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04–117   Al-Jarf, Reima S. (King Saud U., Saudi Arabia). **The effects of web-based learning on struggling EFL college writers.** *Foreign Language Annals* (New York, USA), **37**, 1 (2004), 49–57.

The growing use of educational technology in instruction requires research into its effects on student achievement. The study reported in this article compares the achievements of two groups (total 113) of Saudi female freshmen (native speakers of Arabic, average age 18) in the writing class during the first semester of the translation programme. The control group was exposed to traditional, textbook based, writing instruction and the experimental group (whose pre-test scores were lower and whose writing showed considerable weaknesses) also received web based writing instruction. Instruction was initiated by starting a thread on the discussion board; students responded with similar threads and felt free to email each other, and to submit assignments by email. Students were encouraged to use online course resources, and to use word processing tools to check and edit their work. Post-testing was through essay writing, given a quality rating. Results of the paired and independent t tests and Analysis of Covariance (required by differences in group level and sizes) are reported, showing the experimental group's higher post-test scores, while qualitative analysis showed improvement in writing ability in all areas. An open-ended questionnaire indicated the positive effect of the use of technology on their attitude towards writing. The author notes that this type of study could be replicated with male students, as well as in other languages and cultures.

04–118   Basturkmen, Helen (University of Auckland, New Zealand; *Email*: h.basturkmen@auckland.ac.nz). **Specificity and ESP course design.** *RELC Journal* (Singapore), **34**, 1 (2003), 48–63.

English for specific purposes (ESP) courses are designed with two central tenets in mind: the specific needs of learners, and the descriptions of language use in relevant disciplines or occupations. The author suggests that the traditional dichotomy of narrow and wide angled courses is inadequate and that there are in fact three distinct types of ESP course design, each of which have their own point of departure for selection of course content. In a narrow-angled course learners have almost homogeneous needs targeting one particular discipline or occupation (such as a course for pilots and air traffic controllers). With wide angled courses, designed to target learners with somewhat similar needs over a much broader field, there are two options. The content may be based on different but related disciplines or occupations (such as English for academic purposes) or the content may be based on features of language use in a variety of English (such as business English) where learners have quite diverse aims. The author discusses the advantages and disadvantages of each of these options, and suggests that the choice often depends as much on circumstances as on the preferences of the teachers and course designers.

04–119   Basturkmen, H., Loewen, S. and Ellis, R. (U. of Auckland, New Zealand *Email*: h.basturkmen@auckland.ac.nz). **Teachers' stated beliefs about incidental focus on form and their classroom practices.** *Applied Linguistics* (Oxford, UK), **25**, 2 (2004), 243–72.

The aim of this paper is to respond to Borg's (2003) plea for investigations that focus on language teaching in relation to teacher cognition. The article reports a case study investigating three teachers and their stated beliefs about and practices related to focus on form in intermediate level ESL communicative lessons. The authors are particularly interested in incidental focus on form. The study involved a combination of observational and self report data including in depth interview, cued response scenarios and stimulated recall. The teachers' statements of belief about focus on form are considered in turn and compared to each teacher's management of focus on form during lessons in which all the teachers used the same communicative task. The authors claim that results show inconsistencies in the teachers' stated beliefs, in particular in relation to when it is legitimate to take time out from a communicative activity to focus on issues of form, and preferred error correction technique. The paper argues that future investigations of teachers' beliefs, especially of unplanned elements of teaching such as focus on form, need to be based on both stated beliefs and observed behaviours.

04–120   Benson, Barbara E. (Piedmont College, Georgia, USA). **Framing culture within classroom practice: culturally relevant teaching.** *Action in Teacher Education* (Alexandria, Virginia, USA), **25**, 2 (2003), 16–22.

Anthropologists have long considered that discrepancies in school performance of various student populations are related to cultural differences. This article outlines the importance of culturally relevant classroom practice and how teachers should build bridges between the home culture and that of the curriculum. The article is a case study of how four selected teachers of elementary level learners in the USA built such bridges with their culturally diverse classes. A variety of data sources was used, including observation and

interviews. Results revealed that while having no obvious political or social agenda to do so, each of the teachers succeeded in making the minority culture relevant to the classroom by such means as getting students to contribute their own experiences, relating lessons to children's lives and incorporating social activities within the school day. Research suggestions include looking at how teacher educators help make teaching more culturally relevant.

04–121 Blanche, Patrick (U. of California, Davis, USA; *Email*: blanche@kumagaku.ac.jp). **Using dictations to teach pronunciation.** *Modern English Teacher* (London, UK), **13**, 1 (2004), 30–36.

This article begins by asserting the importance of pronounciation teaching in EFL. The author shows how dictations can be used in a novel way to teach pronunciation in almost any FL classroom. Very detailed instructions are given for choosing and preparing the text, and stages in the thorough preparation and conduct of the dictation in class, which is given by students in groups to the rest of the class. This dictation method differs from the traditional idea in that the students have to memorise their texts, not read them, since the latter activity is deemed to impede good pronunciation. Follow up activities are outlined. It is argued that the approach fits in well with the communicative approach; it includes reading, writing and speaking, does not require an advanced knowledge of phonology, and works at any level and with any class size.

04–122 Budimlic, Melisa (Ludwig-Maximilians Universität München, Germany). **Zur Konzeption und Entwicklung interdisziplinärer Lernprogramme am Beispiel eines Lernmodules zur Psycholinguistik.** [The concept and development of an interdisciplinary learning programme. An example of a module in psycholinguistics] *Zeitschrift für Interkulturellen Fremdsprachenunterricht* (Edmonton, Alberta, Canada), Online Journal, **9**, 1 (2004), 12 pp.

This paper focuses on a learning programme which was designed to assist foreign students to follow a course in psycholinguistics at a German university. First of all, the author noted that non native students often encounter difficulties while studying at German universities because they lack subject related vocabulary and academic language skills. Due to the lack of financial resources, universities often do not provide much support in teaching German for specific purposes. Computer programmes can, in this respect, provide a valuable and cost effective learning tool. A learning programme for a module in Psycholinguistics created at the University of Munich is a good example of how such an idea can be implemented. The design of the programme was preceded by an in depth analysis of frequently occuring vocabulary and language patterns in the field of Psycholinguistics. Subsequently, the language material was structured and combined with subject related areas of knowledge. Finally, the programme was presented to a group of 15 foreign students, who were asked to work with this new tool for three weeks. Afterwards, their views on the usefulness of the programme were assessed by questionnaires. The feedback was positive. The content as well as the web design proved of benefit to the students.

04–123 Cajkler, Wasyl (U. of Leicester, UK; *Email*: wc4@le.ac.uk). **How a dead butler was killed: the way English national strategies maim grammatical parts.** *Language and Education* (Clevedon, UK), **18**, 1 (2004), 1–16.

This article briefly traces the history of UK government issued documents relating to grammar teaching in England, before moving on to analyse National Literacy Strategy (NLS) and lower secondary Key Stage 3 (KS3) National Strategy documents issued between 1998 and 2002. The analysis reveals that there is considerable confusion in the way grammar has been dealt with, resulting in numerous 'grammatical' errors, inconsistencies and inappropriate examples which are likely to mislead or misinform document users. The authors suggest that an immediate review of the strategies is required, starting with the need for policy makers to agree on an accurate and consistent approach before any curriculum changes are made. They argue that without such a review, principled and well informed approaches to grammar teaching are unlikely to emerge. The review should be informed by the experience of approaches of other countries to describing and teaching grammar to support the development of literacy between the ages of 7 and 14 years.

04–124 Calvin, Lisa M. & Rider, N. Ann (Indiana State U., USA). **Not your parents' language class: curriculum revision to support university language requirements.** *Foreign Language Annals* (New York, USA), **37**, 1 (2004), 11–25.

The reintroduction of a foreign language (FL) requirement at Indiana State University (ISU) reflects the ISU's Strategic Plan (1994) of providing the basic cultural skills and cultural knowledge necessary for a multicultural world, and preparing students to interact with other cultures. Integrating multicultural studies and FL study with development of critical thinking skills would increase sensitivity to cultural diversity. The article outlines the context for this and presents the programme as a model for the 21st century: outcome standards are described, reflecting the ISU's General Education Program common goals of communicative skills (CS), cultural awareness (CA), diversity (D), and holistic application (HA). Course pedagogy is proficiency oriented with student centred lessons, giving importance to the use of technology. Course requirements, shared across languages, were an oral presentation in the FL, learning journals (in English), and a final exam testing CS and cultural skills. Learning

journals became a primary venue for critical cultural discussions. The final oral interview measured spontaneous linguistic and socio–linguistic proficiency. Programme assessment for the first year (2000–2001) by student questionnaire and a standards assessment checklist of student performance show encouraging student outcomes and a very positive student response.

04–125   Carrier, Karen A. (Northern Illinois University, USA). **Improving high school English language learners' second language listening through strategy instruction.** *Bilingual Research Journal* (Arizona, USA), **27**, 3 (2003), 383–408.

High school English language learners need strong oral comprehension skills for access to oral content in their academic classes. Unfortunately, instruction in effective listening strategies is seldom part of their English as a Second Language (ESL) curriculum. Based on a framework of cognitive theory and strategy research, the study reported here tested the hypothesis that targeted listening strategy instruction in the ESL classroom results in improved listening comprehension that can be useful in English language learners' academic content classes. Seven intermediate ESL students in a mid–western United States high school received 15 listening strategy training sessions. Participants showed a statistically significant improvement in aural and video listening ability, as well as note taking ability. (Test material is reproduced in appendices.) This suggests that targeted listening strategy instruction should be part of the ESL curriculum. Sources for designing and implementing effective listening strategy instruction are provided, and directions for future research needs and designs are advanced.

04–126   Christie, Frances (Universities of Melbourne and Sydney, Australia; *Email*: fhchri@unimelb.edu.au). **English in Australia.** *RELC Journal* (Singapore) **34**, 1 (2003), 100–19.

Education in Australia is the responsibility of individual states. This article reviews English as a subject in Australian schools from Kindergarten to Year 10, focusing on 1960s to the present, and suggests that two key themes emerge. Firstly, there has been an increase in the amount of power and control exerted by the federal government. Secondly, English as a subject has undergone significant changes, and a focus on language development has given ground to a focus on language and literacy, with the latter two terms often being used synonymously. The author argues that this has resulted in some confusion as well as the impoverishment of English in schools, and suggests that there is a need to re–invent English as a subject if it is to survive.

04–127   Drobná, Martina (Ludwig-Maximilians Universität München, Germany). **Konzeption von Online-Lerneinheiten für den Unterricht Deutsch als Fremdsprache am Beispiel des Themas 'Auslandsstudium in Deutschland'.** [The concept of an online learning unit 'Studying in Germany' for German as a foreign language]. *Zeitschrift für Iinterkulturellen Fremdsprachenunterricht* (Edmonton, Canada) Online Journal, **9**, 1 (2004), 17 pp.

This paper presents and evaluates a web based project created by the author for international students who wish to study at a university in Germany. The web unit is designed as an interactive tool for autonomous learning and provides students with information about the university system, application procedures and facts about living in Germany. In addition, it consists of a range of interviews with German students and staff of advisory services. All interviews can be downloaded from the web, listened to and viewed. In addition, there are vocabulary lists and transcriptions, which assist students in listening comprehension. In order to evaluate the comprehensibility of information and the overall usefulness of the project, the author distributed questionnaires to 41 students. All subjects were international participants of an advanced German course in Germany and were preparing for the language entrance examination into the university. The results suggested that students were, on the whole, satisfied with the new learning resource and judged it as a rich and stimulating learning tool. The author concluded that multi media web resources offer great learning potential, especially when they are designed in accordance with needs of a specific learner group.

04–128   Ellis, Rod (University of Auckland, New Zealand; *Email*: r.ellis@auckland.ac.nz). **Designing a task-based syllabus.** *RELC Journal* (Singapore) **34**, 1 (2003), 64–81.

In task based language teaching tasks form the basic element in syllabus construction. This article discusses a framework for designing a task based syllabus based on a distinction between focused and unfocused tasks. The author identifies three sets of factors relating to sequencing, namely, the inherent characteristics of the task itself (input, task conditions, processing operations and outcome), the factors relating to learner as an individual, and the task procedures. The author then moves on to discuss the integration of a focus on form into such a syllabus, and examines two different proposals for achieving this. The first focuses on an integrated approach which uses content based instruction, while the second looks at a modular approach involving both unfocused tasks and focused tasks.

04–129   Giambo, D. & McKinney, J. (University of Miami, USA) **The effects of a phonological awareness intervention on the oral English proficiency of Spanish-speaking kindergarten**

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children. *TESOL Quarterly* (Alexandria, Virginia, USA), **38**, 1 (2004), 95–117.

This study aims to determine whether a phonological awareness intervention promoted oral English proficiency more effectively than a story reading condition for Spanish speaking kindergarten children. A second aim is to determine the extent to which change in English proficiency over the course of the intervention could be attributed to change in phonological awareness. The paper reviews awareness research and story reading research. Eight kindergarten teachers and eighty students were involved in the study. Workshops stressing the importance of systematic and intensive phonological awareness were set up, and an experimental group was compared with a treated control group. Although both groups showed significant change in oral English proficiency over pretest scores, the authors claim that results indicate that the phonological awareness group showed greater change than did the story reading group. The authors therefore suggest that phonological awareness instruction promotes oral English proficiency for Spanish speaking kindergarten children. They further suggest that a balanced reading programme for limited English proficient, Spanish speaking kindergarten children, including story reading, should also include phonological awareness instruction for the added benefit of greater change in oral English proficiency. The paper calls for further studies where other language related issues can be considered.

04–130 Goodwyn, Andrew (Reading University, UK). **The professional identity of English teachers.** *English in Australia* (Norwood, Australia), **139** (2004), 122–30.

This article reports on research into the reactions of the English teaching profession to the implementation of the Framework for English in secondary schools in England. A questionnaire was distributed to 759 schools producing 156 usable returns which elicited responses regarding whole school literacy developments, attitudes towards the National Literacy Strategy, the impact of ICT on improving standards of literacy and the perceived usefulness of the framework with respect to enhancing teaching practice and professionalism. Findings revealed that schools are sufficiently aware of the changes in literacy teaching and have been focusing on whole school literacy developments although over half of the respondents felt they were failing in terms of monitoring and evaluating literacy outcomes and deemed ICT as having a low impact on pupils' literacy development. Results also showed that although the framework is generally accepted, it is criticized for its prescriptive nature and teachers have been exercising their professional judgement to adapt it to their own contexts of practice. From the survey data, the author concludes that English teachers support the ideas in the Framework and for more explicit teaching of

Literacy but feel that through its implementation their professional autonomy has been further eroded.

04–131 Hu, Guangwei (Nanyang Technological U., Singapore; *Email*: gwhu@nie.edu.sg). **English language teaching in China: regional differences and contributing factors.** *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **24**, 4 (2003), 290–318.

