholinguistic research, it was hypothesised that real-time access to metalinguistic knowledge would be largely determined by three interacting factors: attention to form, processing automaticity, and linguistic prototypicality (i.e., whether a rule concerns a central or peripheral use of a target structure). The subjects were 64 adult Chinese learners of English. A verbalisation task was used to assess their metalinguistic knowledge about 12 target uses, and a judgement test was administered to determine the relative prototypicality of these uses. Attention to form was operationalised by two consciousness-raising tasks and by time pressure. Analyses of the subjects' output on writing and error-correction tasks revealed significantly greater grammatical accuracy for more prototypical uses and on tasks that allowed more attention to form. There was also a significant interaction between prototypicality and attention to form, suggesting the influence of processing automaticity. These results are taken as evidence that there are major psychological constraints on the utility of metalinguistic knowledge in L2 performance.

03—308 Hulstijn, Jan (U. of Amsterdam, The Netherlands; *Email*: hulstijn@hum.uva.nl). **Towards a unified account of the representation, processing and acquisition of second language**

Language learning

This article argues for the need to reconcile symbolist and connectionist accounts of (second) language learning by propounding nine claims, aimed at integrating accounts of the representation, processing and acquisition of second language (L2) knowledge. Knowledge representation is claimed to be possible both in the form of symbols and rules and in the form of networks with layers of hidden units representing knowledge in a distributed, subsymbolic way. Implicit learning is the construction of knowledge in the form of such networks. The strength of association between the network nodes changes in the beginning stages of learning with accumulating exposure, following a power law (automatisation). Network parts may attain the status equivalent to 'symbols'. Explicit learning is the deliberate construction of verbalisable knowledge in the form of symbols (concepts) and rules. The article argues for a nonnativist, emergentist view of first language learning and adopts its own version of what could be called a non–interface position in L2 learning: although explicit knowledge cannot turn into implicit knowledge through practice, it is argued that explicit learning and practice often form efficient ways of mastering an L2 by creating opportunities for implicit learning.

03—309   Itakura, Hiroko (The Hong Kong Polytechnic U.; *Email*: eghiroko@polyu.edu.hk). **Gender and pragmatic transfer in topic development.** *Language, Culture and Curriculum* (Clevedon, UK), **15**, 2 (2002), 161—83.

It is well established that gender influences second–language (L2) acquisition. However, there has been little research on the role of gender in pragmatic transfer. This study examines whether gender influences pragmatic transfer of topic development behaviour in informal conversation by focusing on Japanese learners of English. Because their L1 (Japanese) norms of speaking are strongly affected by gender, transfer of these norms into L2 (English) context may mean that Japanese female learners are denied learning opportunities, and that both male and female Japanese learners are constrained to gender-specific modes of interaction instead of fully exploring a broader range of L2 uses. The same tendency may be found in other cultures, although to varying degrees. This quantitative-qualitative analysis of paired L1 and L2 mixed-gender conversations suggests that learners are indeed constrained to gender–specific modes of interaction — i.e., male self-oriented and female other-oriented conversational styles and strategies — in both L1 and L2. It also reveals that gender-related conversational styles may have different levels of transferability, leading to the male speakers' reduced dominance in L2, as their strategies require more advanced interactional skills in L2.

03—310   Jarvis, Scott (Ohio U., USA; *Email*: jarvis@ohio.edu). **Topic continuity in L2 English**

Much of the research on second language (L2) article acquisition has investigated the effects of semantic, syntactic, and discourse universals on the systematicity and variability of learners' article use. The present paper looks at systematicity from the combined perspective of two putative discourse universals related to topic continuity that have been addressed only separately in past studies: the tendency to mark the distinction (a) between topics and comments and (b) between new, continuous, and reintroduced NP referents. The study examines how well these discourse universals account for the patterns of article use and non-use found in narratives written by 199 Finnish-speaking and 145 Swedish-speaking adolescent learners of English. The quantitative results of the study cast some doubt on learners' sensitivity to the topic-comment distinction and also suggest that learners' tendency to mark distinctions between new, continuous, and reintroduced NP referents is influenced by the prominence of such distinctions in the first language. The quantitative results are supported by a qualitative analysis of a subset of the data which suggests numerous other elements that are needed to characterise the systematicity of individual learners' interlanguage article systems.

03—311   Jung, Udo O. H. (U. of Bayreuth, Germany; *Email*: hmejung@gmx.de). **An international bibliography of computer-assisted language learning: Fifth instalment.** *System* (Oxford, UK), **30**, 3 (2002), 349—98.

In continuation of previous efforts to document the development of Computer–Assisted Language Learning (CALL), both internationally and multilingually, this collection presents a total of 558 entries. Most of them derive from post–1997 journal articles and book publications, but publications which came to the author's notice belatedly have also been included here to present the overall picture as completely as possible. In the end, more than 50 national and international journals were searched for this compilation. As for target languages the following are included in descending order of magnitude: English (146 entries), German (93) French (73), Spanish (14), Japanese (13), Latin (13), Ancient Greek (4), Italian (4), Dutch (3), Arabic (2), Chinese (2), Portuguese (2), Danish (1), Russian (1), and Thai (1). All parts taken together, this international bibliography comprises in total more than 4600 entries.

03—312   Kim, Daejin (Hansei U., Republic of Korea; *Email*: daejkim@chollian.net) **and Hall, Joan Kelly. The role of an interactive book reading program in the development of second language pragmatic competence.** *The Modern Language Journal* (Malden, MA, USA), **86**, 3 (2002), 332—48.

The development of pragmatic competence in another language is significant to second (L2) and foreign

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language learners' ability to communicate successfully in the target language Although a great deal of research has focused on defining and comparing the content of pragmatic competence across culture groups, far less attention has been given to examining its development. This study is a partial response to this gap. The purpose of the study was to investigate the connection between Korean children's participation in an interactive book reading programme and their development of pragmatic competence in English. It was found that their participation led to significant changes over a four-month period in the mean number of words, utterances, and talk management features as measured by the changes in children's use of these during role play sessions. The findings suggest that participation in such reading programmes provides opportunities for the development of at least some aspects of L2 pragmatic competence.

03—313   Lee, Eun-Joo (Stanford U., USA; *Email*: eunlee@stanford.edu). **Comparing personal references in English by a native-speaking and a Korean pre-adolescent.** *English Teaching* (Korea), **57**, 3 (2002), 125—43.

This study investigates the linguistic means by which a Korean English as a Second Language (ESL) speaker and a native speaker of English establish and maintain personal reference in spoken English discourse. The qualitative and quantitative analyses reveal that one of the striking differences lies in the speakers' ability to manage an established referent. The ESL speaker exhibits difficulties in maintaining the established referent in the context, and, as a result, the frequency of tokens for maintaining reference is lower than his tokens for establishment of reference. In addition, the ESL speaker appears to have difficulties in introducing new entities into his oral text (e.g., his use of a pronoun for the establishment of a referent). These difficulties appear to stem not only from the influence of his first language but also from naturally occurring processes in discourse development.

03—314   Lee, Lina (U. of New Hampshire, USA; *Email*: llee@hopper.unh.edu). **Synchronous online exchanges: A study of modification devices on non-native discourse.** *System* (Oxford, UK), **30**, 3 (2002), 275—88.

This paper reports the types of modification devices non-native speakers (NNSs) of Intermediate level of proficiency employed during synchronous online exchanges. A total of 34 students participated in weekly online discussions using the 'Virtual Classroom' provided by the Blackboard. The results show that requests for help (63 times), clarification checks (59 times) and self-correction (55 times) were the most commonly-used strategies for negotiation among the students. Data from the study suggest that these modification devices facilitate comprehension of input and output and enhance negotiation for both meaning and form. The rapid synchronous exchanges among NNSs tend to encourage fluency rather than accuracy. Students appeared to be interested in exchanging ideas rather than trying to correct linguistic mistakes. Despite the importance of promoting communication and fluency, which is the key for second language acquisition, students should be advised of the need to write correctly to maintain a balance between function, content, and accuracy.

03—315   Lee, Siok H. (Burnaby Sch. District & Simon Fraser U., Canada; *Email*: slee@alpha.sd41.bc.ca) **and Carey, Stephen. Explaining Chinese learners' errors in the phonological representations of Latinate derivatives in English: A psycholinguistic perspective.** *Canadian Journal of Applied Linguistics* (Ottawa, Canada), **5**, 1/2 (2002), 65—91.

Investigations of English as a Second Language (ESL) pronunciation have focused on segments, syllable structure and prosody. This study examines the phonological representations of English Latinate derivatives of 32 Cantonese speakers and 32 native speakers (NSs) from the perspectives of morphophonemics and word association. The subjects (Grade 12) performed tests on listening, pronunciation and semantic rating of word pairs. The results confirmed the hypothesis that, in the absence of analogous morphological and morphophonemic features in the first language, baseword pronunciation was the dominant error type for both learners and the NS subjects. As both groups showed comparable rates of recognition of the semantic association between morphologically related words, this recognition seems to account for the dominant error type of both ESL and NS groups.

03—316   Liontas, John I. (U. of Notre Dame, IN, USA; *Email*: jliontas@nd.edu). **Exploring second language learners' notions of idiomaticity.** *System* (Oxford, UK), **30**, 3 (2002), 289—313.

This article explores three rarely investigated issues: to what extent adult second language (L2) learners desire to learn idioms; whether they are capable of predicting their performances on various idiomatic tasks; and whether they have specific beliefs regarding matters of idiomaticity. The article reports answers to two questionnaires given to 60 third-year adult learners of Spanish, French and German. Analysis of the data showed that (1) L2 learners do want idioms to be an integral part of their language and culture training; (2) they can predict their performances on idiomatic tasks; and (3) they have very specific beliefs about the importance of learning idioms, the nature of idiomatic learning, and the strategies most likely to facilitate such learning. It is concluded that L2 instructors should introduce idioms to their students more regularly and systematically, regardless of the specific approaches they may take to idiomatic learning.

Language learning

03—317 Macintyre, Peter D. (U. Coll. of Cape Breton, Canada; *Email*: peter_macintyre@uccb.ca), **Baker, Susan C., Clément, Richard and Donovan, Leslie A. Sex and age effects on willingness to communicate, anxiety, perceived competence, and L2 motivation among junior high school French immersion students.** *Language Learning* (Malden, MA, USA), **52**, 3 (2002), 537—64.

This study involves a cross-sectional investigation of second-language (L2) communication among students in a junior high French late immersion programme. The effects of language, sex, and grade on willingness to communicate (WTC), anxiety, and perceived communication competence, on frequency of communication in French, and on the attitude and motivation variables are examined globally and at each grade level. It was found that students' L2 WTC, perceived competence, and frequency of communication in French increased from grades 7 to 8 and was maintained between grades 8 and 9, despite a drop in motivation between grades 7 and 8 and a steady level of anxiety across the three grades.