Since foreign language education became a core subject of secondary education in the early 1980s, millions of Chinese students have received formal instruction in English. This study evaluates regional differences in course design and attainment, drawing on data from 439 Chinese undergraduates studying in Singapore. While knowledge of grammar was similar for all students, there were significant differences in listening skills between those from more developed (MD) and less developed (LD) areas. This gap was linked to greater exposure to English and improved classroom practices offered by schools in locations with better trained teachers and more modern facilities. The students' reaction to communicative oriented teaching confirmed this insight, with the LD group reluctant to engage in classroom speaking tasks and collaborative learning activities. A 60 item questionnaire was then administered to gauge their range of language learning strategies: the LD group was predictably more concerned with formal accuracy than functional fluency, while it struggled to reconstruct the metacognitive, social and affective context of communication; this finding is linked to the stronger influence of traditional Chinese learning/teaching models in isolated rural areas where proficiency in English is less in demand. At the same time, several large cities have begun to experiment with content based English instruction, emphasising task based methodologies and learner autonomy. Without adequate investment, the divide between MD and LD areas will inevitably worsen, contributing even further to the urbanisation of Chinese society.

04–132 Jacobs, George M. (JF New Paradigm Education, Singapore; *Email*: gmjacobs@ pacific.net.sg) **and Farrell, Thomas S. C. Understanding and implementing the communicative language teaching paradigm.** *RELC Journal* (Singapore) **34**, 1 (2003), 5–30.

ELT has been undergoing constant change in recent years. In this article the authors argue that communicative language teaching (CLT) can be described as a paradigm within ELT, and that the change from more traditional perspectives on teaching to a CLT perspective can be described as a paradigm shift. CLT is seen as an element within larger shifts from positivism to post-positivism, and from behaviourism to cognitivism. The authors posit that one of the reasons that this shift has been incompletely implemented is because

many second language educators have approached CLT in a piecemeal fashion rather than looking at the larger picture. The authors suggest that there are eight interconnected aspects of CLT which need to be taken into account: learner autonomy, the social nature of learning, curricular integration, focus on meaning, diversity, thinking skills, alternative assessment, and teachers as co–learners. They conclude by urging teachers to implement change holistically, so that all aspects of CLT are taken into account.

04–133   Janks, Hilary (University of the Witwatersrand, South Africa). **The access paradox.** *English in Australia* (Norwood, Australia), **139** (2004), 33–42.

Providing more people with access to English works to increase its dominance and yet denying students access to the language perpetuates their marginalisation in a society that continues to recognize English as a mark of distinction and excludes them from resources which have developed as a result of the language's dominance. This paper explores ways of working within the access paradox by examining language in education policy in South Africa as well as classroom materials and practices. It aims to show the importance of counterbalancing access to English with understanding of linguistic hegemony, of diversity as a productive resource, and of the way in which course design can be enriched by linguistic and cultural hybridity. The article examines ways that teachers can create a context for the teaching of English without increasing its symbolic power. It describes how Janet Olerk's workbook: *Languages in South Africa* (1993) can be used as a tool for introducing issues of language dominance, cultural identity, multilingualism and language policies into the classroom. It also details language policy changes at the University of Witwatersrand to promote multilingualism and develop hybrid identities amongst staff and students. The author concludes that teachers should be aware of the limitations of monolingualism and the dangers of furthering the dominance of English and should work to find ways to utilize the linguistic and cultural diversity students bring with them to the English class.

04–134   Kim, Jeong-ryeol (Korea National U. of Education, South Korea; *Email*: jrkim@knue.ac.kr). **Using mail talk to improve English speaking skills.** *English Teaching* (Anseonggun, South Korea), **58**, 4 (2003), 349–69.

This paper explores the feasibility of using email and computer mediated communication to improve oral language proficiency in South Korean elementary and middle school English classes. Two groups, elementary and middle school students, participated in long dis–tance voice mail (mail talk) exchanges with English native speakers overseas. Their voice mail exchanges were analyzed as to how much oral language fluency and accuracy were gained during the experimental period.

The results showed that the fluency in terms of the total volume of T-unit, word count and content word analysis per message had increased substantially, however word and content word count per T-unit did not show the same level of improvement. The accuracy of participants' language in terms of pronunciation, gram–mar and vocabulary showed significant improvement, with the exception of middle school students' grammar. Lexical improvement in particular was noticeable for middle school students while improvements in pronunciation were more distinct in elementary school students. Despite the improvement seen in the oral proficiency of participants, some reservations centered on whether or not the quantitative improvement of oral language eventually leads to qualitative changes in talk, indicated by the significant growth in word and content word count per T-unit. The study concludes, with some reservations for future research, that mail talk is a useful tool for improving oral language skills.

04–135   Kim, Nahk-Bohk (Chungnam National University, South Korea). **An investigation into the collocational competence of Korean high school EFL learners.** *English Teaching* (Anseonggun, South Korea), **58**, 4 (2003), 225–48.

Although many non native speakers of English have a high level of vocabulary they may at the same time be not fully competent in their use of collocation. This article investigates the relationship between levels of collocational competence and language proficiency among 90 Korean learners of English. Four types of collocation were used in the research: adjective + noun, verb + noun, preposition + noun, verb + preposition. The article describes current methods of vocabulary tea–ching in Korea that rely on word lists and translation equivalents. It then defines collocation and explains the value of related approaches to vocabulary teaching. Results of separate proficiency and collocation tests results showed that many Korean learners had diffi–culty recognising collocational combinations. Most problematic were adjective + noun and verb + noun types. Apart from verb + preposition types, the results also reflected a positive correlation between general proficiency in English and recognising and using collo–cations. The article suggests teachers in Korea should deal with vocabulary teaching according to the principle of 'words shall be known by the company they keep' rather than the direct translation method currently used.

04–136   Kormos, Judit & Dénes, Mariann (Eötvös Loránd U., Hungary; *Email*: kormos.j@ chello.hu). **Exploring measures and perceptions of fluency in the speech of second language learners.** *System* (Oxford, UK), **32**, 2 (2004), 145–64.

The research reported in this paper explores which variables predict native and non native speaking teachers' perception of fluency and distinguish fluent from non fluent L2 learners. In addition to traditional

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measures of the quality of students' output such as accuracy and lexical diversity, the authors investigated speech samples collected from 16 Hungarian L2 learners at two distinct levels of proficiency with the help of computer technology. The two groups of students were compared and their temporal and linguistic measures were correlated with the fluency scores they received from three experienced native and three non native speaker teacher judges. The teachers' written comments concerning the students' performance were also taken into consideration. For all the native and non native teachers, speech rate, the mean length of utterance, phonation time ratio and the number of stressed words produced per minute were the best predictors of fluency scores. However, the raters differed as regards how much importance they attributed to accuracy, lexical diversity and the mean length of pauses. The number of filled and unfilled pauses and other disfluency phenomena were not found to influence perceptions of fluency. The authors point to the need for more research in this area with larger sample sizes.

04–137   Lee, Jin Kyong (Seoul National U., South Korea). **The acquisition process of yes/no questions by ESL learners and its pedagogical implications.** *English Teaching* (Anseonggun, South Korea), **58**, 4 (2003), 205–24.

This study looks at the development of yes/no question formation in relation to do/be confusion among students of English as a second language (ESL) in the USA. It describes previous research on question formation and examines whether the level of confusion is related to the learners' first language (L1) or to their age. The 16 participants whose L1 was Chinese, Spanish, Teluglu or Korean were all students of ages varying between 6–12 years old. Oral data was transcribed and analysed for frequency of question utterances in order to indicate developmental tendencies. The main findings from the 722 questions identified revealed that the ESL students showed the same stages of confusion as those of English as a foreign language and that ESL students with different L1 backgrounds revealed do/be confusion in a similar way. The article suggests do/be confusion may be seen as an intra-lingual rather than an inter-lingual phenomenon. It also reports considerable difference between younger and older students in terms of the percentage of do/be confusion. According to the data the article suggests presenting the do/be verbs in a more cognitively accessible way and providing sufficient classroom practice time for third person questions.

04–138   Levine, Glenn S. (U. of California, Irvine, USA). **Global simulation: a student-centered, task-based format for intermediate foreign language courses.** *Foreign Language Annals* (New York, USA), **37**, 1 (2004), 26–36.

Published materials for second year university (inter-mediate) foreign language programmes do not ade-

quately meet the challenge of facilitating cultural literacy and communicative competence. This article describes an alternative: a student centred, task based course format, called global simulation (GS), developed in the German Department at the University of California, Irvine, combining a pedagogic approach, a set of classroom techniques, and the conceptual framework for a syllabus. The fundamental characteristics of simulation are described as: (1) reality of function (2) simulated environment, and (3) structure. GS is also fundamentally task based, with briefing and debriefing phases, the latter involving analysis and self assessment, as integral parts: the introductory curriculum, giving a principled approach to task based learning and target language use, provides advance preparation. Three GS courses are described: www.technomode.de; Virtual Museum of German Cultures; and German Language Film Festival (the latter two still at the design stage). Guidelines for the design of an intermediate GS course are given, and the article concludes by calling for empirical research on long term GS courses, both in terms of pedagogy and second language acquisition (SLA), and qualitative investigation contributing to the body of research on SLA in the sociocultural framework.

04–139   Littlemore, Jeannette (U. of Birmingham, UK; *Email*: j.m.littlemore@bham.ac.uk). **Using clipart and concordancing to teach idiomatic expressions.** *Modern English Teacher* (London, UK), **13**, 1 (2004), 17–44.

This article describes how language students with different learning styles can be helped to use two complementary strategies to find the meaning of idiomatic expressions. The first strategy – bottom up – focuses on the expression itself with the help of visual images. The second – top down – uses contextual cues to work out the meaning of words. Two computer based resources are used: clipart and concordancing. The approach accommodates both visual and verbal learners, and a lesson is described in which by using both images and concordances learners can be encouraged to use both strategies in parallel, which should help them to memorise the expressions more easily. Suggestions are given for getting round problems that may arise – e.g. students may have difficulty in relating animal characteristics to humans – and for adapting the lesson to different sets of expressions.

04–140   Llurda, Enric (*Email*: ellurda@dal.udl.es) **and Huguet, Ángel** (Universitat de Lleida, Spain). **Self-awareness in NNS EFL Primary and Secondary school teachers.** *Language Awareness* (Clevedon, UK), **12**, 3&4 (2003), 220–33.

Despite the on going debate about the comparative merits of non native speaker (NNS) and native speaker (NS) English teachers, there is a lack of systematic

research comparing their language and teaching skills. The article analyses data obtained from 101 NNS English language teachers in a Catalan city, determining their self-awareness of language skills, their teaching ideology, and their position on the NS – NNS language teaching debate. The sample consisted of 38 primary teachers and 63 secondary, generally representative of English teachers in Catalonia in that 89 were female, 12 male, and the mean age was 35.8. Participants' professional training was either a three year primary education teacher degree, with little language specific training, or the four year (previously five) English Philology degree required for secondary school teaching. Participation was voluntary and subjects were interviewed individually using a questionnaire, with questions using Likert scales and closed sets of categories. The authors hypothesised that secondary school teachers would rate their language proficiency higher than primary teachers; that secondary teachers would be more form focused, and primary more communicative, in their teaching approach; that secondary teachers would be more aware of political issues, including the NS – NNS debate. Analysis of the results obtained fully confirmed the first two hypotheses, with primary teachers showing a more idealised view of the NS teacher. Both groups of teachers equate culture with that of British NSs, and appear to place little emphasis on the importance of English as a means of international communication.

04–141 Lochtman, Katja (Vrije U., Belgium; *Email*: katja.lochtman@vub.ac.be). **Oral corrective feedback in the foreign language classroom: how it affects interaction in analytic foreign language teaching.** *International Journal of Educational Research* (Abingdon, UK), **37** (2002), 271–83.

This study explores the role of oral corrective feedback in an analytic setting (German as a foreign language). In the first section the role of corrective or negative feedback in both natural and instructed contexts is discussed, followed by a description of the different types of corrective feedback in instructed FL learning. Data were collected from tape recordings of 12 lessons taught by three teachers in Dutch speaking secondary schools and analysed for the frequency and distribution of different kinds of oral feedback and learner uptake. Findings show teachers broadly using three types of oral corrective feedback in analytic FL classrooms: explicit corrections, recasts, and teacher initiations of self corrections by the pupils. There was more reliance noted on correction moves with metalinguistic feedback and elicitations to invite pupil self correction. The more analytic and form focused the activity, the more initiations to self correction leading to negotiations of form occurred. When meaning is focused on, the number of recasts was significantly higher. The paper concludes with a discussion about which type of feedback is to be preferred.

04–142 Mackey, Alison (Georgetown U., USA; *Email*: mackeya@georgetown.edu). **Beyond production: learners' perceptions about interactional processes.** *International Journal of Educational Research* (Abingdon, UK), **37** (2002), 379–94.

The interaction hypothesis of SLA and related studies suggest negotiated interaction facilitates SLA. Such studies suggest that developmentally beneficial interactional opportunities for learners include, amongst others, obtaining comprehensible input, receiving feedback, and having opportunities to test linguistic hypotheses. Data is presented from 46 ESL learners from different L1 backgrounds and uses several different interactional contexts to focus on learner perceptions about the benefits of interaction. Findings are presented with detailed excerpts from introspections which illustrate the conditions and processes of interaction from subjects' perspectives. There was a substantial overlap observed between the researchers' claims for interactional benefits and learner comments in relation to many interactional opportunities. The suggestion is made that interaction research might benefit from using such learner perspectives to supplement production data in further study of the beneficial processes of interaction.

04–143 Maiwald, Cordula (Passau, Germany). **Zeitverstehen und Tempusformen im Deutschen – eine Herausforderung im Fremdsprachenunterricht.** [The concept of time and German tenses – a challenge for a foreign language classroom] *Jahrbuch Deutsch als Fremdsprache* (Munich, Germany), **29** (2003), 287–302.

This article sets out to demonstrate ways of making foreign learners aware of the correct and appropriate use of German tenses. It begins by stating that teaching of forms and rules is not enough. As the use of German tenses is embedded in cultural context and varies from situation to situation, the development of pragmatic knowledge is, in this respect, more important. Then, the author thoroughly describes the underlying features of the German tense system. The importance of different time markers and of the situational context is highlighted. Finally, the usefulness of the traditional teaching approach based on a decontextualised presentation of all six tenses is questioned. The author argues that it is beneficial to concentrate only on the contrast between past and present. Then, on the basis of authentic situations, teachers can illustrate a variety of grammatical and lexical means used to express temporal relations.

04–144 McKay, Sandra Lee (San Francisco State U., USA; *Email*: 2slmckay@attbi.com). **EIL curriculum development.** *RELC Journal* (Singapore), **34**, 1 (2003), 31–47.

This article examines recent changes in the nature of English as an International language (EIL), focusing on the increasing number of bilingual users of English, and the relationship between language and culture. The author argues that the traditional dominant influence of native speaker culture, language models and teaching methods on ELT curriculum development needs to be re-evaluated. Curriculum development needs to be informed by a recognition that bilingual speakers of English often have specific purposes for learning, that they do not necessarily need to acquire native-like competence, that no specific group of speakers of EIL should set the standards for other users, and that English no longer belongs to one culture. Likewise it is unlikely that one teaching method will meet all the needs of learners, and teachers should be free to adapt to their own local context.

04–145   Na, Yoon-Hee and Kim, Sun-Joo (U. of Texas at Austin, USA; *Email*: yhena@mail.utexas. edu). **Critical literacy in the EFL classroom.** *English Teaching* (Anseonggun, Korea), **58**, 3 (2003), 143–63.