03—318 Martínez, Ana Cristina Lahuerta (U. of Oviedo, Asturias, Spain; *Email*: lahuerta@correo.uniovi.es). **Empirical examination of EFL readers' use of rhetorical information.** *English for Specific Purposes* (Amsterdam, The Netherlands), **21**, 1 (2002), 81—98.

This paper investigates the use of text structure as a tool to facilitate and improve English as a Foreign Language (EFL) students' comprehension of a text written in a foreign language. It explains the results of an experimental study carried out to analyse the relationship between use of the rhetorical organisation that a text employs, on the one hand, and the comprehension and the reproduction of information of the text on the other. Results show that it is only when reproduction and conscious recognition coincide in the reader that the structure has a positive effect on reading comprehension and reproduction of the information presented in a text. When readers do not recognise the organisation of the text (even if they reproduce it), this structure does not affect their performance. In this way, making readers aware of the rhetorical organisation becomes the first criterion for an approach to structure as a teaching instrument.

03—319 Mori, Yoshiko (Georgetown U., USA; *Email*: moriy@georgetown.edu). **Individual differences in the integration of information from context and word parts in interpreting unknown kanji words.** *Applied Psycholinguistics* (Cambridge, UK), **23**, 3 (2002), 375—97.

This study examines individual differences in the ability to integrate information from word parts and context in interpreting novel *kanji* compounds (i.e., words consisting of two or more Chinese characters). To account for different approaches that students take to infer the meanings of unfamiliar words, the study also investigates the relationship between students' beliefs about the effectiveness of using kanji and/or contextual clues and their abilities to use the clue(s). A total of 74 English-speaking college students learning Japanese inferred the meanings of unknown compounds consisting of familiar characters under three conditions (words in isolation, contextual clues only, and both). The effects of the two sources appeared additive when examined across all participants. Further analysis, however, indicated that nearly half the students did not combine the two sources and over-relied on either kanji or contextual clues. The inability to integrate information and over-reliance on kanji clues modestly but statistically significantly correlated with belief in the efficacy of an integration strategy. The combined effect of multiple sources of information, therefore, must be interpreted in terms of individual differences.

03—320 Morris, Frank A. (U. of Miami, USA). **Negotiation moves and recasts in relation to error types and learner repair in the foreign language classroom.** *Foreign Language Annals* (New York, USA), **35**, 4 (2002), 395—404.

This study assessed the provision and use of Implicit Negative Feedback in the interactional context of adult beginning learners of Spanish working in dyads (non-native speaker [NNS]-NNS) in the foreign language (FL) classroom. The relationships among error types, feedback types, and immediate learner repair were also examined. A total of 42 beginning FL learners of Spanish enrolled in two different sections of Beginning Spanish participated in the study. During regular class time, learners formed pairs and worked on the same jigsaw task. The collaborative work of all pairs was tape-recorded, transcribed, and later coded for types of error (syntactic/lexical), types of explicit/recasts/negotiation moves, and repair. Findings indicated that learners did not provide explicit negative feedback. Learners did provide and did use recasts and negotiation moves when working in NNS-NNS dyads. In addition, lexical errors favoured the negotiation of form; syntactic errors invited recasts, but differential effects were found in terms of learner repair. Negotiation moves proved more effective in immediately repairing errors than did recasts.

03—321 O'Grady, William (U. of Hawai'i, USA; *Email*: ogrady@hawaii.edu) **and Yamashita, Yoshie.** **Partial agreement in second-language acquisition.** *Linguistics* (Berlin, Germany), **40**, 5 (2002), 1011—19.

Partial agreement, which manifests itself in certain coordinate structures in English, offers an unusual opportunity to investigate the nature of the computational system employed in second language (L2) acquisition. This article reports on an experiment designed to investigate these matters for native speakers of Japanese learning English as a Second Language

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(ESL). Two groups of subjects participated: 55 native speakers of English and 98 Japanese-speaking under-graduate ESL learners. The experiment made use of a 'forced-choice' written questionnaire in which subjects were asked to select the correct form of the verb (singular vs. plural). The results suggest that, even in the absence of experience and instruction, L2 learners arrive at a system of partial agreement for English that is indistinguishable from the one employed by native speakers. This supports the view that at least certain aspects of the computational system employed for first language acquisition remain available to adult language learners.

03—322   Perdue, Clive (Université Paris VIII, France; *Email*: clive@univ-paris8.fr), **Benazzo, Sandra and Giuliano, Patrizia. When finiteness gets marked: The relations between morphosyntactic development and use of scopal items in adult language.** *Linguistics* (Berlin, Germany), **40**, 4 (2002), 849—90.

This paper investigates the acquisition of scope in second language English and French, using longitudinal data from five informants from the European Science Foundation database. The scopal items analysed are negation and additive, restrictive, and temporal items. They are found to be acquired in a fixed order, with negation preceding additive and restrictive particles (*also*, *only*, and equivalents), which in turn precede the temporal items. For these latter, forms marking the iteration of an event (*again*) are used before temporal adverbs of contrast ('TACs': *already*, *still*, *no more*). The learners studied have been independently shown to progress from a nominal utterance organisation, through an organisation based on an uninflected verb (the 'basic variety'), and on to utterances organised around a finite verb, and the placement and scopal properties of the items analysed correspond closely to this development. Items occur first in nominal utterances adjacent to the constituent they affect, then immediately before the VP or at the utterance boundary, then immediately behind the finite verb. It is only at this final stage that an item is integrated within the utterance structure while affecting a nonadjacent constituent. It is also only at this stage that TACs occur, in the same position. Two types of explanation are proposed for this correspondence between the acquisition order of the particles and the development first of VP, then of verbal morphology: (1) These particles affect the constituents available at a given point of development. The first (additive and restrictive) particles apply their meaning to NP referents and the first temporal items to be used quantify over whole events (different tokens of the same TT-Tsit relation), while TACs affect phases of an event, thus requiring an independent specification of tense, on the finite verb. (2) The development of finiteness marking is a central feature of the grammaticalisation of utterance organisation. This development strongly constrains the combinatorial possibilities of the particles within the utterance structure. The paper concludes by retracing the interaction between the development of finiteness marking and the overall organisation of learner varieties over time.

03—323   Pichette, François (U. of South Florida, USA; *Email*: pichette@chuma1.cas.usf.edu). **Second-language vocabulary learning and the additivity hypothesis.** *Canadian Journal of Applied Linguistics* (Ottawa, Canada), **5**, 1/2 (2002), 117—30.

Paivio's (1975) additivity hypothesis suggests that simultaneous stimuli from different sources enhance the recall of an item. However, little is known about the additivity of pictures and spoken words in reading conditions where participants are allowed time to generate inner speech and mental imagery. The present experiment investigates the existence of additivity in the learning of second-language concrete vocabulary by presenting up to three types of stimuli simultaneously. Participants were 50 anglophone college students learning Spanish as a second language. The results obtained suggest that, when inner speech and mental imagery occur, adding extra stimuli does not improve recall. Under these circumstances, recall seems to depend more on word length and on individual learning strategies that probably consist of mental rehearsing and linking new items to already stored information.

03—324   Raymond, Patricia M. (U. of Ottawa, Canada) **and Parks, Susan. Transitions: Orienting to reading and writing assignments in EAP and MBA contexts.** *The Canadian Modern Language Review/La Revue canadienne des langues vivantes* (Toronto, Ont.), **59**, 1 (2002), 152—80.

With the increased enrollment of non-native speakers from diverse cultural backgrounds in university programmes, researchers have begun to explore how such students cope with the academic challenges awaiting them. This paper draws on data from a two-year qualitative study of Chinese students enrolled in an English-medium Masters in Business Administration (MBA) in a Canadian university. Specifically, it focuses on how students' orientations to reading and writing assignments changed as they moved from an English for Academic Purposes (EAP) programme to their MBA courses. Drawing on genre theory and activity theory, the paper suggests how these changes were related to differences in what was valued as learning in these two contexts (i.e., the construal or epistemic motive). Although students adapted their reading and writing strategies to cope with assignments in the MBA programme, the study also suggests how historically inscribed academic practices may mitigate against students' ability to appropriate relevant literacy resources.

03—325   Schulz, Renate A. (U. of Arizona, USA). **Hilft es die Regel zu wissen um sie anzuwenden? Das Verhältnis von metalinguistischem**

Bewusstsein und grammatischer Kompetenz in DaF. [Does it help to know the rule to apply it? The relationship between metalinguistic consciousness and grammatical competence in German as a foreign language.] *Die Unterrichtspraxis/Teaching German* (Cherry Hill, NJ, USA), **36**, 1 (2002), 15—24.

This article outlines a study into the relationship between metalinguistic consciousness (linguistic knowledge) and actual linguistic use (linguistic performance). Participating in the study were 340 American students of German as a foreign language at the University of Arizona in their first and second years of German at university, together with a number of students from advanced groups. Data were obtained via a multiple-choice format questionnaire and a written two-part test, the first part requiring students to turn German phrases and partial sentences into complete sentences, the second part involving questions about an illustration (this test is included in the appendix). The results, presented in tabular form, concentrate on various syntactic constructions, e.g., the ordering of subject-verb in a simple declarative sentence, in a co-ordinating dependent clause, past tense forms, use of the dative. A figure for the respective metalinguistic competence of the various sub-groups was derived from these results, which show that even advanced learners have problems with particular structures, and that formal grammar teaching can be shown to be effective in the acquisition of metalinguistic knowledge, which in turn is expressed in actual improved language output.

03—326 Segler, Thomas M., Pain, Helen and Sorace, Antonella (U. of Edinburgh, Scotland, UK; *Email*: thomasse@dai.ed.ac.uk). **Second language vocabulary acquisition and learning strategies in ICALL environments.** *Computer Assisted Language Learning* (Lisse, The Netherlands), **15**, 4 (2002), 409—22.

The research described here investigates the role of Vocabulary Learning Strategies (VLS) in ICALL (Intelligent Computer-Assisted Language Learning) environments. Although VLS taxonomies do exist, they have been developed for traditional classroom-type learning, and tend to be incomplete in terms of strategies or factors arguably important for vocabulary learning. Based on existing taxonomies, a VLS taxonomy for an ICALL environment is developed taking these issues into account. The final taxonomy, validated by factor analysis, is evaluated by experienced language teachers in terms of being able to serve as a basis for providing ICALL teaching materials. The usefulness of a broad range of VLS in this learning environment is investigated, both in terms of perceived helpfulness and assessed growth of lexical knowledge. The taxonomy building is expected to be interleaved with an evaluation of vocabulary acquisition, which also requires that the question of how to measure and assess lexical knowledge be addressed. The design

of the learning environment is not considered in this paper.