This article examines how critical literacy is related to such issues as power, identity, critical awareness and empowerment in English as a Foreign Language (EFL) education and suggests a pedagogical framework for empowering EFL learners. The article begins by defining critical literacy, focusing on the tension between literacy as teaching the 'cultures of power' and literacy as a practice in acknowledging and fostering diversity. The authors then provide investigations of the extent to which adopting a critical literacy perspective can enlighten EFL educational practices and inform EFL teachers in the following areas: a) helping students understand the changing face of the world; b) helping students celebrate their multiple identities constructed in a contact zone; c) helping develop abilities and awareness in students to enable them to reflect critically on the word and the world; and d) empowering students by challenging unequal power relations. The final part of the paper outlines a pedagogical framework for promoting critical literacy in the EFL classroom with the hope that teachers can reformulate the framework to respond appropriately to their own teaching contexts.

04–146   Nettelbeck, David (Whitefriars College, Australia). **ICT and the re-shaping of literacy. A secondary classroom perspective.** *English in Australia* (Norwood, Australia), **139** (2004), 68–77.

As information and computer technology changes the way we communicate, teachers are being forced to reconceptualise what the terms literacy and literacy education actually mean. This article examines a number of new literacies that have emerged in the post-typographic era and discusses how teachers can provide for engaged and effective student learning by utilizing new technological capabilities. The author describes how traditional concepts of literacy are broadening as ICT tools such as on-line information, on-line discussions and electronic texts offer teachers and students powerful new ways of working with language. It is suggested that these new modes of reading, writing and communication enable students to more easily access, interact with and create texts. The final part of the article provides examples of work done in a variety of classes in which students used ICT environments to complete open ended learning tasks. The author concludes that although some class members felt uncomfortable working in a more open ended environment, the overall learning experience for students was encouraging, helping them to become better writers, readers and thinkers.

04–147   Park, Mae-Ran (Pukyong National U., South Korea; *Email*: mrpark@pknu.ac.kr) **and Suh, Kang-Oak. An analysis of Korean high school English textbooks under the 7th curriculum.** *English Teaching* (Anseonggun, South Korea), **58**, 4 (2003), 319–47.

The purpose of this study is to examine newly published South Korean high school English textbooks, both to ascertain if they satisfy the 1997 Ministry of Education requirements for the Seventh National Curriculum Revision and to investigate their strengths and weaknesses. For the analysis, five currently used and nationally available English textbooks were chosen at random. 45 English teachers from 16 local Busan high schools participated in a teacher questionnaire. The results show the newly developed textbooks to be superior to those previously developed in language authenticity, individualization of types and levels of activity tasks adopted, and in the availability of accompanying teacher's guides and CD-ROMs. However, the textbooks were also found to have some weaknesses such as misprinted illustrations and incorrect recordings. In addition, they fail to take into account the facilities required to accommodate a balanced use of multimedia materials. Although this study is limited to examining five textbooks, its findings will shed light on improving the quality of textbook publishing in Korea and help high school English teachers to effectively utilize textbooks, teaching manuals, and CD-ROM materials in their instruction. The study concludes by stressing the need for more extensive textbook analysis.

04–148   Peters, George F. (Michigan State U., USA). **Kulturexkurse: a model for teaching deeper German culture in a proficiency-based curriculum.** *Die Unterrichtspraxis* (Cherry Hill, New Jersey, USA) **36**, 2 (2003), 121–34.

This article first outlines an example of stereotyping in a course book for learners of German in the USA. This example concerns the relationship between the German individual and institutions and is used to illustrate the problems involved in introducing culture to the curriculum at the correct level. The article then deals with how to convey sophisticated cultural

knowledge to students who are intellectually mature enough to absorb it but have yet to acquire the language with which to do so. After outlining how cultural items have previously been integrated into the thematic content of the language course or chosen to support its communicative content, the article suggests the use of short literary texts chosen explicitly for their cultural content and level of linguistic complexity. The suggested title for this concept is *Kulturexkurse*. Related texts need to consist of short poems which should be supported in the classroom by the development of a corpus of related vocabulary. It is further suggested that after acquiring key concepts and vocabulary from the poems, a cultural mosaic will emerge in the learner's mind. The final section of the article counters possible objections to the notion of *Kulturexkurse*.

04–149 Plewnia, Albrecht (Mannheim, Germany). **Vom Nutzen kontrastiven grammatischen Wissens am Beispiel von Deutsch und Französisch.** [The benefits of contrastive grammar knowledge; an example of German and French] *Jahrbuch Deutsch als Fremdsprache* (Munich, Germany), **29** (2003), 251–86.

The author begins by an observation that learning a foreign language is a constant mediation process between native and foreign language and culture. In fact, learners utilise their mother tongue as a reference point to understand target linguistic patterns. Frequently, they draw comparisons and recognise differences. Thus, in order to facilitate the mediation, teachers who are native speakers of the target language should have a good insight into the language of their learners. Subsequently, the author moves on to demonstrate how contrastive analysis of syntactic features of French and German can help learners to recognise interferences and to avoid misconstructions. A thorough description of French and German syntax is offered and differences are highlighted. The author draws particular attention to the concept of the theme-rheme structure in both languages and highlights its importance in the communication process.

04–150 Prodromou, Luke (*Email*: luke@ spark.net.gr). **In search of the successful user of English: how a corpus of non-native speaker language could impact on EFL teaching.** *Modern English Teacher* (London, UK), **12**, 2 (2003), 5–14.

This article initially reviews the insights gained from corpus studies of English in order to assess their relevance to the teaching of English as an International Language (EIL). It then describes a corpus of non native speaker English which aims to capture how 'expert' non native speakers (mainly teachers, but also people in business, publishing, and administration) use modern English in informal conversation, and which might form the basis of a model for teachers, learners, syllabus designers, and materials writers. An idea is given of the areas of language where successful non native users of English and native speakers overlap and where they differ (particular features of the corpus are outlined). Initial observations suggest that some of the differences are explained by a smaller degree of shared background knowledge (a 'shallow commonality') between non native users of EIL. The author believes that these similarities and differences have significant implications for the non native teacher and learner (e.g. the corpus can provide the basis of a model of English that is attractive and realistic to both).

04–151 Rieger, Caroline L. (U. of British Columbia, Canada). **Some conversational strategies and suggestions for teaching them.** *Die Unterrichtspraxis* (Cherry Hill, New Jersey, USA), **36**, 2 (2003), 164–75.

Explicit teaching of communication strategies such as repair and conversation fillers is often missing from the second language (L2) classroom agenda. Some argue this is because such skills transfer naturally from first language use. This article, which focuses on English learners of German as their L2, opposes such a view. After categorising fillers as either hesitation pauses, quasi lexical, e.g. *uh* or *uhm* and lexical, e.g. *well* and *I mean*, it explains how advanced L2 speakers utilise these devices to mask dysfluency caused by repair. In contrast, hesitant L2 speakers generally employ only unfilled hesitation pauses. The article lists several implications of this for the L2 classroom before outlining how to raise awareness of conversational fillers by using authentic material. The article then provides suggestions for the development of materials containing German fillers and explains how learners may be encouraged to move from the use of quasi lexical to more appropriate lexical ones. The final section lists lexical filler equivalents used in German and English and explains their function and sentence position. It is claimed that acquisition of such items will enable speakers of both languages as their L2 to be much more effective communicators.

04–152 Sakui, K. (U. of Auckland, New Zealand). **Wearing two pairs of shoes: language teaching in Japan.** *ELT Journal* (Oxford, UK), **58**, 2 (2004), 155–63.

This study explores two specific research questions related to CLT (communicative language teaching). It considers how teachers define CLT and also how it is implemented in the classroom. The author believes that, in order to understand the successes and failures of curriculum implementation, we need to examine CLT in real contexts. This article reports on a two year longitudinal study investigating a group of 30 Japanese junior and senior high school teachers. Teachers reported that implementation of CLT is not simple because of various situational constraints. The paper suggests that the collected data shows that the

teachers have difficulty in integrating CLT and form based instruction.

04–153   Schleppegrell, M., Achugar, M., & Oteíza, T. (University of California, USA). **The grammar of history: enhancing content-based instruction through a functional focus on language.** *TESOL Quarterly* (Alexandria, Virginia, USA), **38**, 1 (2004), 67–93.

This article aims to show how content based instruction (CBI) can be enriched through an understanding that languages and content are not separable. This paper is concerned with the teaching of History to English language learners (ELLs). The authors report on a case study which investigated History teaching in interaction with the California History Social Science Project. They suggest that a focus on content can help students achieve grade level standards in school subjects while they develop English proficiency. They claim that CBI practices have focused primarily on vocabulary and the use of graphic organizers along with cooperative learning activities. This article reports the results of a project intended to enhance CBI through activities that focus on the role of language in constructing knowledge. The authors suggest that, by engaging in functional linguistic analysis, ELLs and their teachers can deconstruct the language of their textbooks, enabling students to develop academic language by focusing on the meaning making potential of the historian's language choices. The paper suggests ways for teachers to help students focus on language in order to understand how historians construe meanings. They argue that CBI needs to be informed by a functional grammatical analysis.

04–154   Sercu, Lies (Katholieke Universiteit Leuven, Belgium; *Email*: lies.sercu@arts.kuleuven.ac.be). **Implementing intercultural foreign language education: Belgian, Danish and British teachers' professional self-concepts and teaching practices compared.** *Evaluation and Research in Education* (Clevedon, UK), **16**, 3 (2002), 150–65.

The foreign language classroom is itself an exercise in cross cultural communication, heavily dependant on the teacher's role as moderator and facilitator. In order to assess the prominence of intercultural awareness raising activities in such settings, the author surveyed a representative sample of secondary school teachers of English (78 respondents), French (45) and German (27) in the Flemish speaking area of Belgium. A web based questionnaire was constructed to collect information covering their professional aims, self awareness and classroom tasks with a specific intercultural component. The three groups provided similar definitions of their priorities, with linguistic content prevailing over cultural considerations. They also agreed on the choice of preferred topics used to introduce sociocultural background knowledge about the target language,

especially in the realm of everyday routines, living conditions, food and drink. The evidence is in line with efforts by Danish and British language teachers (Byram and Risager 1999) to move learners away from traditional stereotypes, towards a more inclusive view of cultural differences. At the same time, however, it signals the need for a learner centred approach to language and culture teaching built upon pupils' abilities, needs and interests.

04–155   Shinwoong, Lee (Hanyang U., South Korea). **Korean ESL learners' experiences in computer assisted classroom discussions.** *English Teaching* (Anseonggun, Korea), **58**, 4 (2003), 371–95.

In recent years a large amount of research has been devoted to the pedagogical benefits of the networked computer room. This article describes the use of networked computer mediated communication (CMC) in the form of computer assisted classroom discussion (CACD) by 16 Korean learners of English as a second language (ESL) at university level in the USA. It looks at problems arising when learners' expectations about the use of synchronous (real-time) CACD did not match the teacher's process oriented approach with an emphasis on discourse and fluency. It describes how 81% of the participants believed they would learn nothing from CACD due to the absence of refined corrective feedback from an authority figure. The article also outlines tension caused by both the fast pace of the CACD and the social constraints regarding correct address forms required for different online participants. It discusses how identifying learners' beliefs and making allowances for cultural differences may lead to more effective instruction using CACD and lists online discussion strategies that may help learners overcome related technical and cultural inhibitions.

04–156   Sifakis, Nicos C. (Hellenic Open U., Greece; *Email*: nicossif@hol.gr). **Teaching *EIL* – Teaching *International* or *Intercultural* English? What Teachers Should Know.** *System* (Oxford, UK), **32**, 2 (2004), 237–50.

The article concentrates on setting some specific criteria for the EIL ('English as an International Language') classroom and raising teachers' awareness of what is needed in order to identify and teach EIL classrooms. It starts by distinguishing between those communicative and teaching situations that are norm bound and those that prioritise interlocutors' mutual comprehensibility and cultural identity. On that basis, it goes on to delineate the EIL domain in norm bound terms and suggests that teachers should also concentrate on teaching English as an intercultural language (EIcL). It subsequently addresses the following questions: What are the defining characteristics of an EIL/EIcL situation? How can a teacher identify such a situation? To what extent are EIL/EIcL situations similar to or different from other ESL, EFL, or more

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general ESOL situations? Are all EIL/EIcL situations around the world the same and, if not, to what extent are they similar/different? To what extent do learners' and teachers' attitudes towards English, language learning and their own national, cultural and personal identity matter in EIL/EIcL learning/teaching? The author makes suggestions for teachers wishing to identify and teach EIL/EIcL classes.

04–157 Simard, Daphnée (Université du Québec à Montréal, Canada; *Email*: simard.daphnee@uqam.ca). **Using diaries to promote metalinguistic reflection among elementary school students.** *Language Awareness* (Clevedon, UK), **13**, 1 (2004), 34–48.

Reflection about language is a valuable component of intentional language acquisition and can be promoted in various ways. This longitudinal study focuses on the use of diary entries collected from sixth grade French speakers learning English as a second language (ESL) in Quebec. A group of 81 children (aged 10–11) were trained to keep a diary for noting L1/L2 differences and tested for oral/written comprehension and production skills; some pupils received extra weekly instruction in an enriched ESL class. The results show that all learners noticed some metalinguistic elements (especially vocabulary) of the target language – an ability that did not vary during observation. Their performance, however, was unaffected by the use of diaries, arguably because the mere listing of linguistic divergences/similarities does not reveal any implicit knowledge held by learners. For a complete picture, investigation is needed over a longer period, using tests designed in collaboration with teachers and a structure diary for eliciting more explicit statements.

04–158 Song, Jeong-Weon (Hanyang U., South Korea). **Effects of task-processing conditions on the oral output of post beginners in a narrative task.** *English Teaching* (Anseonggun, Korea), **58**, 4 (2003), 249–71.

Task based activities provide learners with the opportunity to practise the use of language. This article investigates the effects on learner performance of such tasks of varying three processing conditions: the cognitive load involved, planning time before the task and the learners' background knowledge. The article reviews the literature on these three areas then describes how 56 learners of English, classified as upper beginners, constructed an oral narrative from a picture story. The three task processing conditions were varied to include a familiar and an unfamiliar story, planning time and no planning time and sequenced and jumbled pictures. The transcribed data was analysed for fluency, complexity and accuracy and then subjected to a test for Multivariate Analysis of Variance (MANOVA). The results according to the presence or absence of the three conditions indicated little difference in performance on tasks. It is suggested this may be due to the low level of oral proficiency and that greater variance will result from repeating the research with learners of higher proficiency.

04–159 Storch, Neomy (U. of Melbourne, Australia; *Email*: neomys@unimelb.edu.au). **Relationships formed in dyadic interaction and opportunity for learning.** *International Journal of Educational Research* (Abingdon, UK), **37** (2002), 305–22.

A previous study which investigated the nature of dyadic interactions in a university ESL classroom setting found that students form very distinct and stable patterns of dyadic interaction. This paper uses a case study approach to illustrate qualitative differences in the nature of pair interactions by focusing on two of these patterns: a collaborative and a dominant/dominant pattern. The study was classroom based and longitudinal and data were collected from 33 subjects on three different language tasks. These patterns were observed in task performance and the way the pairs dealt with a number of language issues. In the data of the collaborative pair there were also instances which suggested a transfer of knowledge from the pair talk to later individual performance. It is concluded that teachers and researchers need to monitor closely the kind of relationships formed when students work in small group or pairs in the language classroom, whether these be assigned or self selected.