03—327 Shehadeh, Ali (U. of Aleppo/King Saud U., Ryadh, Saudi Arabia; *Email*: ashhada@ksu.edu. sa). **Comprehensible output, from occurrence to acquisition: An agenda for acquisitional research.** *Language Learning* (Malden, MA, USA), **52**, 3 (2002), 597—647.

After over a decade of research into Swain's (1985) comprehensible output hypothesis, there is still a severe lack of data showing that learner output or output modifications have any effect on second-language (L2) learning. lzumi and Bigelow (2000) argued that this is because, in most cases, researchers assumed rather than showed whether and how output helps with language learning. This article argues that this, in turn, is because existing research on comprehensible output was mostly descriptive in nature, focusing primarily on occurrence per se rather than acquisition or whether and how output can be a source of competence in the L2. It outlines a research agenda that makes acquisitional research central to the study of comprehensible output.

03—328 Tokuda, Naoyuki (SunFlare Research and Development Center, Tokyo, Japan; *Email*: tokuda_n@sunflare.co.jp). **New developments in intelligent CALL systems in a rapidly internationalised information age.** *Computer Assisted Language Learning* (Lisse, The Netherlands), **15**, 4 (2002), 319—27.

With the advent of the rapidly spreading Internet accelerating the globalisation of every sector of the community, the ICALL (Intelligent Computer-Assisted Language Learning) system has achieved remarkable advances at various fronts, notably in the integration of voice-enabling technology and human-computer-interface-related technology. This special issue on ICALL for *Computer Assisted Language Learning* presents an up-to-date account of recent developments in the ICALL system, which plays a vital role in advancing and stabilising the global community in the information age. *[See also abstracts 03–281, 03–285, 03–289, 03–292, 03–297, 03–303, 03–326.]*

03—329 Tracy, Rosemarie (U. of Mannheim, Germany). **Growing (clausal) roots: All children start out (and may remain) multilingual.** *Linguistics* (Berlin, Germany), **40**, 4 (2002), 653—86.

This paper is concerned with problems of learnability. It speculates on how learners, with the help of Universal Grammar (UG) and a few commonsense strategies, go about discovering abstract relationships between superficially different structural formats available in the input. Far from being confused by variation, learners can use what they perceive as conflicts between UG and experience to infer new system properties. According to the multiple-roots perspective proposed here, the

monolingual child starts out like a bilingual child, i.e., with coexisting (but not arbitrary) sentential roots, eventually deciding where convergence is possible and where (as in the case of the real bilingual) it is not. The knowledge domain for which this scenario is explored is the acquisition of finite and nonfinite verb placement in German. The paper also addresses the issue of how different target languages enhance or slow down the overall process of structure building and relates this to asynchronies observed in bilingual children.

03—330   van de Craats, Ineke (U. of Nijmegen, The Netherlands; *Email*: I.v.d.Craats@let.kun.nl), **van Hout, Roeland and Corver, Norbert. The acquisition of possessive HAVE-clauses by Turkish and Moroccan learners of Dutch.** *Bilingualism: Language and Cognition* (Cambridge, UK), **5**, 2 (2002), 147—74.

This study describes how Turkish and Moroccan adults acquire Dutch possessive clauses in which the verb HAVE expresses the possessive relationship. The acquisition process is explained within the framework of recent generative theory in which HAVE-clauses are assumed to be copular locative constructions. In this theory, predicate inversion of the locative PP and incorporation of the locative P^0 into a BE–copula are the main characteristics of a possessive HAVE-clause. Assuming that all linguistic knowledge of the first language (L1) is present, L2 learners rely on it from the earliest stages, irrespective of whether this L1 knowledge is parameter-related or not. The results confirm such a 'conservation' viewpoint, which accounts for how the possessive relationship is expressed in the earliest stages and why these learners have their language-specific difficulties in discovering the target HAVE-construction. The results corroborate the conservation effect of both parametrised linguistic knowledge, viz., the strong features triggering predicate inversion, and non-parametrised knowledge, viz., knowledge of syntax, morphology and morphological realisation rules and properties of lexical items.

03—331   Verhoeven, Ludo (U. of Nijmegen, The Netherlands; *Email*: L.Verhoeven@ped.kun.nl) **and Vermeer, Anne. Communicative competence and personality dimensions in first and second language learners.** *Applied Psycholinguistics* (Cambridge, UK), **23**, 3 (2002), 361—74.

The purpose of this study was to examine the relations between communicative competence and five dimensions of personality in 241 first (L1) and second (L2) language-learning children in the Netherlands. To determine the underlying communicative competence of the L1/L2 learners of Dutch, a broad array of linguistic measures and teacher judgements were collected. Observational scales referring to the Big Five personality factors were used to characterise the children's personalities. The results showed that three basic components underlie both the mono-lingual and bilingual children's communicative competence: organisational competence, involving lexical, syntactic, discourse, and functional abilities; pragmatic competence, involving sociocultural routines and illocutionary force; and strategic competence, involving the planning and monitoring of communicative behaviour. The relations between the different dimensions of personality and the components of communicative competence revealed the following patterns to characterise L1 learners: conscientiousness and emotional stability correlated with basic organisational skills; openness to experience correlated with pragmatic competence; and a broad range of personality characteristics with the acquisition of communicative strategies. In contrast, primarily openness to experience and, to a lesser extent, conscientiousness and extraversion were found to be related to the buildup of basic organisational skills, the acquisition of pragmatic skills, and the development of monitoring strategies in L2 learners.

03—332   Wendt, Michael (U. Bremen, Germany). **Kontext und Konstruktion: Fremdsprachendidaktische Theoriebildung und ihre Implikationen für die Fremdsprachenforschung. [Context and construction: Foreign language didactic theory formation and its implications for foreign language learning.]** *Zeitschrift für Fremdsprachen-forschung* (Germany), **13**, 1 (2002), 1–62.

This paper examines the assumption that theory formation in foreign language (FL) didactics and research into FL learning should take the contexts of learning and teaching and the processes induced by them into consideration to the same extent. The information processing paradigm is discussed in order to show to what extent epistemological constructivism provides a connection between context and process and possible consequences for research into FL learning. Cognition psychology has resulted in the information processing paradigm, which is a computer-based metaphor for learning that involves data 'input' and 'output'. One possible model for learning is the network model, which is compatible with the known schema theory, in which standard situations are represented by schemata. The human brain is thought to deal with real contexts in a 'constructive' manner, and there was also a great deal of interest in the learning environment in the 1990s. The author assumes that recognition is equivalent to interpretation and that people have the ability to differentiate and generalise. Cultural differences between Germany and the US are also illustrated using the topic of 'Marriage'. By means of analysing learning and construction processes, the author concludes that constructivism can be interpreted as a consistent theory and that it forms an important alternative to the information processing paradigm.

03—333   Williams, Marion, Burden, Robert and Lanvers, Ursula (U. of Exeter, UK). **'French is the Language of Love and Stuff': Student**

perceptions of issues related to motivation in learning a foreign language. *British Educational Research Journal* (Abingdon, UK), **28**, 4 (2002), 503–28.

This article reports on an investigation into the motivation of secondary school students in the South–West of England to learn foreign languages. A questionnaire was constructed based on a model derived from the motivation literature to examine students' responses on 16 constructs related to motivation. This was administered to 228 students in years 7, 8 and 9 (ages 11–14). The analysis revealed a decrease in motivation with age, and higher levels of motivation among girls than boys. It also revealed a strikingly higher motivation to learn German than French, which was even more marked when the boys only were considered. These findings were further investigated using interviews. Both girls and boys were able to provide clear explanations for differences between the genders, as well as for the language differences. These included such aspects as French being considered feminine, it not being 'cool' for boys to be seen to make an effort at French, and the tendency for boys not to try at anything that appears to be tedious.

03–334 Wray, Alison (Cardiff U., UK; *Email*: wraya@cf.ac.uk). **Formulaic language in computer-supported communication: Theory meets reality.** *Language Awareness* (Clevedon, UK), **11**, 2 (2002), 114–31.

The author recently proposed a model of language processing in normal native speakers suggesting that speakers reap substantial benefits from storing and retrieving prefabricated utterances from memory, rather than always constructing novel ones on line. Substantial evidence from a wide range of linguistic research is consistent with the model, but independent tests of its viability would be difficult to conduct. A small number of 'natural experiments', however, provide an opportunity to gain insights into some of the parameters of the model. One such 'natural' experiment is TALK, a system of computer-supported conversation developed to promote conversational fluency in individuals unable to articulate speech clearly. The design and efficacy of TALK are explored and evaluated as a potential working model of Wray's depiction of normal language processing. TALK is demonstrated to be a valuable tool for the pursuit of language awareness, both because it demands of its users a highly developed sensitivity about how conversation works, and because it provides researchers with glimpses of a phenomenon that is normally inaccessible — language processing in action.

Reading and writing

03–335 Bacha, Nahla N. (Lebanese American U., Byblos, Lebanon; *Email*: nbacha@byblos.lau.edu). **Developing learners' academic writing skills in higher education: A study for**

educational reform. *Language and Education* (Clevedon, UK), **16**, 3 (2002), 161–77.

Second language (L2) writers are known to face problems in developing their writing skills at the university level. These problems are even more accentuated with L1 Arabic non-native speakers of English in required English composition courses. Some research has shown that with low motivation levels the process can further be a very difficult and unrewarding one for both the learner and the teacher. However, students need to develop their writing skills in order to cope with their university coursework in the medium of English. This necessitates the search for learning tasks that meet student needs in a wider educational context. This paper outlines some of the writing theories proposed by researchers that have contributed to current L2 teaching/learning classroom methodologies. Drawing upon the insights gained from these theories, one English as a Foreign Language freshman composition classroom learning experience in doing practical research with L1 Arabic non-native speakers of English is described. Results indicated that the experience was not only a very highly motivating basis for developing students' writing skills but also a valuable one for students in acquiring necessary academic research know-how. Implications are made for the teaching/learning of writing and programme development in light of the post–war educational reform in Lebanon.

03–336 Bimmel, Peter (U. van Amsterdam, The Netherlands). **Strategische lessen lernen in der Fremdsprache. [Learning strategic reading in foreign languages.]** *Zeitschrift für Fremdsprachenforschung* (Berlin, Germany), **13**, 1 (2002), 113–41.

This paper discusses how experienced readers regulate their meaning construction processes by using different reading strategies. The use and application of different reading strategies, including word meaning, skimming and exercises, is described. As over 10% of European adults have problems reading in their mother tongue, this has implications for foreign language learning. The two main functions of reading are decoding and recognition of letters and words and it is stated that the process of understanding with complex reading texts needs to be more consciously controlled. The need to increase cognitive and metacognitive competence is discussed. The author concludes that strategic learning can be productive and fun and that it is necessary to provide a broad range of different and interesting exercises for this purpose for further progress in the field of reading to occur.