04–160 Tomlinson, Brian and Masuhara, Hitomi (Leeds Metropolitan U., UK; *Email*: B.Tomlinson@lmu.ac.uk). **Developing cultural awareness.** *Modern English Teacher* (London, UK), **13**, 1 (2004), 5–12.

An approach to using activities to raise cultural awareness in the language classroom is described and exemplified here. The authors draw a distinction between cultural knowledge – information about the characteristics of our own and other people's cultures – and cultural awareness – perceptions of our own and other people's cultures. It is argued that a cultural awareness approach involves the encouragement of learning from experience and of achieving apprehension before comprehension. This not only helps learners to develop cultural sensitivity and empathy but can also facilitate their acquisition of language. A number of procedures for introducing culture are listed and several types of activity are exemplified to integrate the raising of cultural awareness into the language lesson: text-driven activities; description, interpretation, evaluation; simulations; scenarios and task-driven activities.

04–161 Towndrow, P. (Nangyang Technological U., Singapore). **Reflections of an on-line tutor.** *ELT Journal* (Oxford, UK), **58**, 2 (2004), 174–82.

This article aims to investigate reflective journal writing via a virtual learning environment. The study features

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an on line tutor working with a group of Chinese learners. Data was collected from a group of 15 students from China attending a 28 week pre-degree communication skills programme at a tertiary level institution in Singapore. The students voluntarily worked through a piloted series of English comprehension materials delivered via Blackboard. The author presents results that claim to highlight the role important role of the reflective journal in identifying and clarifying the challenges in the approach adopted. The article concludes by indicating some of the pedagogical implications of the tutor's experiences for colleagues working with Chinese students on line. Comments and suggestions are also made that are considered relevant to wider on line language learning contexts.

04–162   Vilches, Ma. Luz C. (Ateneo do Manila U., Philippines; *Email*: mvilches@ateneo.edu). **Task-based language teaching: the case of EN 10.** *RELC Journal* (Singapore), **34**, 1 (2003), 82–99.

This paper examines the introduction of task based language teaching within the context of an English bridging course at a Philippine university. After giving details about the course background, the author goes on to describe its link to the Philippines English Language Teaching project, and in particular the influence of a lesson framework consisting of four elements: input, content focus activities, language focus activities, and task. Tasks are seen as a lesson's culminating activity and therefore the teacher's primary focus. This is followed by a detailed discussion of the course itself, including syllabus design, materials, and teaching methodology. The author concludes by providing preliminary information, including learner feedback, on the impact of the course.

04–163   Willkop, Eva-Maria (Mainz, Germany). **Texte im Mitteilungsprozess – Wege durch ein vereinigtes Babylon** [Texts in the mediation process – ways through united Babylon] *Jahrbuch Deutsch als Fremdsprache* (Munich, Germany), **29** (2003), 221–50.

This paper demonstrates the potential of text based work as a mediation tool for the resolution of conflicts in an intercultural language classroom. Initially, the concepts of mediation and tolerance are discussed. Subsequently, the author points to the specific situation of a foreign language classroom for immigrants, where clashes and misunderstandings are almost inevitable. By drawing on some aspects of text linguistics, the author illustrates how text based work could be organised in order to help students to get accustomed to the learning situation as well as the to cultural environment outside the classroom. First of all, the selection of texts should reflect a wide range of topics and genres. The students have to be made aware of underlying writing conventions, textual patterns, and phenomena such as macro and microstructures, coherence and cohesion etc. Secondly, the authors emphasise the benefits of comparisons

between textual norms in the first and target language. Then, strategies to facilitate individual text production are discussed. Finally, the role of literary texts in the process of intercultural mediation is highlighted.

Language learning

04–164   Aronin, Larissa (U. of Haifa, Israel; *Email*: Larisa@research.haifa.ac.il) **and Ó Laorie, Muiris. Multilingual students' awareness of their language teacher's other languages.** *Language Awareness* (Clevedon, UK), **12**, 3&4 (2003), 204–19.

Language awareness (LA) includes encouraging learners to become aware of teacher roles and evaluate the teacher's contribution to their learning. The increased LA among learners of a Third Language (L3) could lead to greater capacity for autonomous learning. This article reports a comparative study of multilingual language learners' opinions of their teachers in two countries – Israel and Ireland – where languages are taught in an academic context. 435 participants (75 English-speaking learners in Ireland and 360 Russian speakers in Israel), studying a range of languages (English and Hebrew in Israel; French, German, or Spanish as L3 in Ireland) completed questionnaires using multiple choice and open ended questions. Answers to 17 multiple choice questions focusing on metalinguistic awareness were counted and compared, and the data from explanations were analysed and interpreted, resulting in nine statements. These statements indicate varying preferences, linked to learners' increasing competence, regarding teacher First Language (L1) use in the classroom. Opinions on the language learning process and role of the teacher reflected the status of the language in society. There was a strong perception of the teacher as helper, supervising accuracy and giving encouragement, with preference for teacher intervention limited to strictly defined circumstances.

04–165   Beatty, Ken (City U., Hong Kong; *Email*: lsken@cityu.edu.hk) **and Nunan, David. Computer-mediated collaborative learning.** *System* (Oxford, UK), **32**, 2 (2004), 165–83.

The study reported here investigates collaborative learning at the computer. Ten pairs of students were presented with a series of comprehension questions about Mary Shelley's novel *Frankenstein or a Modern Prometheus* along with a CD-ROM, *Frankenstein Illuminated*, containing the novel and a variety of source material. Five students worked with an interface based on a behaviorist model of instruction and five worked with an interface based on a constructivist model of instruction. It was hypothesized that the constructivist interface would lead to greater exploration and more instances of collaboration. Data included ten hours of videotaped interactions, answers to the comprehension questions by each dyad, mouse moves and keystrokes as captured by *Lotus ScreenCam* software, and notes

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generated in the course of transcribing the video interactions. These data were analyzed both quantitatively and qualitatively. The study failed to support the hypothesis that a constructivist interface generates greater collaboration. Implications of the study are presented and discussed. The study points to the need for a less strict separation of constructivist and behaviorist approaches.

04–166   Berry, Roger (Lingnan U., Hong Kong; *Email*: rogerb@ln.edu.hk). **Awareness of metalanguage.** *Language Awareness* (Clevedon, UK), **13**, 1 (2004), 1–16.

As part of an ongoing study of metalanguage in English grammar books, this article investigates how learners react to the non propositional aspect of grammar description and other features. For this purpose, a sample of 120 Hong Kong undergraduates were tested for their reaction to grammar book texts and for their ability to apply such texts. A distinction was made between pedagogically oriented (*Collins Cobuild Grammar*) and scholarly publications (Quirk *et al.*'s *Comprehensive Grammar of the English Language*). The results indicate, predictably, a more favourable reaction to the former genre for all the facets considered but also a wide spectrum of metalinguistic awareness among learners. It is not certain whether such knowledge is acquired through reading skills or by listening to the teacher's grammar pronouncements. The evidence suggests, however, several directions for textbook improvement in terms of style of address, metalanguage, example types and choice of modal verbs. In other words, suitable attention should be paid not only to the propositional content but also to how it is conveyed linguistically.

04–167   Chang, Jin-Tae (Woosong University, Korea; *Email*: jtchang@lion.woosong.ac.kr). **Quasi-spoken interactions in CMC: email and chatting content analysis.** *English Teaching* (Anseonggun, South Korea), **58**, 3 (2003), 95–122.

The study reported here investigates how text based CMC activities can help Korean students to improve oral proficiency in real life situations. 13 beginner or low intermediate level college students of English were given pre oral tests, placed into two groups and then interacted with teachers over a single semester, exchanging group emails and participating in chat sessions based on specific CMC lesson plans. Students' quasi spoken interactions in CMC sessions were collected and analysed using Henri's (1992) analytical framework for computer conferencing to examine the real impact of CMC activities on students' oral proficiencies. Students' communicative competences (grammar, vocabulary, pronunciation, fluency, conversational skills and content) were discussed according to Henri's social, interactive, cognitive and metacognitive dimensions of content analysis. The results of post oral tests indicated that students' oral proficiency had improved through active participation in the CMC

course. The author concludes that CMC text based interaction can help students improve their communication strategies, fluency and conversational skills. Moreover, it can provide a rehearsal of appropriate vocabulary, structures and functions and so act as an important precursor for students developing meaning based conversation in the classroom and in real life situations.

04–168   Chung, Hyun-Sook (International Graduate School of English, South Korea; *Email*: sook@igse.ac.kr). **Does subject knowledge make a significant contribution beyond that of L2 listening ability to L2 listening?** *English Teaching* (Anseonggun, South Korea), **58**, 3 (2003), 21–40.

This article reports on a study which explores whether prior knowledge of a lecture topic enhances proficient L2 listener's performance on comprehension and recall of text information. 39 EFL graduate school students were divided into advanced or high intermediate groups based on scores on the listening section of TOEFL. All students had previously studied Linguistics and 23 of them were currently enrolled in a Statistics course. Each student listened twice to passages on Linguistics (more familiar) and Statistics (less familiar) and were then administered comprehension tests. After participating in the first experiment, the 23 students undertaking the Statistics course were provided with relevant subject knowledge; receiving classes on areas that covered the content of the Statistics listening passage. The students were then given a post test after a period of five weeks. Results of a comprehension measure for the main effects of topic familiarity (more familiar versus less familiar) in experiment one and time of test (pre-test versus post-test) in experiment two did reach significance. There was no significant effect for L2 listening proficiency level. Both the advanced and high intermediate groups performed higher on the more familiar topic and the post test after being provided with subject knowledge on Statistics. The article concludes that subject knowledge plays a critical role in L2 listening comprehension and offers a number of pedagogic suggestions for teachers to help bridge the gap between listeners' prior knowledge and text content.

04–169   Cunico, Sonia (Leicester U., UK). **Translation as a purposeful activity in the language classroom.** *Tuttitalia* (Rugby, UK), **29** (2004), 4–12.

In a critical moment in which enrolment in modern languages degrees is at an historical low point in the UK, translation as a language learning activity offers a golden opportunity to enhance the profile of language graduates and answers to the rising need in the work market for competent, professional language specialists. In this article the author discusses the pedagogical advantages of using translation as a language learning activity in undergraduate language modules in UK universities and the role it can play in the language

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classroom. Reasons are discussed for the present neglect of the full potential of translation as a classroom language learning activity. The author defends the pedagogical and market oriented advantages of classroom translation. Some translation exercises are presented.

04–170   Dodigovic, Marina (Zayed U., Dubai, UAE; *Email*: Marina.Dodigovic@zu.ac.ae). **Natural language processing (NLP) as an instrument of raising the language awareness of learners of English as a second language.** *Language Awareness* (Clevedon, UK), **12**, 3&4 (2003), 187–203.

The article describes the rationale behind, and development of, the 'Cyber Coach', a Natural Language Processing (NLP) based parser, envisaged as an intelligent tutor for students of English for Academic Purposes (EAP) studying at an English medium university. Following an overview of interlanguage (IL) research, the author points to the potential of error analysis (EA) to raise learner language awareness, enabling continued learning. To enable the parser to identify errors in students' written work, and to explain the underlying grammar, it was taught the learners' IL and the target language (TL). The IL corpus was obtained from two writing samples from 87 EAP students (20% Chinese speaking, 72% Indonesian), and compared with two native speaker corpora of professional EAP. EA revealed that learners had most difficulty with TL verbs, especially with transitivity and mood patterns. The article presents examples of the user interface of the first module, piloted on the Web. Tester feedback was positive but indicated that students were frustrated by the Cyber Coach's limitations in dealing with unexpected language. More research and development is required for the programme to become fully useful.

04–171   El-Dib, M. A. (Zagazig U., Egypt). **Language Learning strategies in Kuwait: links to gender, language level, and culture in a hybrid context.** *Foreign Language Annals* (Alexandria, Virginia, USA), **37**, 1 (2004), 85–95.

In recent years there has been a great deal of research into learner strategies. Some studies have stated that female students tend to report using more strategies than males, proficient students use more than less proficient, and certain cultures and learning styles make use of particular strategies. However these generalizations are not widely agreed on. This paper describes a study in Kuwait, a hybrid context since its cosmopolitan nature means different nationalities with different first languages use English to communicate. Within the four colleges in the study, 504 students submitted questionnaires on the Strategy Inventory of Language Learning (SILL). The findings indicate that females do not use strategies more than males but rather that they use differing strategies, and that the cultural context determined the types of strategies used by each gender.

Less proficient students tended to use affective strategies to help them deal with any tension in learning a foreign language. The authors argue that strategy use is largely a function of learning contexts and tasks rather than of gender, ethnic identity or learning style. They suggest other, non-questionnaire methods for further investigation into this area.

04–172   García Mayo, María del Pilar (U. of the Basque Country, Spain; *Email*: fipgamap@lg.ehu.es). **Interaction in advanced EFL pedagogy: a comparison of form-focused activities.** *International Journal of Educational Research* (Abingdon, UK), **37** (2002), 323–41.

Form focused activities frequently require learners to produce output collaboratively. This paper reports on a study, partially modelled on Storch (1988a), in which form-based activities were used with high intermediate/advanced learners of English as a Foreign Language with the purpose of analysing performance and determining which activities seemed more effective in generating attention to form. The participants were 14 adult learners (mean age 20.8 years), ten female and four male, in the third year of the four year English Philology degree at the University of the Basque Country, Spain. The characteristics and rationale for the five activities (cloze, multiple-choice, dictogloss, text reconstruction and text editing) are described. Students worked in self selected dyads. Interaction was audiotaped, transcribed and codified to identify language related episodes (LREs). The percentage of LRE turns was highest in text editing (59%), followed by text reconstruction and multiple choice, lowest (14%) in dictogloss. Learners' justifications of their grammatical choices produced a taxonomy of seven categories: grammar, intuition, context/discourse, meaning, analogy, combination of reasons, and no explanation. Attention to form and reflection on grammatical choices depended on the activity but learners frequently gave no explanation for their choices. Further research is needed on choice of activities and how learners interpret and complete them.

04–173   Ghaith, Ghazi (American U. of Beirut, Lebanon). **Effects of the Learning Together model of co-operative learning on English as a Foreign Language reading achievement, academic self-esteem, and feelings of social alienation.** *Bilingual Research Journal* (Arizona, USA), **27**, 3 (2003), 451–74.

Co-operative language learning has been proclaimed as an effective instructional approach in promoting the cognitive and linguistic development of learners of English as a Second Language or English as a Foreign Language (EFL). This study investigated the effects of the Learning Together co-operative learning model (described in the article) in improving EFL reading achievement and academic self-esteem, and in decreasing feelings of school alienation. 56 male and

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female Lebanese high school learners of EFL (aged 15–16 years) participated in the study, and a pre test post test control group experimental design was employed. The results indicated no statistically significant differences between the control and experimental groups on the dependent variables of academic self esteem and feelings of school alienation. However, the results revealed a statistically significant difference in favour of the experimental group on the variable of EFL reading achievement. The author discusses pedagogical implications and suggests recommendations for further research.

04–174   Hansen, Jette G. (U. of Arizona, USA; *Email*: jhansen@u.arizona.edu). **Developmental sequences in the acquisition of English L2 syllable codas – a preliminary study.** *Studies in Second Language Acquisition* (New York, USA), **26**, 1 (2004), 85–124.