03–337 Bloch, Joel (The Ohio State U., USA; *Email*: bloch.10@osu.edu). **Student/teacher interaction via email: The social context of Internet discourse.** *Journal of Second Language Writing* (Norwood, NJ, USA), **11**, 2 (2002), 117–34.

While email has been used in second language composition classrooms as a way to develop fluency, it can also be used as a means of creating and sustaining relationships, as outside the classroom. This paper examines the way students in a graduate-level English as a Second Language course used email on their own initiative to interact with their instructor. The paper examines 120 email messages received by the instructor during the course and categorises them into four areas: (1) phatic communion, (2) asking for help. (3) making excuses, and (4) making formal requests. From these categories, representative samples were chosen to illustrate what rhetorical strategies the writers used to achieve their purpose for sending the email messages. The results show that the students were able to employ a wide variety of rhetorical strategies to interact with their instructor outside of the traditional classroom setting. For these students, email seemed to be an important means for interacting with their instructor. Moreover, the students exhibited a good ability to switch between formal and informal language, depending on the rhetorical context of the message.

03—338   Kobayashi, Hiroe (Hiroshima U., Japan; *Email*: hkobaya@hiroshima-u.ac.jp) **and Rinnert, Carol. High school student perceptions of first language literacy instruction: Implications for second language writing.** *Journal of Second Language Writing* (Norwood, NJ, USA), **11**, 2 (2002), 91—116.

The overall goal of this study is to clarify the nature of Japanese students' first language (L1) writing experience and instruction in high school to help university second language (L2) English writing teachers understand their students' needs. Building on the results of a previous large-scale questionnaire study of Japanese ($N = 389$) and American students ($N = 66$), this interview study attempts to gain insight into Japanese L1 literacy instruction in high school through individual students' experiences. The questionnaire study had indicated that Japanese high school language classes provide significantly more instruction in reading than writing and significantly less emphasis on writing than American classes. However, analysis of the data from in-depth interviews ($N = 21$) presented here reveals a more complex picture. Most notably, many Japanese high schools provide intensive writing instruction and practice, outside of regular Japanese classes, to help increasing numbers of individual students prepare for essay writing on university entrance exams. The results of the study call into question the common assumption that Japanese high school students receive little training related to L1 writing. The findings suggest specific ways for teachers to draw on students' strengths in terms of their literacy background to help them bridge the gap between their L1 and L2 writing skills.

03—339   Lee, Icy (Hong Kong Baptist U.; *Email*: icylee@cuhk.edu.hk). **Teaching coherence to ESL students: A classroom inquiry.** *Journal of Second Language Writing* (Norwood, NJ, USA), **11**, 2 (2002), 135—59.

'Coherence' is traditionally described as the relationships that link the ideas in a text to create meaning for the readers. It is often regarded as a fuzzy concept which is difficult to teach and learn. This paper describes a classroom inquiry which investigated the teaching of coherence. In this study, coherence was defined in terms of a number of coherence-creating devices, and pedagogical materials were designed accordingly to teach the concept to a group of 16 English as a Second Language university students in Hong Kong. Data were collected from their pre- and post-revision drafts, think-aloud protocols during revisions, as well as post-study questionnaires and interviews. The findings suggest that at the end of the explicit teaching of coherence, students improved the coherence of their writing and directed their attention to the discourse level of texts while revising. They also felt that the teaching of coherence had enhanced their awareness of what effective writing should entail.

03—340   Lindgren, Eva and Sullivan, Kirk P. H. (Umeå U., Sweden; *Email*: lindgren@ling.umu.se). **The LS graph: A methodology for visualizing writing revision.** *Language Learning* (Malden, MA, USA), **52**, 3 (2002), 565—95.

The writing process has long been a subject for investigation. Until recently researchers have been restricted to written protocols for the analysis of writing sessions. These provide vast amounts of information from which it is impossible to create detailed mental representations of the writer's movements around the text, revision activity, or pause behaviour. Computer keystroke-logging programs, which record all keystrokes and mouse actions, facilitate the collection of quantitative data about text creation. This article presents the LS graph, a novel way of graphically representing and summarising the quantitative data collected when keystroke logging. Further, the graph can be combined with a detailed manual analysis of the individual revisions that can be undertaken by playing back the logged writing session.

03—341   Schindler, Kirsten (Universität Bielefeld, Germany). **Gemeinsames Schreiben in der Fremdsprache: Muster, Kreativität und das Glück des Autors. [Writing together in a foreign language: Models, creativity and the happiness of the author.]** *Glottodidactica* (Poznań, Poland), **28** (2002), 161—84.

This article discusses a study conducted at the universities of Bielefeld and Poznań in spring 1999. Pairs of German and Polish students − both groups students of French as a foreign language (FL) − were recorded on video as they responded to a job advertisement by means of a letter of application. The author draws

attention to the differing methods of realisation that occurred in the interaction between the various pairs of students, with a particular emphasis on the role played by a model letter, i.e., text type, and to what extent any conclusions may be of use to the field of FL teaching. The Polish students had been exposed to this particular text type in the second language before, whereas the German students had to draw on their extra-curricular experience of letters of application in completing the task. The article contains a number of commented extracts from the various interactions in a contrastive manner. A brief discussion on the levels of satisfaction/irritation experienced by the pairs ensues and the extent to which this is dependent on previous exposure to the text type.

03—342   Sullivan, Kirk and Lindgren, Eva (Uméa U., Sweden; *Email*: kirk@ling.umu.se). **Self-assessment in autonomous computer-aided second language writing.** *ELT Journal* (Oxford, UK), **56**, 3 (2002), 258—66.

This article presents the results of a study carried out in Sweden to investigate the promotion of self-assessment and reflection in the adult second language (L2) classroom. A method is proposed in which the computer is used first to record a writing session, and later to replay the entire text production in retrospective peer sessions. The method provides the students with an opportunity to look into their own composing processes both linguistically and holistically as they view and discuss the reasons behind the different actions during the writing process. Results show that, after using the method, all writers experienced useful, although different, insights into their own writing behaviours. Furthermore, this method is not restricted to an L2 environment, but is likely to be effective in other learning situations where reflection is useful for the acquisition process.

Language testing

03—343   Boyd, Kenneth and Davies, Alan (U. of Edinburgh, UK; *Email*: a.davies@ed.ac.uk). **Doctors' orders for language testers: The origin and purpose of ethical codes.** *Language Testing* (London, UK), **19**, 3 (2002), 296—322.

Accountability in language testing, as in other professions, requires openness to stakeholders. Professions are increasingly publishing a Code of Ethics which sets out the principles governing the conduct of their members. The long tradition of medicine's use of a Code of Ethics is discussed here, and the arguments in that profession with regard to openness are considered. The International Language Testing Association (ILTA) has recently agreed its own Code of Ethics. This article considers how far this Code of Ethics makes language testing an open profession and notes the dangers of face validity and of hypocrisy. The article then discusses the need for a Code of Practice to provide detailed guidance to language testers with regard to their professional

responsibilities. It is concluded that: (a) it is unlikely that an international organisation could develop one universal Code of Practice, given the demands of enforceability and relativism; and (b) the way forward may be to encourage local Codes of Practice. Caution is, however, necessary, given the possibility of tension between relativism and modernity, such that a local Code of Practice could become an alternative Code of Ethics.

03—344   Finch, Andrew Edward (Kyungpook National U., Korea; *Email*: aef@knu.ac.kr). **Ethical assessment: Implications for EFL educators in Korea.** *English Teaching* (Korea), **57**, 3 (2002), 333—51.

Language test design is often a matter of balancing conflicting elements such as ministerial policy, pedagogic principles, ethical concerns, and administrative (logistic) requirements. Recently, at least two of these components have shown some agreement in Korea, as top level policy statements have matched performance-assessment research findings, by identifying holistic and humanistic goals for language education — goals which (according to the relevant literature) can best be approached through criterion-referenced tests and authentic assessment methods (portfolios, projects, learner journals, self- and peer-assessment, learning conversations, etc.). Other more practical elements of the test-design jigsaw (e.g., testing practices and local administrative requirements), however, lag some way behind these theoretical and pedagogical advances, with norm-referenced methodologies and restrictive grading policies effectively prohibiting any attempts at authentic assessment and succeeding only in demotivating language teachers and students. This paper therefore sets out to discuss the gap between ethical principles and prescribed assessment parameters in universities in Korea, and concludes that ministerial policies and validated research findings can no longer be put aside for the sake of logistical convenience.

03—345   Huibregtse, Ineke (Utrecht U., The Netherlands; *Email*: i.huibregtse@ivlos.uu.nl), **Admiraal, Wilfried and Meara, Paul. Scores on a yes-no vocabulary test: Correction for guessing and response style.** *Language Testing* (London, UK), **19**, 3 (2002), 227—45.

The use of yes-no tests seems to be a promising method for measuring the size of receptive vocabulary knowledge of learners of a foreign language. Items in a yes-no test each consist of either a word or a pseudoword. Participants are asked to indicate whether or not they know the meaning of these words. This article attempts to tackle the problem of determining a meaningful score for this type of test. Such a score should contain correction for guessing as well as for participants' response style. Three possible methods are discussed, but none of these measures appear to apply this type of correction. Signal Detection Theory is

applied and a new, more accurate index is suggested. Based on theoretical as well as empirical considerations, recommendations are made about the choice for the index to be used in a yes-no vocabulary test.

03—346 Lumley, Tom (Hong Kong Polytechnic U.; *Email*: egluml@polyu.edu.hk). **Assessment criteria in a large-scale writing test: What do they really mean to the raters?** *Language Testing* (London, UK), **19**, 3 (2002), 246—76.

The process of rating written language performance is still not well understood despite a body of work investigating this issue over the last decade or so. The purpose of this study is to investigate the process by which raters of texts written by ESL learners make their scoring decisions using an analytic rating scale designed for multiple test forms. The context is the Special Test of English Proficiency (*step*), which is used by the Australian government to assist in immigration decisions. Four trained, experienced and reliable *step* raters took part in the study, providing scores for two sets of 24 texts. Data show that, although raters follow a fundamentally similar rating process in three stages, the relationship between scale contents and text quality remains obscure. The study demonstrates that the task raters face is to reconcile their impression of the text, the specific features of the text, and the wordings of the rating scale, thereby producing a set of scores. The rules and the scale do not cover all eventualities, forcing the raters to develop various strategies to help them cope with problematic aspects of the rating process. In doing this they try to remain close to the scale, but are also heavily influenced by the complex intuitive impression of the text obtained when they first read it. This sets up a tension between the rules and the intuitive impression, which raters resolve by what is ultimately a somewhat indeterminate process. In spite of this tension and indeterminacy, rating can succeed in yielding consistent scores provided raters are supported by adequate training, with additional guidelines to assist them in dealing with problems. Rating requires such constraining procedures to produce reliable measurement.