Although research on L2 phonology acquisition has provided significant findings regarding transfer, much remains to be discovered about the longitudinal acquisition of an L2 phonology. This study examines the acquisition of English syllable codas by two native speakers of Vietnamese. Two types of phonological information were collected at three intervals over a year: interview and word list data. Findings show that a developmental – and possibly non linear – sequence may exist and that production type differed significantly by coda type and was indicative of acquisition processes. Linguistic environment and grammatical conditioning were also found significantly to affect coda production and development. It is suggested that production types themselves may not be stable but rather dynamic, shifting as new codas emerge in the L2 phonology and others are reanalysed.

04–175   Havranek, Gertraud (U. of Klagenfurt, Austria; *Email*: gertraud.havranek@uni-klu.ac.at). **When is corrective feedback most likely to succeed?** *International Journal of Educational Research* (Abingdon, UK), **37** (2002), 255–70.

Studies of corrective feedback (CF) indicate that it facilitates second language acquisition (SLA). The purpose of the explorative, classroom based study reported in this article was to identify factors promoting or impeding the effectiveness of CF. Using observation, recording and transcription, data were collected from 207 German-speaking learners of English at six different age group and proficiency levels in Austria. 1700 instances of CF were identified and classified into ten different correction types. Class-specific language tests were administered, testing a total of 1086 corrected items, with results analysed as *success*, *resistance*, or *alternative*. Ratios were calculated both for those who committed the error (Test-Ratio-Self: TRS) and for peers present at the correction (Test-Ratio-Peer: TRP). Just over half the corrected learners showed success in the subsequent test, with peers achieving success in

61% of all cases. Situational factors leading to higher and lower success rates are identified and reasons for these suggested. Test ratios of grammar, lexis, and pronunciation errors differ significantly: TRS is highest for grammar and lowest for pronunciation, with high TRP for pronunciation items. Findings indicate that the learner must be ready for the correction, and will benefit from repeating the corrected version.

04–176   Hegelheimer, Volker (Iowa State U., USA; *Email*: volkerh@iastate.edu) **and Tower, Dustin. Using CALL in the classroom: Analyzing student interactions in an authentic classroom.** *System* (Oxford, UK), **32**, 2 (2004), 185–205.

Recent CALL research has started to go beyond the comparison of CALL versus non CALL environments to explore what learners do while going through CALL activities. One important strand within that area has focused on the use and utility of providing learners with opportunities to request modified input. While many studies have carried out research in a laboratory setting or through structured observation, this study explores learners' interactions within a CALL programme in an authentic setting. The results indicate large variation in the use of options available. While teacher introduced and mandated options were utilized more frequently, the data revealed that some options were either used infrequently (e.g., access to a textual gloss), or completely ignored by half of the learners (i.e., simultaneous repetition of text and audio). However, the study also found that access to options that provide added redundancy were significant predictors of success, more so than the time spent interacting with the CALL programme. While low proficiency students chose dual input (audio and textual), they appeared to be less able to effectively utilize it. Higher proficiency students mainly focused on audio repetition only. The research highlights the importance of testing CALL software within an authentic classroom setting.

04–177   Hester, Elizabeth (Wichita State U., USA; *Email*: hestere@newpaltz.edu) **and Hodson, Barbara Williams. The role of phonological representation in decoding skills of young readers.** *Child Language Teaching and Therapy* (London, UK), **20**, 2 (2004), 115–33.

Mental representation of phonological coding, which develops in early childhood, plays a key role in the acquisition of reading skills. This study investigates its relative contribution to literacy in primary schooling, using data from 65 third grade children (age range 8–10) attending two USA schools. After initial screening, the subjects were administered various standardised tests to assess reading/decoding, receptive vocabulary and cognitive ability; these were followed by three lexical production and manipulation tasks for the assessment of phonological representation, involving 10 multisyllabic words; 10 multisyllabic nonwords; and 40 'pig Latin' stimuli. After statistical processing, the data signals a

significant link between explicit phonological awareness tasks and phonological organisation; on the other hand, multisyllabic nonword repetition errors did not necessarily indicate decoding deficits in children with no overt language deficit. Finally, the phonological skills involved in reading were apparently independent of both IQ and vocabulary. In the light of such findings, new diagnostic tools should be developed for the assessment of phonological representation also after earlier school years.

04–178 Kim, Haeyoung (Catholic U. of Korea, South Korea; *Email*: haeyoungkim@catholic.ac.kr). **Effects of free reading on vocabulary competence in the first and second language.** *English Teaching* (Anseonggun South Korea), **58**, 4 (2003), 273–92.

Recent research suggests reading as one of the major tools to overcome the difficulties many language learners face. Although there appears to be a general consensus among researchers that reading leads to higher levels of vocabulary competence both in L1 and L2, not much research exists focusing on the relationship between reading experiences in the two languages. This paper examines the effect of reading in L1 and L2 on vocabulary competence among Korean college students. Results indicate that free reading in Korean had a positive effect on Korean vocabulary competence as did reading in English on English vocabulary competence. The study was also able to present evidence of the positive effect of reading in Korean on English vocabulary competence, mediated by free reading in English. The author concludes by adding that not only is reading more effective, as research suggests, than repetitions and drills in foreign language education, but also more pleasurable.

04–179 Klapper, John and Rees, Jonathan (Birmingham U., UK; *Email*: j.i.rees@bham.ac.uk). **Marks, get set, go: an evaluation of entry levels and progress rates on a university foreign language programme.** *Assessment & Evaluation in Higher Education* (London, UK), **29**, 1 (2004), 21–39.

This paper highlights the problem of falling recruitment to foreign language (FL) degrees in higher education, outlining some of the recent changes in secondary FL education which have contributed in part to this situation. It draws attention to the lack of research into the impact that the fall in numbers of students taking a foreign language A level is having on the quality of the intake onto HE foreign languages courses. It reviews the findings and conclusions of the only major study in this area and then presents the results of a new longitudinal study of FL learning at a major UK university. The findings challenge the prevalent view that A level foreign languages are becoming the preserve of the academically elite and raise questions about the type of skills rewarded at foreign language A level. The study confirms previous research findings relating to poor progression rates in university FL learning, but questions the assumption that poor tuition is the root cause of this malaise. The study concludes with a call for a UK wide research project to further address these issues.

04–180 Kuiken, Folkert (U. of Amsterdam, The Netherlands; *Email*: f.kuiken@uva.nl) **and Vedder, Ineke. The effect of interaction in acquiring the grammar of a second language.** *International Journal of Educational Research* (Abingdon, UK), **37** (2002), 343–58.

Theories of interaction and noticing underlie the dictogloss procedure and this paper investigates the effect of interaction between learners during a dictogloss task on the acquisition of the target structure. The participants were Dutch high school students, in their fifth year of English, aged between 16 and 18. The experimental group (20 students) carried out the tasks in small groups, while the control group (14 students) reconstructed the texts individually. Pre-existing knowledge of the passive in English was established through a detection test, and quantitative analysis of pre-test, post-test, and delayed post-test, with reliability of test scores established, is presented. Analysis revealed that interaction during reconstruction did not result in better recognition of passives, nor more frequent use of them in reconstruction. In the qualitative analysis, transcriptions of the control group's recorded discussion were used to identify cases of noticing, and a distinction made between 'simple' and 'elaborate' (indicating metalinguistic awareness) noticing. This revealed that interaction leads to noticing, but not to acquisition. It is suggested that the small number of students, and limited duration of the treatment may have influenced results. Other complicating factors, of language proficiency and group dynamics, are identified. The authors suggest the need for more detailed qualitative studies.

04–181 Letao, S. and Fletcher, J. (U. of Western Australia, Australia). **Literacy outcomes for students with speech impairment: long-term follow-up.** *International Journal of Language and Communication Disorders* (Abingdon, UK), **39**, 2 (2004), 245–56.

This article outlines the final stage of a longitudinal research project that followed the development of 30 children who had been diagnosed at the age of 5–6 as having expressive phonological impairment problems, i.e. speech impediments. 14 of the original group were reassessed at 12–13. The aim of the project was to assess the extent to which early problems led onto further limitations in literacy skills. Previous studies are summarised then followed by classifications of phonological impairment as either developmental or non developmental (NDEV). NDEV refers to having difficulty with segmentation along with identifying and classifying phonemes. According to results from a

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standardised test battery, children classified as generally having NDEV speech errors performed significantly more poorly than those with developmental problems. The outcome of the reassessment reveals further evidence that long term effects on literacy levels are inevitable unless early identification of NDEV takes place and is followed by intervention that addresses the development of phonological awareness skills. Such intervention should also follow assessment using a framework that allows goal setting to be linked to the child's strengths and weaknesses.

04–182 Lindberg, Inger (Göteborg U., Sweden; *Email*: inger.lundberg@svenska.gu.se). **Second language awareness: for what and for whom?** *Language Awareness* (Clevedon, UK), **12**, 3&4 (2003), 157–71.

The sociocultural and ideological issues that affect adult second language (L2) speakers are illustrated by literature such as diary studies and interviews showing how lack of mastery of L2 leads to reduced opportunities for improvement, and how lack of access to L2 results in inequality of treatment. It is argued that critical awareness of how language contributes to power structures can empower learners to challenge these structures and to make greater use of opportunities available. Bremer *et al.* concluded (1996) that adult L2 learners need structured opportunities to interact with target language (TL) speakers outside the classroom. To supplement the 500 hour basic Swedish for Immigrants course in Malmo, NS interlocutor volunteers held weekly one hour TL conversations with groups of three or four immigrants. The untrained volunteers chose their own approach and data from recordings showed that although some dominated conversation, a simple change of topic could change the relationship, allowing more equal participation. Raising awareness of this would promote motivation and L2 development. The author concludes by describing how the use, in class, of collaborative form focused reconstruction activities was investigated over four months, and was found to show the potential of social interaction in language learning, and to promote mutual respect, regardless of learners' ability to use metalinguistic terms.

04–183 Lyster, Roy (McGill U., Canada; *Email*: roy.lyster@mcgill.ca). **Negotiation in immersion teacher-student interaction.** *International Journal of Educational Research* (Abingdon, UK), **37** (2002), 237–53.

Communicatively oriented and content based second language (L2) classrooms have emphasized negotiation of meaning over negotiation of form, leading to a tendency for L2 development to level off once communicative needs are met. The author of this article, drawing on classroom research in French language immersion classrooms in Canada, argues that the use of recast (defined as a well formed reformulation of a learner utterance) is ineffective in drawing young

L2 learners' attention to form and frequently creates contexts of pragmatic ambivalence. Analysis of transcribed classroom interaction from two classrooms (both grade 4, with 9–10 year old students, but at different stages in the immersion programme) shows how a teacher can draw attention to non target output to encourage peer- or self-repair. Form focused negotiation is found to be less likely to create pragmatic ambivalence, and feedback on accuracy is an expected part of classroom discourse. The author suggests that form focused negotiation provides prompts for self-repair, support for which is found in studies of learner output. It is concluded that form focused negotiation may be especially beneficial in communicatively oriented and content based classrooms, and that the most effective L2 teachers may be those able to balance the need for form focused and meaning focused negotiation.

04–184 Martino, W. Boys, masculinities and literacy: addressing the issues. *Australian Journal of Language and Literacy* (Adelaide, Australia), **26**, 3 (2003), 9–27.

This article considers the lower literacy performance of boys compared to girls in Australian schools. It begins by examining media claims that education is 'feminised', making boys the 'new disadvantaged'. Single sex classes and a more 'boy friendly' curriculum are two ways which have been proposed to counter these concerns. Martino discusses the explanations centred on biological accounts of differences between the sexes and the reliance on populist beliefs, and considers the politicised context of the debate. The impact of teacher threshold knowledges in areas such as a supportive classroom environment and celebration of difference between pupils is also considered. Martino focuses on two primary school teachers and explores their strategies in teaching boys and their beliefs in how boys and girls learn. The author concludes by exploring how boys cannot all be labelled in the same way, how they may be advantaged in terms of electronic literacy and argues that there is a need to explore the social construction of masculinities and their effects on boys' literacy.

04–185 McDonough, Kim (U. of Illinois at Urbana-Champaign, USA; *Email*: mcdonokr@uiuc.edu). **Learner-learner interaction during pair and small group activities in a Thai EFL context.** *System* (Oxford, UK), **32**, 2 (2004), 207–24.

The use of pair and small group activities in the second language (L2) classroom has been supported by both theoretical and pedagogical arguments. However, L2 researchers and practitioners have expressed concerns about their use in some instructional contexts. This small scale study explored instructors' and learners' perceptions about the use of pair and small group activities in a Thai EFL context, and examined whether the learning opportunities theoretically attributed to pair and small group activities actually occurred in

class. It also investigated whether learners who actively participated during the pair and small group activities showed improved production of the target forms. 16 Thai EFL learners completed the pair and small group activities as part of their regularly scheduled English classes at a large public university in Northern Thailand. The results indicated that learners who participated more during the pair and small group activities demonstrated improved production of the target forms, even though they did not perceive the activities as useful for learning language. Issues in the use of pair and small group activities in L2 classrooms are discussed. The need for more related research in other contexts is raised.

04–186   Meara, P. (U. of Wales Swansea, UK). **Modelling vocabulary loss.** *Applied Linguistics* (Oxford, UK), **25**, 2 (2004), 137–55.

The author questions previous studies of vocabulary attrition, in that they do not take interlocking lexical networks into account. This paper puts forward possible simulation models of vocabulary attrition. The attrition process is modelled using a random autonomous Boolean network model, and some parallels with real attrition data are drawn. The author claims that resulting data is far richer than anything derived from experiments with human subjects. The paper argues that applying a complex systems approach to attrition can provide some important insights, which suggest that real attrition data may need to be treated with caution. It concludes that simulation methods – a technique that is not widely used in applied linguistic research – may be able to throw interesting new light on attrition. The paper suggests that simulations can offer insights into the way lexical attrition might be approached in real life. The author suggests various avenues that might be taken up by other researchers. He offers various questions that might be answered by researchers using simulations and examining some of the assumptions that are often taken for granted in attrition experiments with human subjects.

04–187   Mori, Reiko (Fukuoka Prefectural U., Japan; *Email*: mori@fukuoka-pu.ac.jp). **Staying-in-English rule revisited.** *System* (Oxford, UK), **32**, 2 (2004), 225–36.

Based on qualitative data (class observations, interviews, a letter from the researcher to the teacher about her classroom practice, videotapes, and documents), this paper reconsiders the staying-in-English rule, a popular classroom rule that requires learners to use English in class. It presents an ESL classroom example in which circumstances and strategies arising from the observation of the rule provided genuine opportunities for the students to communicate, making the best use of the linguistic and cultural knowledge base they already possessed. The author concludes that it is not language choice per se, but circumstances and strategies, such as the development of a staying–in-English ethos over a

sustained period of time, devising tasks that appeal to the students' imagination and structurally induce the students to communicate in English, and above all, the teacher's respect for the students, their languages and cultures, and their desire to communicate, that seem to be critical issues in the promotion of student use of L2.

04–188   Roche, Jörg and Scheller, Julija (Ludwig-Maximilians-Universität München, Germany). **Zur Effizienz von Grammatikanimationen beim Spracherwerb** [The efficiency of grammar animations in the process of learning foreign languages]. *Zeitschrift für Interkulturellen Fremdsprachenunterricht*, Online Journal, **9**, 1 (2004), 15 pp.