03—347 O'Sullivan, Barry (U. of Reading, UK; *Email*: b.e.osullivan@reading.ac.uk). **Learner acquaintanceship and oral proficiency test pair-task performance.** *Language Testing* (London, UK), **19**, 3 (2002), 277—95.

This paper explores the effect on pair-task performance of test-takers' familiarity with their partner. O'Sullivan (2000), like McNamara (1996), sees test performance as being affected by a number of factors, related to the test-taker, the interlocutor and the task. Evidence from the psychology literature, and anecdotal evidence from language learners and teachers, suggests that familiarity with one's partner in an interactive task might positively affect performance, although in the only published study to date, Porter (1991) found no evidence to

support this hypothesis. In the present study, a group of 32 Japanese learners performed a series of three tasks (personal information exchange, narrative, and decision making), once with a friend, and again with a person not known to them. All performances were videorecorded, awarded scores by trained raters and transcribed for analysis. Results suggest evidence of an 'acquaintanceship' effect, with subjects achieving higher scores when working with a friend. However, analysis of the language suggests that there is no effect on linguistic complexity, and that there is a sex-of-interlocutor by acquaintanceship interaction effect for accuracy. These results appear to support findings in the literature on second language acquisition, which suggest that learners vary their language when interacting with familiar or unfamiliar speakers, although they contradict the findings of Porter. Despite its limitations, the results of this study confirm that any test format that employs tasks requiring interaction between individuals is in need of urgent and extensive study.

03—348 Qian, David D. (Hong Kong Polytechnic U.; *Email*: David.Qian@polyu.edu.hk). **Investigating the relationship between vocabulary knowledge and academic reading performance: An assessment perspective.** *Language Learning* (Malden, MA, USA), **52**, 3 (2002), 513—36.

This study was conducted in the context of Test of English as a Foreign Language (TOEFL) 2000 research to conceptually validate the roles of breadth and depth of vocabulary knowledge in reading comprehension in academic settings and to empirically evaluate a test measuring three elements of the depth dimension of vocabulary knowledge, namely, synonymy, polysemy, and collocation. A vocabulary size measure and a TOEFL vocabulary measure were also tested. The study found that the dimension of vocabulary depth is as important as that of vocabulary size in predicting performance on academic reading and that scores on the three vocabulary measures tested are similarly useful in predicting performance on the reading comprehension measure used as the criterion. The study confirms the importance of the vocabulary factor in reading assessment.

03—349 Saif, Shahrzad (Université Laval, Canada; *Email*: shahrzad.saif@lli.ulaval.ca). **A needs-based approach to the evaluation of the spoken language ability of international teaching assistants.** *Canadian Journal of Applied Linguistics* (Ottawa, Canada), **5**, 1/2 (2002), 145—67.

This study addresses the problem of appropriately assessing the spoken language ability of non-native graduate students functioning as international teaching assistants (ITAs) in English-speaking environments in general and that of a Canadian university in particular. It examines the problem with reference to the needs of ITAs in actual contexts of language use in the light of two validity standards of 'authenticity' and

'directness' (Messick, 1989) and the model of language testing proposed by Bachman & Palmer (1996). The paper summarises the results of a needs assessment carried out among three major groups of participants at the University of Victoria: administrators and graduate advisors, undergraduate students and the ITAs themselves. Test constructs are then formulated based on the results of the needs analysis. It is also shown how test constructs are translated into the communicative task types that would involve ITAs in performances from which inferences can be made with respect to their language abilities. Finally, the resulting assessment device and its rating instrument together with an account of the pilot administration of the test are introduced. Conclusions have been drawn with respect to the reliability and practicality of the test.

03—350   Wolter, Brent (Hokkaido U., Japan; *Email*: wolter@ilcs.hokudai.ac.jp). **Assessing proficiency through word associations: Is there still hope?** *System* (Oxford, UK), **30**, 3 (2002), 315—29.

This study investigates whether it may still be possible to develop a word association test as a means of assessing proficiency in a foreign language, despite the findings of past studies. To this effect, a muiltiple response word association test was constructed with careful consideration of prompt words as its defining criterion. In addition, a new and simpler method for calculating weighted stereotype scores for responses was used. This test was administered to a group of learners, and the scores were correlated with C-test scores. In addition, the test was given to a control group of native speakers. The results indicated only moderate support for the notion that a word association test can function to assess proficiency, consistent with the findings of past studies. In view of these results, further suggestions for revisions to the word association proficiency test are made in the hope that eventually a more effective test can be developed.

Teacher education

03—351   Cooper, Thomas C. (The U. of Georgia, USA). **An ESOL methods course in a Latino neighbourhood.** *Foreign Language Annals* (New York, USA), **35**, 4 (2002), 414—26.

This article describes a model for situating a methods course in English for speakers of other languages (ESOL) in a Spanish-speaking community. The methods course had two specific goals: (1) to organise ESOL classes for children and adults in a Latino neighborhood that serve as a practicum for university students working for an ESOL teaching endorsement, and (2) to include a service-learning project in the methods course so that the university students can become acquainted with the milieu of the children growing up in a Latino community. While it is not a difficult task to place an ESOL methods course in an ethnic neighborhood, the amount of planning and organisation required exceeds to some degree the preparation necessary for

a traditional university course held on campus. The rewards, however, far outweigh the extra effort, because the university students benefit from gaining actual ESOL teaching experience as they learn about an ethnic neighborhood, and the community residents benefit from the collaboration between the university and their neighbourhood.

03—352   Doering, Aaron (U. of Minnesota, USA; *Email*: adoering@umn.edu) **and Beach, Richard. Preservice English teachers acquiring literacy practices through technology tools.** *Language Learning and Technology* (http://llt.msu.edu/), **6**, 3 (2002), 127—46.

This study analyses the uses of various technologies to enhance literacy practices within a multi-genre writing project involving pre-service teachers and middle school students. Twenty-seven English pre-service teachers, simultaneously enrolled in a methods and a technology course, collaborated with middle school students using asynchronous Web discussion to develop hypermedia projects that fostered and promoted the use of technology as a tool. These tools mediated the uses of various literacy practices within the larger activity system of teacher education, whose object is to assist teachers to acquire those practices involved in working effectively with students. Qualitative data were collected through analysing preservice teachers' development of *Storyspace* hypermedia projects, the use of asynchronous discussion with their middle school students, and participation on a *WebCT* bulletin-board discussion. The hypermedia productions with middle school students helped the preservice teachers learn how to model the literacy practices of making intertextual or hypertextual links. The Web-based communication with students helped preservice teachers develop relationships with students in the absence of face-to-face interaction. And, through participation in the *WebCT* bulletin board, preservice teachers employed different literacy practices ranging from the display of spontaneous thinking to engaging in word/role play.

03—353   Hedgcock, John S. (Monterey Inst. of Internat. Studies, CA, USA; *Email*: john.hedgcock@miis.edu). **Toward a socioliterate approach to second language teacher education.** *The Modern Language Journal* (Malden, MA, USA), **86**, 3 (2002), 299—317.

This article proposes that effective language teacher preparation should facilitate candidates' access to the shared knowledge, discursive practices, and instructional processes of language teaching (LT) as an inherently disparate discipline. Whereas the reflective orientation widely embraced in North American teacher education programmes should be preserved, reflective practice should be promoted within a socioliterate framework. The author explores the position that teacher education

must be grounded partly (though not exclusively) in what is commonly called 'theory,' but that this theoretical dimension should be developed by systematically examining socioeducational practices. A genre-based, socio-rhetorical approach to LT discourse, it is argued, can build candidates' awareness of knowledge-construction practices, enhance their declarative knowledge, and develop their professional skills. By modelling analytic and reflective processes that focus on disciplinary knowledge, teacher education can help LT candidates to shape their own professional literacies, enabling them to participate meaningfully in the profession's many conversations.

03—354 Rymes, Betsy (The U. of Georgia, Athens, USA). **Language in development in the United States: Supervising adult ESOL preservice teachers in an immigrant community.** *TESOL Quarterly* (Alexandria, VA, USA), **36**, 3 (2002), 431—52.

Literature on globalisation and language teaching generally points to the potential of English to be simultaneously a colonising threat to language and culture and a resource for economic opportunity and social change. This conflict translates into a dilemma for English language teachers and for professors who teach methods classes. This article discusses a teacher educator's journey through these issues by documenting curricular innovation in an adult methods course for the teaching of English to speakers of other language (ESOL) for preservice teachers. In the course, preservice teachers engaged with the community by spending the majority of course time in the community of the language learners, that is, in the homes of a Spanish-speaking community of primarily Mexican immigrants in the south-eastern United States. By taking part in the community of English language learners and by developing an appreciation for the Spanish language and for the customs and quality of life there, the preservice teachers attained the resources and knowledge to teach English from a critical perspective. The reflections of these novice teachers suggest that practice in the context within which language teaching effects development can provide preservice teachers some of the experience necessary to think through their role in this process.

03—355 Skinner, Barbara (U. of Ulster, Northern Ireland; *Email*: B.Skinner@ulst.ac.uk). **Moving on: From training course to workplace.** *ELT Journal* (Oxford, UK), **56**, 3 (2002), 267—72.

This paper reflects on the evolution of the professional careers of teachers of English as a Foreign Language (EFL), specifically focusing on the difficulties experienced by native-speaker teachers when they move from a period of teacher education into the private sector workplace. The paper suggests that positive teacher development does not always take place after a period of teacher education because of the tension which exists between the culture of the training centre and the culture of the workplace. A number of ways are suggested in which teacher education courses can prepare trainees for their place of work. Teacher education is considered at both pre-service and inservice levels. The issues examined reflect the author's personal experience, and focus specifically on native-speaker teachers working in commercial schools. However, they may well also be relevant in other teaching contexts.

03—356 Spodark, Edwina (Hollins U., Virginia, USA). **The Tek.Xam as a framework for preservice foreign language teacher technology training.** *Foreign Language Annals* (New York, USA), **35**, 4 (2002), 427—36.

At the undergraduate level, preservice training for future foreign language (FL) teachers usually consists of a one-semester course taken before student teaching. Given the enormous quantity of material a student must cover in the preservice course, this article suggests two essential questions: What educational technology components should be incorporated into that limited time? What criteria should be used to organise the lessons on technology so that students can apply them immediately in real-world classroom situations? The article offers the Tek.Xam, a national standard in technical literacy developed by the Virginia Foundation for Independent Colleges, as the framework for six technology modules that are integrated into a representative undergraduate FL methodology class.

03—357 Takaki, Nobuyuki (Kumamoto U., Japan). **PIGATE: Affecting EFL teacher education change from the grassroots level in Japan.** *The Teacher Trainer* (Canterbury, UK), **16**, 1 (2002), 5—10.

In Japan, bottom-up teacher development is difficult to initiate because of traditional hierarchical structures which have also inhibited collaborative teacher learning. However, in 'PIGATE', a Japanese grassroots English teacher education programme, participating teachers, students and teacher educators, without government funding or support, have collaboratively engaged in monthly professional development sessions and published newsletters and journals since 1993. This article reports on PIGATE in terms of its origin, its objectives of raising teacher awareness of implicit theories, development of teacher skills and improvement of communicative skills in EFL, its evolution to an organisation with a steering committee, two-year session syllabus, regular meetings and newsletters. It also discusses the group's challenges and future proposals and describes the manner in which this organisation has affected a group of Japanese teachers of English. The most important achievement has been to allow teachers to discuss their worries and problems in public. The second is the professional oral and written presentations teachers have made. Finally, members have become practitioner-researchers conducting collaborative action research projects.

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03—358 **Veléz-Rendón, Gloria** (Purdue U. Calumet, Indiana, USA). **Second language teacher education: A review of the literature.** *Foreign Language Annals* (New York, USA), **35**, 4 (2002), 457—67.

During the past decade, an increasing number of publications have critically examined traditional views of second language (L2) teacher education and research and have called for a reconceptualisation of the field. The field has also recognised the need to establish standards for the content of language teacher education and outline its knowledge base so that new research avenues and effective teacher education models can be developed. This article attempts to delineate the 'state of the art' of L2 teacher education through a review of recent research, and presents an overview of current perspectives on the field's knowledge base. The article concludes with a proposal for a reflective approach to the preparation of L2 teachers that draws from the literature review.

03—359 **Woodward, Tessa** (Hilderstone Coll., UK). **Carrot ice cream: Reactions to the new and different.** *The Teacher Trainer* (Canterbury, UK), **16**, 1 (2002), 13—14.

All teachers and trainers spend time in groups where someone attempts to introduce something new or different to people who are ostensibly gathered together precisely in order to meet something new and different. There can be a wide variety of reactions to the stimulus however. The present author believes it vitally important for educators to understand the many varied reactions that group participants can display in this situation. Using a metaphor taken from the world of new taste experiences, the author categorises, names and explains 20 different types of reaction. One reaction is thus named "Reaction three. I love it! Give me the recipe. Can I take home your ingredients?" The gloss under the name explains that some participants may respond positively and immediately an idea is introduced into a teacher training or development session. They may want to transfer and use the idea unchanged. The 20 different types of possible reaction range from the immediate acceptance mentioned above, to immediate unthinking rejection, mental overload, misunderstanding, hijacking of the topic to the participant's own area of expertise, control of the discussion by over–questioning, free association and others. The author also reflects on definitions of what constitutes a new and worthwhile idea in an ELT teacher training setting.

Bilingual education/ bilingualism

03—360 **Adegbite, Wale** (U. Ile-Ife Nigeria). **Sequential bilingualism and the teaching of language skills to early primary school pupils in Nigeria.** *Glottodidactica* (Poznań, Poland), **28** (2002), 5—17.

This paper argues that the poor mastery of language skills in Nigeria's educational system can be attributed partly to the poor methods of teaching language skills in the system, especially in early primary education. Given the fact that the bilingual concept is entrenched in the 1977 (revised 1981) Nigeria National Policy on Education, the approach of 'simultaneous' bilingualism has been utilised in teaching mother tongue and English language skills — listening, speaking, reading and writing — in the primary schools for a long time now. The use of this approach is especially noticeable in classroom presentation and text book development. However, it is apparent that the approach has not been effective and, thus, has not enhanced the inculcation of permanent literacy which is a major objective of the educational policy. Using illustrations from some common Yoruba (mother tongue) and English course books for pupils in early primary education in Nigeria, the paper observes some of the limitations of simultaneously presenting language skills to children in early primary education, and suggests that the sequential presentation of skills be done to promote efficient bilingual education in the school system. It is suggested that teachers and writers of course books of Yoruba and English should present language skills in a way in which some skills learnt earlier will facilitate the learning of later ones.

03—361 **Bennett-Kastor, Tina** (Wichita State U., USA; *Email*: tina.bennett@wichita.edu). **The 'frog story' narratives of Irish-English bilinguals.** *Bilingualism: Language and Cognition* (Cambridge, UK), **5**, 2 (2002), 131—46.

Four bilingual speakers of Irish (Gaelic) and English, two men and two women, were audiorecorded as they produced narratives based on pictures from the Mercer Mayer book *Frog, where are you?* Order of narration was counterbalanced. The narratives were analysed according to certain features of global and local structure originally identified in Berman & Slobin (1994). Differences within and across narratives emerged in the number of components included, the number of planning components explicitly marked for purpose, the marking of tense and aspect, and the use of extended aspectual categories. These variations were attributed to (1) the order in which the narrative was told (first-told versus second-told versions), (2) the language of the narrative (Irish versus English), and (3) the particular preferences of individual narrators.

03—362 **Driessen, Geert, van der Slik, Frans and De Bot, Kees** (U. of Nijmegen, The Netherlands; *Email*: g.driessen@its.kun.nl). **Home language and language proficiency: A large-scale longitudinal study in Dutch primary schools.** *Journal of*

Multilingual and Multicultural Development
(Clevedon, UK), **23**, 3 (2002), 175—94.

This article reports on a large-scale longitudinal study into the development of language proficiency of Dutch primary school pupils aged 7–10. Data on language proficiency and a range of background variables (home language, level of education and occupational status of parents, language background, migrants' length of residence) from 4419 pupils were analysed. The main outcomes of the study are that, although children with an immigrant language background (Turkish/Moroccan) develop their skills in Dutch considerably over two years, they are nonetheless lagging behind compared to the Dutch reference group. As other groups with a home language other than standard Dutch (Frisian, Limburgish, dialects) do not show a similar trend, it is concluded that the use of the Dutch language in itself is not a crucial factor in the development of language proficiency in primary school. With respect to the background variables, one interesting finding was that the same structural equation model applies to all linguistic groups. The outcomes are discussed in the light of the current debate on school performance of children with migrant backgrounds.

03—363   Gérin-Lajoie, Diane (Ontario Inst. for Studies in Ed., U. of Toronto, Canada). **L'approche ethnographique comme méthodologie de recherche dans l'examen du processus de construction identitaire. [Ethnographic approaches to research in examining the process of identity construction.]** *The Canadian Modern Language Review/La Revue canadienne des langues vivantes* (Toronto, Ont.), **59**, 1 (2002), 77—96.

This article attempts to demonstrate that ethnographic approaches to research provide more appropriate methodological tools for a close-up examination of issues of identity than experimental studies, precisely because ethnography focuses on participants' perceptions and situates them in the context of their daily reality. The ethnographic study described here was conducted between 1997 and 2000 with adolescents enrolled in French language high schools in Ontario. The study examined how the adolescents locate and position themselves in regard to their identity. The analysis looked particularly at the language practices among these adolescents in the following settings: the family, the school, with friends and at work. Suggesting that language plays a central role in identity construction and attending more specifically to the notion of bilingual identity, the article describes how these adolescents gain access to francophone schools and position themselves linguistically and culturally as members of a francophone minority. Referring to interpretations of large-scale quantitative analyses of francophone minorities that associate a bilingual identity with language assimilation, the author draws on observations, interviews, and documents collected

in her study to propose that, for some francophone youths, a bilingual identity is not necessarily associated with a stronger affiliation with English and a diminished attachment to French.

03—364   Haritos, Calliope (Hunter Coll. School of Ed., New York, USA; *Email*: charitos@hunter.cuny.edu). **A developmental examination of memory strategies in bilingual six, eight and ten year olds.** *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **5**, 4 (2002), 197—220.

This study examines the relationship between languages in long-term memory in bilingual English-Greek six, eight and ten year olds. Children heard two stories over the course of two days and were asked to recall information from the stories on the third day. Each story consisted of two events, a breakfast and a party, each in a different language. The role of presentation language (LP) was examined with respect to the amount of information remembered, storage/organisation of information, and retrieval. A 3(Grade) X 2(Event) X 2(LP) ANOVA with repeated measures on the last two factors produced main effects for Grade, Event, and LP, and a three-way interaction. Cluster analyses of recall indicated greater semantic/event clustering than language clustering. Comparison groups included a monolingual story group and a group of bilinguals who heard lists of words. Bilingual memory was superior to monolingual memory and story items were remembered better than items presented in word lists. Results are discussed within a developmental framework of bilingual memory that considers individual and contextual variables, including the cognitive and social demands of the retrieval task.

03—365   Lambson, Dawn (1270 E. Campus Dr., Tempe, Arizona, USA; *Email*: Dlambson@aol.com). **The availability of Spanish heritage language materials in public and school libraries.** *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **5**, 4 (2002), 233—43.

Based on the premise that heritage language (HL) materials are important for supporting first-language literacy, both as a foundation for English-language learning and as a vital part of maintaining and developing heritage languages, this study attempts to determine how much HL material is available for language minority students in the libraries of a large elementary school district in Phoenix, Arizona. It also attempts to determine whether there is any relationship between a school's instructional approach for its English-language learners and the quantity of HL reading material offered. Seven school and two public libraries were examined to determine the availability of books in languages other than English. Although all of the schools had large second-language populations representing many different language backgrounds, the findings reveal only a very limited number of books in languages other than English available in the libraries,

the majority of these in Spanish. Also, only a weak relationship was found between the type of language programmes offered by the schools and the number of HL books available. The study highlights the growing issue of equity and fairness in the distribution of resources for language minority students.

03—366 Lee, Jin Sook (Rutgers U., New Brunswick, NJ, USA; *Email*: lee_jin_sook@yahoo. com). **The Korean language in America: The role of cultural identity in heritage language learning.** *Language, Culture and Curriculum* (Clevedon, UK), **15**, 2 (2002), 117—33.

The paper examines the role of cultural identity and heritage language (HL) maintenance among the lives of 40 second-generation Korean-American university students in the USA. The study focuses on three questions: (1) the level of HL proficiency and language use among second generation Korean-American youths; (2) the culture(s) these youths identify themselves with, Korean or American, and to what extent; and (3) whether there is a relationship between cultural identity and HL proficiency. Qualitative and quantitative analyses of the questionnaire data showed that most second-generation Korean-Americans achieve some level of Korean proficiency, but overwhelmingly agree that it is not enough. They acknowledge the importance of knowing their heritage language, but feel that the existing language courses in the community-based language schools are not meeting their needs. The informants saw the absence of societal recognition of the importance in maintaining their HL as the most significant factor in their lack of motivation to maintain it. However, they appear to have formed a unique bicultural identity composed of characteristics from both Korean and American cultures. A regression analysis showed that HL proficiency was related to strength of bicultural identification.