This article reports findings from a project which examined the effects of 47 computer animations on the learning of German grammar. The subjects were 11 international students in a language school in Munich, learning German at advanced level. They were randomly divided into an experimental and a control group. At the beginning of the experiment, both groups were given a pre test to establish their level of German grammar. Subsequently, the experimental group participated in grammar tutorials, which were based on computer animations. At the same time, the control group received traditional grammar instruction from a teacher. Finally, performance in both groups was evaluated by using the same post tests. Students were also asked to give their subjective opinions on the new teaching tools by filling out questionnaires. The results indicate that the computer animations had a positive learning effect and helped students to memorise information better. The authors concluded that the use of animations increases the efficiency of grammar noticing and learning. However, they should be used in moderation. Over use may strain the individual capacities of information processing and thus, students may just switch off.

04–189   Saito, H. & Eisenstein Ebsworth, M. (Queens College, City U. of New York, USA). **Seeing English language teaching and learning through the eyes of Japanese EFL and ESL students.** *Foreign Language Annals* (New York, USA), **37**, 1 (2004), 111–24.

Japanese students are often labelled by teachers as passive learners who do not speak out in class and may consequently be seen as lacking in motivation. This is of great importance since they make up a significant proportion of the foreign students enrolled in intensive English programmes in US colleges (23% in 2000 and 2001). The study explores how these learners of English as a Second Language (ESL) and English as a Foreign Language (EFL) view their English teachers and classroom activities. The analysed data comprise 100 questionnaires with 49 questions on a 5-point Likert scale and three students from each group were chosen for semi–structured follow on

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interviews. Both questionnaires and interviews were conducted in Japanese. The findings indicate that the students in both ESL and EFL settings preferred open minded teachers who created a relaxed atmosphere, admitted their mistakes and showed flexibility in class content. Both types of student showed instrumental and integrative motivation but differed in the nature of the former: EFL students were often taking English to fulfill a course requirement while ESL students generally needed English for further study or work. A further finding was the greater need to save face among EFL students.

04–190   Schwarzer, D. (U. of Texas at Austin, USA). **Student and teacher strategies for communicating through dialogue journals in Hebrew: a teacher research project.** *Foreign Language Annals* (New York, USA), **37**, 1 (2004), 77–84.

This study describes the strategies used by five students in their dialogue journals to the teacher-researcher and the latter's replies, comprising a total of 60 entries. The students are in the first or second semester of a beginner Hebrew foreign language class in the US. The students' first language (L1) was encouraged in this class and in the journals through translation and codeswitching. Translation enabled students to express ideas they could not express in Hebrew with their basic level of knowledge. Codeswitching was encouraged as a learning tool and thus featured in students' writing, though this technique is rare among biliterate writers generally. The students' diary entries were not corrected, instead the teacher responded to the content and modelled correct writing for the students. The study found that the teacher-researcher's strategies included summarising students' information, modelling conventions by repeating student's content in correct form, using translation and codeswitching, a basic and repetitive format, basing the reply on students' topics and facilitating authentic communication.

04–191   Simard, D. & Wong, W. (U. du Québec, Montréal). **Language awareness and its multiple possibilities for the L2 classroom.** *Foreign Language Annals* (New York, USA), **37**, 1 (2004), 96–110.

The concept and teaching of Language Awareness (LA) has been gathering momentum in the last decade among language teachers and researchers. This article looks at research into how an increased LA in students can improve second language (L2) learning. The authors examine research giving two reasons for the need to integrate LA into teaching: firstly a focus on communication alone does not lead to high levels of linguistic accuracy and secondly LA helps students to appreciate languages from different backgrounds. The paper describes the creation of the Hawkins' (1984) Awareness of Language programme which was introduced into the UK with the objective of

using language study to foster linguistic tolerance and the social integration of immigrant students in UK schools. The authors go on to consider metalinguistic reflection and the extent to which children can reflect on language. Various techniques for enhancing input (formerly known as 'consciousness-raising') are considered. Finally the six themes proposed by Hawkins to guide the development of LA activities are given along with practical classroom activities to implement these.

04–192   Soh, Yoon-Hee (Pochon CHA University, South Korea; *Email*: yhsoh@cha.ac.kr). **Students' preparation, participation and attitudes toward an oral class presentation.** *English Teaching* (Anseonggun, South Korea), **58**, 3 (2003), 69–94.

This paper reports on students' accounts of how they prepare and organize their oral presentations and in what ways they perceive these presentations help them in learning English. In this exploratory study, a questionnaire and interviews were used to collect and analyse data on 20 pre medical students in Korea to discover the actual processes they went through and attitudes towards the ten minute oral presentation task. The results revealed that students spent anywhere between two to ten hours preparing the presentation. The internet was the most common form of research method with students tending to consult Korean web sites first which would then lead them to relevant English sites. Students considered pronunciation and speaking in front of an audience to be difficult aspects during delivery and felt that pronunciation and writing skills were important factors for an effective presentation. Although students complained about the overall difficulty of the task, they indicated that it was useful in the process of learning English and they had gained self confidence through the experience. The paper concludes with suggestions for improvements to the course and for further research into the role of oral presentations in language acquisition.

04–193   Soler Alcón, Eva (U. Jaume I, Spain; *Email*: alcon@fil.uji.es). **Relationship between teacher-led versus learners' interaction and the development of pragmatics in the EFL classroom.** *International Journal of Educational Research* (Abingdon, UK), **37** (2002), 359–77.

The effect of interaction on the acquisition of pragmatic competence has received little research attention. This paper reports on the use of mediating strategies in peer and teacher-student interaction. Subsequently, a study is made of the effect of learners' collaborative dialogue in language learning, since it has been reported to be as effective for learning as interaction between learners and teachers. Subjects included two groups of 12 students instructed in the use of requests; one group was randomly assigned to a collaborative language learning condition and the other to a teacher led interaction on requests. Findings support the claim that pragmatic

knowledge may emerge from assisted performance and that peer interaction favours some of the functions of learners' output such as noticing and hypothesis testing. Pedagogical implications of these findings are discussed.

04–194   Swain, Merrill and Lapkin, Sharon (U. of Toronto, Canada; *Email*: mswain@oise.utoronto.ca). **Talking it through: two French immersion learners' response to reformulation.** *International Journal of Educational Research* (Abingdon, UK), **37** (2002), 285–304.

This paper illustrates the importance of collaborative dialogue as part of L2 learning. The two subjects, grade seven students in an early French immersion programme, wrote a story collaboratively and then subsequently compared what they wrote with a reformulated version of the same text. The aim was that their collaborative efforts, mediated by their dialogue, would reveal what cognitive steps they took to be able subsequently to use their constructed knowledge individually. Their dialogue was transcribed and coded as they passed through the stages of task performance and individual interviews. Reformulation of student writing was seen to be an effective technique for stimulating noticing and reflection on language, providing numerous opportunities for collaborative dialogue. A pre-test/post-test design revealed the combined effects on L2 learning of the reformulations and the subjects' reactions.

04–195   Tulasiewicz, W. & Adams, A. (U. of Cambridge, UK). **Literacy, language awareness and the teaching of English.** *English in Australia* (Norwood, Australia), **138** (2003), 81–85.

The authors begin by asserting that primary school teachers see themselves as teaching language whereas secondary school teachers mainly teach literature. The term 'literacy' itself is problematic as it is now deemed to cover all four language skills plus computer skills and others. In Great Britain there is now a 'Literacy Hour' in primary schools in which language awareness (LA) is taught. Study of LA which includes comparison with other languages can enhance the aims of empowering and sensitising language users. The authors describe their study of this procedure in a school in Cambridge then detail two projects on LA. The first was conducted in several primary schools in England and in Germany, and teaching included 'awareness' of words, word networks and comparison of dialect. The second proposed project concerns secondary schooling and could involve the study of English spellings and the comparison of suffixes in English and German. The authors establish the need to explore language in an enjoyable way in order to improve literacy levels.

04–196   Vilaseca, Rosa Maria (Barcelona U., Spain; *Email*: rosavilaseca@ub.edu) and **Del Rio, María-José. Language acquisition by children with Downs syndrome: a naturalistic approach to assisting language acquisition.** *Child Language Teaching and Therapy* (London, UK), **20**, 2 (2004), 163–80.

Children with language learning difficulties can benefit from the use of appropriate naturalistic strategies during interaction with parents/caretakers. The authors of this case study observed the interactional behaviour of three Spanish children (age range 4–5) with Downs Syndrome in three videorecorded phases: 4 months with their mothers at home; 4 months during school treatment and at home; another 4 months with their mothers. Though not statistically representative, the evidence gathered suggests that naturalistic interaction in therapeutic sessions improves the use of multi–word utterances but does not ensure language maintenance; and that intervention is more beneficial for younger children or those with a lower mental/chronological age differential. There is a clear need, therefore, for effective post intervention maintenance strategies and further research over a longer time period. Whatever the programme, traditional therapy should be supplemented with naturalistic oriented intervention for children with such learning disabilities as Downs Syndrome.

04–197   Young, Andrea and Helot, Christine (I.U.F.M. d'Alsace, France; *Email*: christine.helot@alsace.iufm.fr). **Language awareness and/or language learning in French primary schools today.** *Language Awareness* (Clevedon, UK), **12**, 3&4 (2003), 234–46.

The French Ministry of Education (MEN) encourages the teaching and learning of foreign languages (*langues étrangéres*) in primary schools. *Langues régionales* are also supported, while *langues d'origine*, the languages of interaction in many homes, are not acknowledged or included in the curriculum. With an increasingly multilingual and multicultural population, this is being challenged and MEN documents now suggest, without providing concrete curriculum aims, that teachers should acknowledge and value all first languages (L1s) present in the classroom. This article reports, as an example of best practice, one effort to achieve this, a language and cultural awareness project in a small rural school in Alsace. The 84 pupils in the school include 37% who are not of French origin. The project, developed in response to racist incidents, involves the participation of parents and local residents whose L1 is not French or who have specialist first hand knowledge of a country. The 3-year project has presented over 20 languages and cultures to children aged 6 to 10. Participant observation and interviews with parents, teachers, and pupils show that intercultural understanding and language awareness have been promoted, with beneficial effects for both bilingual and monolingual students. The authors conclude with a plea for language awareness to be included on the teacher education curricula.

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Reading and writing

04–198 Chandler-Olcott, Kelly and Mahar, Donna (Syracuse U., USA; *Email*: kpchandl@syr.edu). **'Tech-savviness' meets multiliteracies: exploring adolescent girls' technology-mediated literacy practices.** *Reading Research Quarterly* (Newark, USA), **38**, 3 (2003), 356–85.

In the light of the paucity of research on how adolescents employ technological tools for literacy beyond academic settings, this study aims to explore two early adolescent girls' use of digital technologies in their literacy practices. The research was informed by the New London Group's conception of multiliteracies, as well as socio-cultural theories of mediated action and tool use. Using field notes, interviews, home visits and school based discussions gained over an 11 month period, data were analysed inductively and recursively. Findings highlighted the importance of multimedia popular texts in the subjects' technology mediated designing and the importance of online relationships in guiding them through this phase.

04–199 Chung, Teresa Mihwa & Nation, Paul (Victoria U., New Zealand; *Email*: Paul.Nation@vuw.ac.nz). **Identifying technical vocabulary.** *System* (Oxford, UK), **32**, 2 (2004), 251–63.

This study compared four different approaches to identifying technical words in an anatomy text. The first approach used a four step rating scale, and was used as the comparison for evaluating the other three approaches. It had a high degree of reliability. The least successful approach was that using clues provided by the writer such as labels in diagrams, typographical marking, and definitions. Using a technical dictionary was more successful, but had an accuracy rate around 80%. The fourth approach compared frequency of occurrence in the specialized text with frequency in a large more general corpus. This worked well, but failed to identify words like *neck, chest, skin* which were also in common usage. It also could not separate collocates of technical words (*superior, posterior, transverse*) from technical words. If collocates are included the accuracy rate is close to 90%. Being able to reliably identify technical vocabulary provides an essential starting point for looking at how learners and teachers should deal with technical vocabulary.

04–200 Ellis, Rod and Yuan, Fangyuan (U. of Auckland, New Zealand; *Email*: r.ellis@auckland.ac.nz). **The effects of planning on fluency, complexity, and accuracy in L2 narrative writing.** *Studies in Second Language Acquisition* (New York, USA) **26**, 1 (2004), 59–84.

Building on previous studies on the effects of planning on L2 learners' oral narratives and drawing on Kellog's model of writing, this study examines the effects of three types of planning conditions on 42 Chinese learners' written narratives. After a critical appraisal of relevant research about planning in task based and writing research, three research questions are presented which aim to explore the differential effects of two types of planning (pretask and careful online) on the fluency, complexity, and accuracy of L2 written texts. Results show that pretask planning enhances learner output in a written task, manifested in greater quantity, fluency, and complexity of language, although such planning appears to have little effect on accuracy. It is suggested that, if the goal is to ensure that L2 writers produce their highest quality work, they need time for both types of planning.

04–201 Gascoigne, Carolyn (U. of Nebraska-Omaha, USA). **Examining the effect of feedback in beginning L2 composition.** *Foreign Language Annals* (New York, USA), **37**, 1 (2004) 71–76.

In one of the few investigations of the effect of teacher feedback on second language (L2) student writing, Ferris (1997) analysed feedback given on first drafts of papers by advanced English as a Second Language students, and the effects of this in subsequent revisions. This article presents a replication study applied to a beginning L2 French class at post secondary level to discover (1) what characteristics of teacher commentary had greatest effect on composition revisions and (2) whether revisions prompted by teacher feedback lead to substantive and effective changes. The 25 participants were native speakers of English, predominantly (22) freshmen, and female (19), beginners in French. 114 first drafts of papers were examined, from which 516 teacher comments (all given in English) were catalogued according to length, type (pragmatic intent and syntactic form), use of hedges, and whether comment was text based or general. Comment type was then broken down into eight categories. Student revisions were assessed according to Ferris' (1997) scale. The 118 positive comments elicited no change, while 334 comments on grammar and mechanics had a profound effect, with 88% leading to successful correction. Results indicate feedback in the form of brief imperatives is effective and that L2 beginners can successfully revise at surface level. Further study is needed of less form focused feedback.

04–202 Hamston, J. and Love, K. Reading relationships: Parents, boys, and reading as cultural practice. *Australian Journal of Language and Literacy* (Adelaide, Australia), **26**, 3 (2003), 44–57.

This paper reports on the second phase of research into the reading habits of boys aged 11 to 17 identified as committed readers from a private, single sex school in Melbourne. It looks at the role parents play in encouraging their sons to become readers, particularly the apprentic(ing) into literacy of children who begin school with a background of being read to and seeing family members enjoy reading. The study focuses on

the concept of guided participation whereby parents and their sons share reading. Questionnaires from 91 boys and 54 parents showed boys becoming increasingly interested in reading via the computer as they grew older and fathers taking a greater role in sharing reading as boys matured. While both mothers and fathers developed a stronger bond with their sons through the sharing of reading, fathers tended to see themselves as initiating and managing the activity whereas mothers were more facilitative and had a greater self awareness of their role. The latter usually took responsibility for their son's reading, and had done since babyhood, seeing this as part of their role as mother.

04–203   Hobbs, Renee and Frost, Richard (Babson College, USA). **Measuring the acquisition of media-literacy skills.** *Reading Research Quarterly* (Newark, USA), **38**, 3 (2003), 330–55.

Research has yet to examine the impact of media literacy on the development of reading comprehension and writing skills. This study seeks to evaluate the impact of a secondary language arts curriculum to determine its effects on students' reading, listening and viewing comprehension, writing, and message viewing skills. Data were gathered on the entire population of 293 students at an American high school and on a random sample of 89 subjects from a control school who received no instruction in critically analysing media messages. Comprehension and message analysis skills were measured in response to three non fiction message formats. Results indicate that media literacy instruction improves subjects' ability to identify main ideas in written, audio, and visual media. Statistically significant differences were also obtained for writing quantity and quality. It is concluded that media literacy inst-ruction within a secondary school English language arts course can be effective in meeting traditional academic goals.

04–204   Huang, Jingzi (Monmouth University, USA; *Email*: jhuang@Monmouth.edu). **Socialising ESL students into the discourse of school science through academic writing.** *Language and Education* (Clevedon, UK), **18**, 2 (2004), 97–123.

Taking the view of 'language socialisation', this paper presents a case study of an intermediate level English as a Second Language science class for new immigrants in a secondary school in British Columbia, Canada. The purpose of the study was to examine how instructional activities for the construction of academic writing socialise students into the discourse of science. The author argues that instructional activities can be so devised that they make the integration of language and content explicit and systematic for the students. Discussion focuses on the whole learning process through analysing data at different stages in the process (samples of students' writing are presented). The author contends that the study supports a sociocultural view of academic literacy development.

04–205   Johnston, Brenda (U. of Southampton, UK; *Email*: bhm@soton.ac.uk). **Teaching and researching critical academic writing: scrutiny of an action research process.** *Educational Action Research* (Oxford, UK), **11**, 3 (2003), 365–87.

This paper proposes one way in which pedagogic theory might be developed through action research. It explores the connections between a teaching problem, research and a theory arrived at through action research, and discusses how this might be applied more generally to academic research. It describes in great detail an action research project on developing critical academic writing with foreign language learners at university. The project sought to provide a framework for teaching, put the framework into practice, researched its impact and revised the framework in the light of reflection and analysis. The author describes the development of her theoretical framework, which was based on general principals or praxiology, from experience and reading through a pilot study followed by a fieldwork plan. A case study is used to illustrate the latter. This approach is demanding in terms of time, but it is claimed that it produces rich understandings, informed by a combination of theory, context and empirical investigation, which make it suitable for other areas of pedagogic research. The author acknowledges that different types of action research would need a different approach.

04–206   Kamler, B. (Deakin University, Australia). **Relocating the writer's voice – from voice to story and beyond.** *English in Australia* (Norwood, Australia), **138** (2003), 34–40.

The use of a writer's 'voice' as a metaphor was pre-valent in Australia in the 1980s. Kamler reviews theories on voice in the last 20 years and suggests that teachers often refer to students' voice when they act-ually mean students' engagement with their texts. Theories reviewed include writing as process of dis-covery or as something to be systematically taught, the representation of teachers' voices in research and the notion of multiple voices. Finally, Kamler suggests that 'story' is a more apt metaphor for the teaching of writing and argues the need to make the craft of writing itself more accessible to students.

04–207   Kim, Hae-Ri (Kyungil U., South Korea; *Email*: hrkimasu@hanmail.net). **Dialogue journal writing through a literature-based approach in an EFL setting.** *English Teaching* (Anseonggun, South Korea), **58**, 4 (2003), 293–318.

This study examined the implementation of dialogue journal writing in a South Korean literature based EFL classroom. Data collection consisted of analysis of writing samples from dialogue journals, a survey, interviews, teachers' journal and field notes, and other classroom documents. The data were analyzed to answer the research question: What happens in terms

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of the learners' language development and literary responses when a teacher responds to her students through dialogue journal writing in an EFL literature based classroom? The analysis of the data revealed that students in the study viewed dialogue journal writing as a good way to learn and develop English writing skills. Dialogue journal writing also served as a means of opening and maintaining ongoing communication between the teacher and each student, and of extending students' experience of the world by responding to the teacher and the literature they read. Considering the impact of dialogue journal writing through a literature based approach as suggested by this research, the author concludes by recommending the further implementation of dialogue journal writing alongside further studies in other EFL settings.

04–208   Kim, Myonghee (Indiana University, USA; *Email*: mahn@indiana.edu). **Literature discussions in adult L2 learning.** *Language and Education* (Clevedon, UK), **18**, 2 (2004), 145–66.

This paper explores how literature circles work in the context of second language (L2) instruction. It scrutinises classroom interactions in an English as a Second Language (ESL) class where nine adult learners read fictional works and discussed the readings. Taking reader-response theory as a conceptual framework, it examines the characteristics of student interactions with the literary text and with other group members, focusing on how the interactions relate to the learners' L2 reading experiences and language development. Analysis of the discourse of the discussions shows that the students developed diverse, insightful responses concerning comprehension of the language of the text, personal connections, cross cultural themes, interpretation, and literary evaluation. It also reveals the students were involved in high quality discourse in the target language. The findings suggest that the literature discussions helped the students emotionally and intellectually to engage with the literary text, generating an opportunity for enjoyable L2 reading experiences. In addition, the discussions contributed to promoting L2 communicative competence by providing opportunities for the production of extended output.

04–209   Lee, Icy (Hong Kong Baptist U., Hong Kong; *Email*: icylee@hkbu.edu.hk). **L2 writing teachers' perspectives, practices and problems regarding error feedback.** *Assessing Writing* (New York, USA), **8**, 3 (2003), 216–37.

Research into error correction in L2 writing in recent years has focused mainly on whether and how it should be done. This article outlines the responses of 206 secondary school writing teachers in Hong Kong to a survey questionnaire and discusses contradictions between what teachers perceive about correction and how they respond to L2 writing. The many merits and drawbacks of both selective and comprehensive feedback are outlined and discussed as well as the degree of effectiveness of correction codes. Teachers in this survey favoured comprehensive correction but for several reasons, including a heavy workload, chose to implement the more viable selective correction. Responses also indicated that some teachers who felt they were selective in their correction were in fact fairly comprehensive. The article suggests that correction is often seen as a necessary but burdensome task and an area in which teachers believe their efforts are too often not reflected in terms of student improvement. The author suggests teachers may be more concerned with immediate learning goals than with equipping L2 writers for independent work. Error logs and editing strategy training are suggested means of empowering L2 writers.

04–210   Lindgren, Eva (*Email*: eva.lindgren@engelska.umu.se) **and Sullivan, Kirk P. H. Stimulated recall as a trigger for increasing noticing and language awareness in the L2 writing classroom: a case study of two young female writers.** *Language Awareness* (Clevedon, UK), **12**, 3&4 (2003), 172–86.

While there is agreement that focus on form can optimise Second Language (L2) learning, it is not known how best to ensure take-up of such instruction. This paper reports research whose aim was to examine: (1) how using key-stroke loggings as the prime for stimulated recall (SR) would impact on later text revisions and (2) whether reflective pair work can assist in triggering noticing and LA. The subjects, two 13-year-old Swedish girls, wrote, on separate occasions, two descriptive texts, using a computer key-stroke logging programme (Jedit) and revised their texts the following day. Both days of working with Text 2 incorporated SR reflection in which, stimulated by the replayed logs, they discussed their thoughts, and the reasons for revisions and pauses, during the writing session. A teacher identified where focus on form was required, giving confirmation of revisions and correct forms. Subsequent text revision was followed by a further SR session. All recall sessions were taped and transcribed. Revisions shown by the logs were coded as surface, text-based, or balance. Following SR, both subjects made more surface revisions, and one also made other revisions. The majority of revisions were found to be triggered by SR sessions and discussion. Studies of other composition types, by a range of ability groups, are required before any general conclusion can be drawn.

04–211   Luke, A. (U. of Queensland, Australia/National Institute of Education, Singapore). **Making literacy policy and practice with a difference.** *Australian Journal of Language and Literacy*. (Adelaide, Australia), **26**, 3 (2003), 58–82.

This article is an edited transcript of a keynote address to a national conference in Tasmania in 2001. The paper discusses literacy in educational policy in Queensland and asserts that many differing curriculum

and assessment policies have been put into place in Australia in the last 30 years in a rather haphazard fashion. Luke goes on to outline the findings of a four month programme to develop a Queensland state literacy strategy. One significant finding of this is that 20% of children live below the national poverty line. Young people's life pathways are following a more eclectic pattern with different routes in and out of work and education. Teachers do not have the diagnostic abilities to determine the causes of many children's difficulties in literacy in early primary school. Luke goes on to describe a five year study of 1000 classrooms in which around half the lessons were described as 'dumbed down'. He suggests that a test driven basic skills programme will not solve these problems and proposes a statewide approach involving professional development and the whole school programmes.

04–212 Mission, R. (U. of Melbourne, Australia). **Imagining the self: the individual imagination in the English classroom.** *English in Australia* (Norwood, Australia) **138** (2003), 24–33.

Mission begins by stating that imaginative thinking is culturally conditioned yet pushed by an individual energy. He points out that it is extremely difficult to judge a piece of student writing as imaginative or creative, and goes on to explore the nature of imagination. He expounds on three uses of imagination: as escapism, as the basis of creativity and in developing understanding. Imagination is thus driven by the desire for things to be different. In English teaching, it can be used to help the reader to recreate meaning from text; this is exemplified in discussion of Ted Hughes' poem, *The Thought-Fox*. Writing, says Mission, 'projects an image of the self'. It is a process of imagining the self and creating ones own identity through writing. He goes on to review Maxine Greene's book *Releasing the Imagination* and then considers the negative effects of the imagination, using the Columbine High School massacre as a striking example of this. Imagination remains, though, a necessity: in order to create new things, we must begin by imagining.

04–213 Morris, Darrell, Bloodgood, Janet W., Lomax, Richard G. and Perney, Jan (Appalachian State U., USA). **Developmental steps in learning to read: a longitudinal study in kindergarten and first grade.** *Reading Research Quarterly* (Newark, USA), **38**, 3 (2003), 302–28.

Previous correlational studies have established a strong positive relationship between phoneme awareness and early reading success. This longitudinal study examines the issue by hypothesising that phoneme awareness develops in phases and that concept of word in text interacts with phoneme awareness in the development of early reading skills. 102 kindergarten students were assessed individually at five different points over two years for alphabet knowledge, beginning consonant awareness, concept of word in text, spelling, phoneme

segmentation, word recognition, and contextual reading. Structural equation modelling showed data fitted the hypothesised model and conformed to the predicted development sequence in a descriptive analysis of median performance change over time.

04–214 Ryu, Hoyeol (Hankyong National University, Korea; *Email*: hoyeol@hnu.hankyong.ac.kr). **Process approach to writing in the post-process era: A case study of two college students' writing processes.** *English Teaching* (Anseonggun, Korea), **58**, 3 (2003), 123–42.

Over the last two decades, a process approach focusing on the writer's cognitive engagement with rhetorical problems has been prevalent in second language writing classrooms. However, its privileged status as a single paradigm for writing research and pedagogy has been recently challenged with the emergence of a new paradigm which views writing as a social artifact. The study reported here explores whether or not process writing instruction still has a legitimate place in the classroom. Verbal protocol data of the writing behaviors of two college students were collected during 45 minute writing tasks and later transcribed and analyzed according to a coding scheme of various writing activities. Analysis of the students' writing processes revealed that they approached the writing tasks differently. While one student examined her writing at both global and local levels, the other student seemed to focus on generating ideas and text only, displaying characteristics of a more inexperienced writer. These differences were further reflected in the students' written products. The author interprets the findings as confirming the validity of both product and process writing instruction and suggests that what is needed is not the complete replacement of the old paradigm but to find ways to integrate new perspectives of second language writing into the existing paradigm.

04–215 Shen, Helen H. (University of Iowa, USA; *Email*: Helen-shen@uiowa.edu). **Level of cognitive processing: effects on character learning among non-native learners of Chinese as a foreign language.** *Language and Education* (Clevedon, UK), **18**, 2 (2004), 167–82.

The purpose of the study reported here was to investigate how different encoding strategies affect retention of Chinese characters (words) as measured by recall of the sound and meaning of the characters. Three types of encoding strategies were investigated during character learning: rote memorisation (shallow processing); student self generated elaboration; and instructor guided elaboration (deeper processing). 16 non native college students from a second year Chinese class participated in the study. ANOVA analysis indicates that deeper processing results in significantly better retention of sound and meaning of characters than

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shallow processing. Of the two kinds of elaboration, retention of sound and meaning is significantly better with instructor guided elaboration at a 20 minute recall interval, but this advantage disappears at a 48 hour interval. Comparison of differences between recall of sound and recall of meaning across the three processing conditions reveals that instructor guided elaboration significantly enhances retention of character meaning.

04–216   Shi, Ling (U. of British Columbia, Canada). **Textual borrowing in second-language writing.** *Written Communication* (Thousand Oaks, California, USA), **21**, 2 (2004), 171–200.

This study examines how first language and the type of writing task affect undergraduates' word usage from source readings in their English writing. Of 87 participating university undergraduates, 39 were native English speakers from a first year writing course in a North American university, whereas 48 were third year Chinese students learning English as a second language in a university in China. Using two preselected source texts, half of the students in each group completed a summary task; the other half completed an opinion task. Students' drafts and the source texts were compared to identify exact or near verbatim retention of strings of words from sources with or without acknowledgement. A two way ANOVA (Analysis of Variance) indicated that both task and first language had an effect on the amount of words borrowed. The study found that students who did the summary task borrowed more words than those who wrote the opinion essays, and Chinese students used source texts mostly without citing references for either task. The study suggests the need for balance between concern for appropriate L2 writing and the need to adhere to the explicit attribution practice in English academic writing. Additionally, the author recommends exploring a new definition of plagiarism.

04–217   Spence, Lucy K. (Arizona State University, USA). **Stepping out of the conversation: giving students a space to co-construct writing.** *Bilingual Research Journal* (Arizona, USA), **27**, 3 (2003), 523–32.

The author, a teacher researcher, recounts how she uses discourse analysis in a writing group in a language arts classroom to study the language used by her students (fourth grade English language learners in a Spanish dominant language community in the south–western United States). The paper focuses on the discussion concerning a story written by one student in English. The author utilises a 'narrative vignette' (a fictionalised creation using composites of data) and presents her analysis of the group interaction. Because the group was student directed rather than teacher directed, a context was provided for co–construction of the text by students in the group.

Language testing

04–218   Barrette, Catherine (Wayne State U., USA). **An analysis of foreign language achievement test drafts.** *Foreign Language Annals* (New York, USA), **37**, 1 (2004), 58–70.

This article argues that achievement tests written by foreign language teachers to evaluate students' progress frequently use inappropriate test content and method. During professional development in test writing, 13 achievement test drafts for introductory and intermediate Spanish written by teaching faculty were studied with the aim of identifying which aspects of test items would lead to construct–irrelevant variance and which sources of this would have greatest impact. The professional development consisted of a four hour introductory workshop, individual consultations on specific content and methods, and group meetings to collaboratively evaluate and revise test drafts. 24 teachers took part, working in groups. As participating observer at meetings, the author discussed and noted comments, sorting them according to Bachman and Palmer's (1996) *Task Characteristics*, which then served as data for analysis. The most frequent problems were with: specification of procedures and tasks, relative importance of sections/items, criteria for correctness, and length of input. Language of expected response was a further significant problem. A final miscellaneous category included ambiguous questions and task difficulty. Suggestions are made for writing clearer tasks and procedures, and for matching teaching and testing method. The study highlighted instructors' need for professional development in test writing, the desirability of publishing testing programmes with textbooks, as well as of selective collaboration between institutions.