03—367 Oh, Maria K. and Kukanauza, Jurate (State U. of New York at Buffalo, USA; *Email*: tiggeroh@hanmail.net). **Bilingualism and biculturalism: A constructively marginalized new person between worlds.** *English Teaching* (Korea), **57**, 3 (2002), 101—23.

In the literature on bilingualism, which has been variously defined and categorised, the majority of studies have been carried out on children, and on illiterate immigrants with low social and economic status or on bilinguals with limited proficiency. However, little research has been done on highly literate bilinguals who come from upper middle classes, despite these bilingual adults representing a large majority of the foreign students in many university systems worldwide. The purpose of this study is to figure out (a) the effect that being a bilingual has on five highly intelligent bilingual adults and on their relations with others; (b) their individual traits (such as personality, attitudes, motivation); and (c) the relationship between the languages they speak and their cultures. Based on the interview data with five female graduate students at a Northwestern American university, the study identifies constructive marginality, individual variables, and the intense relationship between language learning and culture embedded in the data.

03—368 Priven, Dmitri (Polycultural Immigrant & Community Services & Seneca Coll., Toronto, Canada; *Email*: dimapriven@hotmail.com). **The vanishing pronoun: A case study of language attrition in Russian.** *Canadian Journal of Applied Linguistics* (Ottawa, Canada), **5**, 1/2 (2002), 131—44.

This study presents a shifting pattern in the use of second person singular pronouns of address in Russian by adult Russian immigrants in Toronto. The newly developing pattern is treated as a case of first language (L1) attrition. The observed changes to the pronominal system of Russian are discussed in the framework typically employed in language attrition literature, with reference to various linguistic phenomena such as lexical transfer, simplification of morphosyntax, markedness theory and competence vs. performance attrition. Reference is also made to sociolinguistic phenomena such as L1/L2 use in sociolinguistic domains, ethnolinguisitic vitality and shift in cultural identity.

03—369 Schelletter, Christina (U. of Hertfordshire, UK; *Email*: C.Schelletter@herts.ac.uk). **The effect of form similarity on bilingual children's lexical development.** *Bilingualism: Language and Cognition* (Cambridge, UK), **5**, 2 (2002), 93—107.

Previous studies of adult bilinguals have shown that cognates (translation equivalents similar in sound and spelling) are translated faster than non-cognates, and different representations for the two categories in bilingual memory have been suggested. Assuming that bilingual children's representations are similar to those of adults, effects of form similarity between words should also be observed. This paper examines form-similar nouns in the early lexical development of a bilingual German/English child aged 1;11—2;9 as well as effects of form similarity in picture naming and translation in two groups of German/English children aged 8—9. Form similarity here differs from the cognate status of a word in that it implies similarity of sound only. Considering the way hearing children acquire words, it seemed necessary to restrict the similarity of words to this modality. Similarly, the presentation of items in the translation tasks was auditory. The results show an effect of form similarity in early lexical development, whereby form-similar words occurred frequently in the beginning of the observation period in both languages and were more likely to have a translation equivalent in the child's English. In the translation task, form

similarity resulted in lower latencies for both language directions. The results thereby confirm that form similarity affects representations in both adult and child learners.

03—370   Shin, Sarah J. (U. of Maryland, USA; *Email*: shin@umbc.edu). **Differentiating language contact phenomena: Evidence from Korean-English bilingual children.** *Applied Psycholinguistics* (Cambridge, UK), **23**, 3 (2002), 337—60.

This paper attempts to provide a reliable description of the characteristics of intrasentential language mixing produced by a group of Korean-English bilingual children, with a special focus on the distinction between code switching and borrowing. Making use of the inherent variability in case marking in Korean, the study employs a quantitative variationist method to determine the status of single nouns of English origin in an otherwise Korean discourse, which constitute the largest portion of the bilingual data. Analysis of the overall bilingual data suggests that intrasentential language mixing is determined by the bilingual abilities and preferences of the speaker as well as those of the addressee. The results of the variable analysis of case marking show that most of the English-origin objects and subjects of Korean verbs are best treated as borrowings and not as code switches.

03—371   Spada, Nina (Ontario Inst. for Studies in Ed., U. of Toronto, Canada; *Email*: nspada@oise.utoronto.ca) **and Lightbown, Patsy M. L1 and L2 in the education of Inuit children in Northern Quebec: Abilities and perceptions.** *Language and Education* (Clevedon, UK), **16**, 3 (2002), 212—40.

Students in transitional bilingual education programmes, like students in immersion programmes, are expected to learn subject matter through their second language (L2) and to improve their knowledge of that language while using it for subject matter learning. Concern has been expressed about how well students cope with complex subject matter taught in a language they do not yet know well. Inuit students in northern Quebec, Canada, receive their first schooling (Kindergarten to Grade 2) in Inuktitut, their home language (L1). After that, their education is entirely in their L2 (English or French) except for a brief daily period of language and culture instruction in Inuktitut. This study observed primary and secondary classrooms in which students received instruction in their L2, interviewed teachers about students' knowledge and use of L1 and L2, and examined the students' ability to understand and produce written and oral samples in their L2. The paper includes findings from three schools, with a more detailed look at a classroom in which students were taught in French. The results suggest that many students are faced with a situation in which the cognitively demanding language of the classroom is beyond their grasp.

03—372   Young, Catherine (PO Box 2270 CPO, 1099 Manila, Philippines; *Email*: catherine_young@sil.org). **First language first: Literacy education for the future in a multilingual Philippine society.** *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **5**, 4 (2002), 221—32.

The Philippines Bilingual Education policy emphasises the need to develop literacy in Filipino as a linguistic symbol of national unity and identity and in English as a language of wider communication. However, many Filipino children begin their education in a language they do not speak or understand as well as their first language. In this setting, only the learners' first language can provide the kind of bridge to a personal identity that incorporates both an ethnic and a national dimension. This article contends that a technical model of literacy acquisition which emphasises literacy primarily as an economic skill for use in the workplace cannot achieve the policy goals. An alternative, ideological model of literacy is proposed which develops the critical thinking skills of the students, builds cognitive and affective domains, and values their local language experience and culture. Thus, by first establishing the empowering role of language in the social system of the students' community, groundwork is laid for the expansion of the students' identity to include their role in the larger national and international contexts.

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03—373   Appleby, Roslyn, Copley, Kath, Sithirajvongsa, Sisamone and Pennycook, Alastair (U. of Technology, Sydney, Australia). **Language in development constrained: Three contexts.** *TESOL Quarterly* (Alexandria, VA, USA), **36**, 3 (2002), 323—46.

This article highlights several issues of concern for language-in-development programmes through an examination of different aspects of such programmes in three contexts: (a) the needs of Lao People's Democratic Republic (PDR) as it seeks greater integration with Southeast Asia and the global economy; (b) the struggles over language policy and education in East Timor, with its new mixture of economic and political dependence and independence; and (c) the relationship between local and external participants in a development project in Cambodia. The article argues that, whereas countries such as Lao PDR seem to have little choice in engaging in widespread English education, several concerns emerge from East Timor and Cambodia: the discursive context of development disallows participation both in the classroom and in programme development. By viewing their central concern as *language development* rather than *language in development*, such programmes have frequently failed to confront the contexts in which they operate. Together, these three contexts suggest that language development can become language in development only when it faces up to these broad political and discursive concerns.

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03—374 Bruthiaux, Paul (Nat. U. of Singapore). **Hold your courses: Language education, language choice, and economic development.** *TESOL Quarterly* (Alexandria, VA, USA), **36**, 3 (2002), 275—96.

This article argues that discussion of the role of English in development fails to recognise the success of narrowly focused community-based projects, in which basic first language literacy rather than English education is the goal. The argument centres on analysis of economic realities of the informal economy, in which absence of clear title to tangible assets in low-income countries prevents the entrepreneurial poor from using these assets as collateral and acts as a brake on economic development. It is shown how microlending offers an effective route around this problem, and it is argued that literacy is essential in transforming the poor's perception of their own economic potential. It is also argued that, because literacy should encourage a sense of greater empowerment on the part of recipients, its acquisition should occur in a local vernacular as opposed to a potentially unfamiliar language of wider communication. Finally, the article suggests that unsubstantiated faith in the supposed benefits of English language education for all may divert precious resources from urgent language education for development tasks and ultimately benefit mostly the relatively well-off at the expense of the poorest.

03—375 Cleghorn, Ailie (Concordia U., Montreal, Quebec, Canada) **and Rollnick, Marissa. The role of English in individual and societal development: A view from African classrooms.** *TESOL Quarterly* (Alexandria, VA, USA), **36**, 3 (2002), 347—72.

This article discusses sociocultural and other theoretical aspects of the language-in-education debate in the light of their practical implications for language policy and teacher education in linguistically diverse school settings. It draws on studies carried out in African classrooms where subjects such as science were being taught via English, a second language for most learners. Studies indicate that code switching offers an economical resource for constructing meaning in classrooms where teachers and learners can use the same home or local language. Language use within the classroom is thus seen in terms of the need to communicate meaning with the goal of ensuring access to knowledge and thereby fostering individual development. The study suggests that meaningful learning contexts are likely to increase the motivation to learn English, ultimately fostering societal development within the larger global context. The article concludes with a call for the field of the teaching of English to speakers of other languages to identify the full potential of code switching and categorise its functions so that teachers may be helped to use it purposefully.

03—376 Derwing, Tracey M. (U. of Alberta, Edmonton, Canada; *Email*: tracey.derwing@ ualberta.ca), **Rossiter, Marian J. and Ehrensberger-Dow, Maureen. 'They speaked and wrote real good': Judgements of non-native and native grammar.** *Language Awareness* (Clevedon, UK), **11**, 2 (2002), 84—99.

Forty adult native speakers (NSs) listened to a non-native speaker's (NNS) reading of well-formed sentences and those containing grammatical errors of three types (NNS, egregious NS, and high frequency NS). Identified errors were judged for gravity on a five-point scale. Contrary to the researchers' hypothesis, there appears to be no penalty when NNSs make grammatical errors that are also made by some NSs. A second experiment included 20 NS experts, 20 NS non-experts, and 20 advanced proficiency NNSs. All groups identified the three error types and rated them for gravity and annoyance in an aural task; they then identified the same errors in a written task. NNSs and NS experts outperformed non-expert NSs on high frequency NS errors, presumably because of heightened language awareness. The NNSs were significantly more annoyed by high frequency NS and NNS errors than were the NSs and considered all errors to be more serious than did the NSs. Identification of NNS errors was significantly better for all NSs in the aural than in the written mode, but NS experts identified more high frequency NS errors on the written task than on the aural. The differential findings can be attributed to error salience and language awareness.

03—377 Gebhard, Meg (U. of Massachusetts, USA). **Fast capitalism, school reform, and second language literacy practices.** *The Canadian Modern Language Review/La Revue canadienne des langues vivantes* (Toronto, Ont.), **59**, 1 (2002), 15—52.

This two-year qualitative study explores the ironies of educational reform in the United States as experienced by three second language (L2) learners attending a school attempting to transform itself into a high-performance elementary school in California's Silicon Valley. Drawing on the concept of 'fast capitalism' in a globalised economic work order and the tools of critical discourse analysis, the findings from this investigation reveal that the discourses of school reform in the USA visibly and invisibly placed L2 learners in new highly vulnerable positions. The article provides an analysis of this vulnerability by relating the experiences of three families and their attempts to enrol and stay enrolled in the school of their choice. It then provides a critical analysis of the discourses of reading and writing instruction and of a text produced by a focal student named Alma in this context. This analysis highlights the ways in which classroom literacy practices inadvertently constrained the efforts of L2 learners to acquire academic literacies and ultimately legitimated the school's decision to declare Alma 'not Web material'. The implications of this study relate to

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better understanding classroom L2 acquisition from a historical, institutional perspective and to supporting teachers and policy makers in addressing the needs of L2 learners in a time of rapid social and economic change.

03—378 Lin, Angel (City U. of Hong Kong) **and Luk, Jasmine. Beyond progressive liberalism and cultural relativism: Towards critical postmodernist, sociohistorically situated perspectives in classroom studies.** *The Canadian Modern Language Review/La Revue canadienne des langues vivantes* (Toronto, Ont.), **59**, 1 (2002), 97—124.

This paper proposes that classroom studies in the field of teaching English to speakers of other languages tend to subscribe to either of two normative orders, i.e., (a) progressive liberalism or (b) cultural relativism, without reflexively recognising and meta-analysing these normative frameworks and their social, historical, and political situatedness. Drawing on Foucault's (1981) methods of historical excavation, the paper attempts a critical analysis of the socio-historical situatedness of these modernist normative orders. By building on relational analysis from critical educational studies, critical ethnography, and the theory and method of articulation from cultural studies, it proposes critical postmodernist, socio-historically situated perspectives in classroom studies and educational research as alternatives that break away from the modernist determinism of reproduction theories on the one hand, and radical postmodernist relativism on the other. It illustrates how such perspectives can contribute to understanding classroom practices with two examples from Hong Kong schools, showing how government policies with respect to media of instruction, hiring of teachers, use of textbooks and examinations, and provision of learning spaces interact to make children's responses to particular lessons or practices comprehensible. It is thus argued that a critical postmodernist stance in language research — one that recognises the influence of larger structures on school realities, but also the agency of teachers and learners in locally specific situations — will provide enhanced means for analysis of classroom interactions and for making suggestions to teachers for improved pedagogical practice.

03—379 Markee, Numa (U. of Illinois at Urbana-Champaign, USA). **Language in development: Questions of theory, questions of practice.** *TESOL Quarterly* (Alexandria, VA, USA), **36**, 3 (2002), 265—74.

This article reviews three main themes that come into focus in a special-topic issue of *TESOL Quarterly* on the emerging subfield of language-in-development studies: (a) basic definitional issues, (b) issues of the locus and scope of language in development, and (c) the role of English and other languages in language in development. The article proposes a working definition of language in development as the resolution of practical language-related problems in the context of individual and societal development, where *language* is defined in terms of communicative competence, and *development* as a reduction in participants' vulnerability to things they do not control. It then recounts the genesis of this definition in terms of the author's research and professional field experience in language aid and curricular innovation work in rich and poor countries. A critical summary of the second and third issues identified above then shows how each contributor's paper extends or critiques these preliminary insights. *[See also abstracts 03–266, 03–283, 03–354, 03–373, 03–374, 03–375, 03–384, 03–385.]*

03—380 Pavlenko, Aneta (Temple U., USA). **'We have room for but one language here': Language and national identity in the US at the turn of the 20th century.** *Multilingua* (Berlin, Germany), **21**, 2/3 (2002), 163—96.

The purpose of this paper is to offer a tentative historiography of the emergence of one language ideology, that of English as the one and only language of American national identity. It examines the appearance and growth of this ideology from the 18th to the 20th century, ending with the post–World War 1 period when three discourses, that of Americanisation, that of Anglicisation, and that of Angle-Saxonisation, came together, suggesting to newly arriving European immigrants that in order to become loyal Americans they should absorb Anglo-Saxon cultural traditions and speak only English. It is also argued that, while the linguistic assimilation of European immigrants eventually became a part of the American national identity narrative, the enforced nature of this assimilation was conveniently 'written out' of the story. As a result, children and grandchildren of European immigrants came to see language maintenance and loss as private issues, disconnected from larger sociopolitical contexts.

03—381 Pomerantz, Anne (U. of Pennsylvania, USA). **Language ideologies and the production of identities: Spanish as a resource for participation in a multilingual marketplace.** *Multilingua* (Berlin, Germany), **21**, 2/3 (2002), 275—302.

As technological advances, trade initiatives, and the formation of political and corporate alliances contribute to the spread of globalisation, language has become not only a marker of national or ethnic identity but also a form of economic and social capital (Heller 1999). Within the United States, this shift is being felt at some of the nation's most prestigious universities as an increasingly pragmatic student body clamours for courses in languages-other-than-English in an effort to accumulate the linguistic resources necessary for participation in a multilingual marketplace. This paper examines how language ideologies might function to construct expertise in Spanish as a resource for

the professional advancement of middle and upper–middle class foreign language (FL) learners, while simultaneously casting it as a detriment to the social mobility of heritage language users (i.e., U.S. Latinos). In so doing, it describes how ideologies of Spanish as an FL get produced, circulated, and appropriated in the day-to-day workings of a Spanish language programme at a prestigious U.S. university to support and foster this asymmetry. Weaving together both diachronic and synchronic approaches to research on language ideologies, it investigates how FL learners draw on certain ideologies to construct themselves as competent and legitimate users of Spanish, despite gaps in their linguistic repertoires and limited membership in Spanish-speaking communities of practice.

03—382   Ramanathan, Vai (U. of California at Davis, USA). **What does 'literate in English' mean?: Divergent literacy practices for vernacular- vs. English-medium students in India.** *The Canadian Modern Language Review/La Revue canadienne des langues vivantes* (Toronto, Ont.), **59**, 1 (2002), 125—51.

This paper offers a close analysis of how English is presented and taught in state-mandated vernacular-(Gujarati) and English-medium textbooks used in Grades K-12 in Gujarat, India. Based on an extended, ethnographically oriented project that explores English language learning and teaching in India, the paper argues that the divergent English instruction as presented in the textbooks contributes to producing two different kinds of student populations, drawing as these texts do on very different cultural models regarding being 'literate in English'. For students who use the textbooks in English medium schools, these models carry with them different social, political, and economic effects when they reach post-secondary education, giving the students a significant privilege over the Gujarati medium school students. The paper points to the production of educational 'successes' and 'failures' prior to the entry of any actual student to an educational institution, and relates the implications of the differences discussed to the unequal distribution of social goods in the larger Indian society.

03—383   Schmidt Sr., Ronald. Racialization and language policy: The case of the U.S.A. *Multilingua* (Berlin, Germany), **21**, 2/3 (2002), 141—61.

Employing critical discourse analysis, this paper interrogates the question of whether it is racist to pursue an English-only language policy in the contemporary ideological context of the United States. This question has generated heated controversy in the USA for over two decades. Proponents of bilingualism or linguistic pluralism often charge that English–only advocates are motivated by racial animosity and that their English-only programme is aimed at keeping racialized minorities subordinated and excluded from the country's civil society and public domains. Official English advocates are adamant in their denunciations of these charges, claiming that their programme of linguistic assimilation is inclusive and egalitarian, while it is the false goal of 'bilingualism' that is responsible for maintaining ethno-linguistic social stratification in the USA. The paper goes beyond the contentious question of the subjective motivations behind language policy proposals to examine the discursive social context in which language policy might be systematically linked to societal processes of racialization through ideology. The analysis points toward the conclusion that a policy of bilingualism has distinct advantages over a policy of English-only in trying to undermine U. S. racialization processes through language policy.

03—384   Vavrus, Frances (Columbia U., New York, USA). **Postcoloniality and English: Exploring language policy and the politics of development in Tanzania.** *TESOL Quarterly* (Alexandria, VA, USA), **36**, 3 (2002), 373—97.

This article presents a case study of educational language policy in postcolonial Tanzania. Drawing on qualitative and quantitative data collected between 1996 and 2001 on Mount Kilimanjaro, this longitudinal study of secondary school students' lives after graduation sheds light on the relationship between language and development. The profound sense of economic hardship among these graduates was tempered by their optimism that their knowledge of English would eventually help them find employment or opportunities for further education. Current economic conditions in the country appear to play an important role in shaping secondary school graduates' identity as educated persons who know English and who can find ways to cope under these challenging circumstances. The use of the term *postcoloniality* throughout the article emphasises the economic domain of everyday life in present-day Tanzania, but an examination of the cultural dimensions of students' support for English reveals the interconnection between the materialist and nonmaterialist aspects of language policy. The study points up a critical issue for researchers in English as a Second Language working in language–in–development contexts, i.e., to negotiate a delicate balance between the actual and symbolised properties of English as a medium of instruction.

03—385   Williams, Eddie (U. of Reading, UK) **and Cooke, James. Pathways and labyrinths: Language and education in development.** *TESOL Quarterly* (Alexandria, VA, USA), **36**, 3 (2002), 297—322.

Because much education through English as a Second Language takes place in broader contexts of development, this article explores the links between areas often dealt with separately, namely, language, literacy, education, and development, particularly national economic development. It characterises the contrasting histories of rich and poor countries and

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discusses definitions of development, poverty, literacy, and the first language. It reviews evidence showing that education and literacy are more effectively achieved in a known language, and that effective education contributes to both economic and human development. Education in poor countries, however, is ineffective, one reason being that students have an insufficient understanding of the instructional medium (typically English or French). Unfortunately, the status quo is maintained because of political priorities of unification and modernisation, and parental pressure. Development depends on an interdependent complex of economic, social, and educational factors that combine to produce vicious or virtuous circles: effective education at the primary level, implying the use of a language understood by the students, is therefore crucial.