04–219   Cho, Yeonsuk (Ballard & Tighe, California, USA; *Email*: ycho@ballard-tighe.com) **Assessing writing: are we bound by only one method?** *Assessing Writing* (New York, USA), **8**, 3 (2003), 165–91.

Research into writing suggests successful L2 (second language) writers make use of multiple revisions; this is the basis of the process oriented approach. Despite its popularity, this approach has rarely been implemented in wide scale assessment. This article describes how a university in the USA examined whether a process approach to assessment could increase the accuracy of placement decisions in an institution where the misplacement rate was found to be 22%. A workshop based essay test was designed to elicit real life writing skills; examinees were given feedback and asked to provide a second draft for assessment. The study examined how this method and a product oriented EPT (English Placement Test) approach compared for test performance in terms of essay quality and placement results. Of the 207 who took the EPT, 57 also answered the workshop essay. The results indicated that the majority of examinees who did both gained higher

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placement results from the workshop based essay and allowed them to be assigned to a higher course. From a final total of 22 who enrolled, three were identified as misplaced by their teachers.

04–220 Cumming, Alister (U. of Toronto, Canada; *Email*: acumming@oise.utoronto.ca). **Grant, Leslie, Mulcahy-Ernt, Patricia and Powers, Donald E. A teacher-verification study of speaking and writing prototype tasks for a new TOEFL.** *Language Testing* (London, UK), **21**, 2 (2004), 107–45.

Since many items in the Test of English as a Foreign language (TOEFL) deal with discrete knowledge about language form, critics feel this leads to negative washback on learning and teaching. This article points out how revisions in the content of TOEFL in order to include integrated tasks with a communicative and academic orientation have necessitated evaluation of their content validity, authenticity and appropriateness. Seven experienced instructors of English as a second language at university level in Canada were asked to evaluate results from prototype speaking and writing tasks in order to judge whether such tasks correctly gauged their students' academic performance. Although half of the data concerning speaking tasks were lost in transmission from the field test sites, the qualitative information revealed overall that the instructors felt the tasks permitted the majority of their students to perform in ways that corresponded closely to classroom performance. However, the lack of correlation in several key areas between such predictions and performance leads the authors to suggest future research needs to investigate more closely the relationships between what students do in classrooms and what they do in test contexts.

04–221 Pae, Tae-Il (Yeungnam U., Republic of Korea; *Email*: paet@gwm.sc.edu). **Gender effect on reading comprehension with Korean EFL learners.** *System* (Oxford, UK), **32** (2004), 265–81.

This paper examines the effect of gender on English reading comprehension for Korean EFL (English as a Foreign Language) learners. The gender effect was measured using a DIF (Differential Item Functioning) methodology. Specifically, gender DIF was investigated for a random sample of 14,000 Korean examinees (7,000 males and 7,000 females) who took the English subtest of the 1998 Korean National Entrance Exam for Colleges and Universities. The English Reading Comprehension subtest consisted of 38 items (i.e., Items 18–55). The results of the study indicate that items classified as mood/impression/tone tended to be easier for females, whereas items classified as logical inference were more likely to favour males regardless of item content. Further content analysis reveals that passage content is not a reliable factor that predicts interaction between gender and performance in reading comprehension, hence suggesting that future

studies about gender effect on second language reading comprehension should consider item type as well as item content.

04–222 Penny, James A. (Castle Worldwide Inc., North Carolina, USA; *Email*: jpenny@ castleworldwide.com). **Reading high stakes writing samples: my life as a reader.** *Assessing Writing* (New York, USA), **8**, 3 (2003), 192–215.

This article is a personal account of how a quantitative researcher trained as a part time reader of high stakes level writing papers. The author was involved in a state wide assessment programme for ninth year students in the USA which involved grading 20 minute writing tasks according to a four point rubric. The author provides hypothetical examples to illustrate the requirements for each rating point and suggests rating augmentation (using plus and minus to further refine test scores) may assist with problem papers. The author provides details on grading problem scripts such as 'the blank paper' and 'the plea for mercy'. Also dealt with is the tension between personal responses towards assessing writing versus allotting grades according to a given rubric. The author explains the value of rating sample papers and how although introversion may be a desirable quality for most assessors at this level, for many it may also require the adoption of a separate personality to enable grading according to set rubrics. Other issues dealt with concern reader prejudices and the potential value to schools of involving more teachers of writing in such high stakes assessment operations.

04–223 Snellings, Patrick and Van Gelderen, Amos (U. of Amsterdam, Holland) **and de Glopper, Kees. Validating a test of second language written lexical retrieval: a new measure of fluency in written language production.** *Language Testing* (London, UK), **21**, 2 (2004), 174–201.

Lexical retrieval is an essential process for fluent language production. Previous research in this area has indicated how enhancing lexical retrieval skills increases written output. In this article the authors point out that whereas vocabulary research has focused on the amount and breadth of word knowledge, there has been little focus on the speed at which such knowledge is retrieved. This article describes how the Written Productive Translation Task (WPTT) was used with 109 Dutch learners of English to measure written speeds of retrieval. The article compares the WPTT with three other previously available methods of speed measurement: the written picture naming task (PN), the lexical design task and the orthographic encoding task. Results show a strong relationship between the WPTT and the PN task and suggest the WPTT is both a valid and reliable means of measuring lexical retrieval. The authors point out that unlike the PN, the WPTT can test combinations of lexical items and may also be used with large classes. The authors conclude that further

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research needs to make clear which factors are crucial in training second language learners to increase their retrieval speed.

04–224   Stricker, J. Lawrence (Educational Testing Service, USA). **The performance of native speakers of English and ESL speakers on the computer-based TOEFL and GRE general test.** *Language Testing* (London, UK), **21**, 2 (2004), 146–73.

Recent changes in the delivery format and content of the Test of English as a Foreign Language (TOEFL) have necessitated the replication of previous research which confirmed a high level of construct validity of the paper based version. This article outlines two studies of the performance of native speakers of English (NS) and speakers of English as a second language (ESL). Study one assessed the level and variation in performance of NS with those of ESL speakers on the computer based version; study two evaluated the relationship between performance of the same two groups on the computer based TOEFL and graduate record examination (GRE), a university admissions exam. Conclusions drawn from both studies are that despite changes in its delivery format, test content and test taking population, the data for the computer based TOEFL is consistent with previous research into the construct validity of the paper based TOEFL.

Teacher education

04–225   Burley, Suzanne, and Pomphrey, Cathy (London Metropolitan U., UK). **Intercomprehension in language teacher education: a dialogue between English and Modern Languages.** *Language Awareness.* (Clevedon, UK), **12**, 3&4 (2003), 247–55.

New approaches to Language Teacher Education (LTE) in initial teacher training in the UK reflect the need for English and Modern Languages teachers to view themselves as language educators, sharing common aims and practices. 'Intercomprehension' is defined as an approach to LTE which emphasises and draws on linguistic diversity for understanding language teaching (LT) and language learning (LL). The article describes an LTE programme for cross subject groups developed over the last four years as part of the Postgraduate Certificate in Education (PGCE) English and Modern Languages at London Metropolitan University. The aims were to promote a holistic approach to LT and LL, and, using a constructivist approach, to encourage critical reflection on LT pedagogy. Individual language knowledge and use is examined in seven two hour sessions, spread over the academic year. In the first session participants write and share language autobiographies. Final sessions allow for the application of knowledge gained during teaching placements, with a shared planning session drawing on the approaches used

in the two subject areas. Dialogue between the subject areas is found to have evolved with the construction of the PGCE student teachers' new identities as language educators. Further research will show whether this identity will result in long term institutional change.

04–226   Cooper, Thomas C. (U. of Georgia, USA). **How foreign language teachers in Georgia evaluate their professional preparation: a call to action.** *Foreign Language Annals* (New York, USA), **37**, 1 (2004) 37–48.

This article reports on a collaborative project by the foreign language (FL) Georgia Systemic Teacher Education Program (GSTEP) committee, which conducted (2002) an online survey of FL teachers in order to determine their evaluation of the effectiveness of their professional preparation. 1,611 FL teachers were invited to participate and the overall response rate was 30.2%, giving a sample of 341 teachers. The survey consisted of 42 questions (with responses optional), in three parts: demographic data, evaluation of university classes (using a five-point scale), and rating (on a five-point scale) of the usefulness of university coursework in developing teaching skills. Rated as least useful were: general education courses, courses in methodology, and general preparation in the use of the target language. Classes and experiences assessed as useful were: student teaching, study abroad programmes, and foreign language classes. Recommendations, reflecting those of other FL educators, were made, leading to calls for (1) more time in supervised and monitored pre-student teaching field experiences, (2) more careful mentoring of student teachers during internship, (3) more language learning in countries where the target language in spoken, (4) more emphasis on developing FL competence in university classes, (5) more effort on teaching effective classroom management.

04–227   Cruickshank, Ken, Newell, Sandra (Sydney U., Australia; *Email*: k.cruickshank@ edfac.usyd.edu.au) **and Cole, Stephanie. Meeting English language needs in teacher education: a flexible support model for non-English speaking background students.** *Asia-Pacific Journal of Teacher Education* (Bunbury, Australia), **31**, 3 (2003), 239–48.

The English language needs of students in teacher education programmes have become an issue of concern. There has been an increase in the numbers of local and international students, the range of their backgrounds and the diversity of their language needs. This paper explores the question of what constitutes effective English language support for students in teacher education, focusing on the development of provision for a group of 110 overseas trained teachers undertaking teacher education at the University of Sydney between 1999 and 2002. Data are drawn from focus group interviews, semi structured interviews with

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students and staff and student learning journals. The paper proposes an integrated and flexible model of English language support involving content based units, tutoring/mentoring programmes and self directed study. Such a model may be useful for English language support for different groups of English as a second language (ESL) students in other contexts at tertiary and secondary levels.

04–228   Doecke, Brenton (Deakin University, Australia). **Locke, Terry and Petrosky, Anthony. Explaining ourselves (to ourselves): English teachers, professional identity and change.** *English in Australia* (Norwood, Australia), **139** (2004), 103–12.

This article discusses definitions of English teaching in the 21st century and examines attempts by teachers in the United States and Australia to develop a set of professional standards for their respective communities as they try to reclaim the word 'professionalism' from other Educational stakeholders and invest it with their own meaning and sense of reality of the complex nature of English teaching. The authors question the validity of using standards as part of a wider inquiry into the professional knowledge and practice of English teachers suggesting that it may in fact replicate existing structures for thinking about English. The article also describes the way in which the professional identities of teachers are crucially bound up with their disciplinary fields. It suggests that attempts to define professional knowledge and practice should focus on how teaching provides a context for critical reflection and inquiry rather than creating canonical statements of what the most accomplished teachers should know and be able to do. The authors conclude with a critique of professional standards, suggesting that teachers need to resist attempts by other stakeholders to define their professional identity and role and to confront the conditions of their work by thinking collectively about their professional knowledge and practice and engaging in more complex forms of critical reflection in order to interrogate the social roles they perform.

04–229   Ebsworth, M. (New York U., USA). **Feknous, B., Loyet, D., and Zimmerman, S. Tape it yourself: videotapes for teacher education.** *ELT Journal* (Oxford, UK), **58**, 2 (2004), 145–54.

This paper describes the development and implement-ation of a series of videotapes of ESL classes for a pre service teacher education programe grounded in experiential learning theory. Including footage of ESL classrooms, the videos and tapes were edited and supplemented with interviews of ESL teachers. The article provides a procedural guide for other teachers who might want to develop similar videos. The paper also includes participants' responses to the videotapes and make suggestions for alternative uses. The authors claim that with relatively low technology, pre service teacher education programmes can develop videos to give students an opportunity for critical observation and analysis. The paper ends by expressing the view that homemade video tapes for teacher education can be a productive and positive resource.

04–230   Hart, Juliet E. (College of William and Mary, USA) **and Lee, Okhee. Teacher professional development to improve the science and literacy achievement of English language learners.** *Bilingual Research Journal* (Arizona, USA), **27**, 3 (2003), 475–501.

This paper describes the results of the first year of a three year longitudinal teacher professional development intervention aimed at enabling teachers to promote science and literacy achievement for culturally and linguistically diverse elementary students. The paper has two objectives: to examine teachers' initial beliefs and practices about incorporating English language and literacy into science instruction; and to examine the impact of the intervention on teachers' beliefs and practices over the school year. The research involved 53 third and fourth grade teachers at six elementary schools in a large urban school district in the south eastern United States, with a student population that is highly diverse in terms of demographic make up. The results of these first year professional development efforts indicate that, at the end of the year, teachers expressed more elaborate and coherent conceptions of literacy in science instruction. In addition, they provided more effective linguistic scaffolding in an effort to enhance students' understanding of science concepts. The results also suggest that teachers require continuing support in the form of professional development activities in order to implement and maintain reform oriented practices that promote the science and literacy achievement of culturally and linguistically diverse students.

04–231   Jewett, P. and Smith, K. (Arizona State U., USA). **Becoming critical: moving toward a critical literacy pedagogy – an argument for critical literacy.** *Action in Teacher Education* (Reston, Virginia, USA), **25**, 3 (2003), 69–77.

This article describes 'Literacy-Based Reading Programs in the Elementary School,' a graduate class at an American university, as elementary classroom teachers were introduced to critical literacy and its relationship to children's literature. Distinct spaces were created for the teachers to acquire and practise their role as text critics, analysing texts with the understanding that texts are not neutral but represent particular perspectives and hidden agendas. It was felt that by learning different ways of critically analysing texts and by acquiring the critical tools to understand and question invisible accepted social practices, the teachers would be able to use these tools and experiences to build a foundation for critical literacy in their own classrooms. As time went on, the teachers came to recognise the possibility of training their own students to be text critics and to think about what this would mean for their

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literacy curriculum. However, several were concerned about the extent of their own responsibilities in this approach and the author describes how their concerns were addressed.

04–232 Johnston, Marilyn, Bendau, Shirley, Covert, Julia, Christenson, Mary, Dyer, Jennifer, Risko, Georgene and Slutsky, Ruslan (Ohio State U., USA). **Conducting action research while teaching about it.** *Action in Teacher Education* (Reston, Virginia, USA), **25**, 2 (2003), 9–15.

In this article the authors describe a self study research project. As one professor and six doctoral students, the authors co-taught a course on action research while doing a self study of their teaching. Both teachers and students were studied during the course. This article is a report on what was learned. An analysis is given of how the authors worked together, how the research was conducted and the process used to integrate individual and collective reflections into a collaborative text. Common and individual themes are given voice in the text. The co-teaching, the collaborative, analysis of the data, and writing about the research were separate aspects of the self study, however each of these fed the relationships between the authors, their thinking about teacher education and action research within it, and their future, and present as university professors in teacher education.

04–233 Kamler, Barbara (Deakin University, Australia) **and Comber, Barbara. The new English teacher: redesigning pedagogies.** *English in Australia* (Norwood, Australia), **139** (2004), 131–42.

This article examines questions of professional identity and change for English literacy educators as they face the problem of unequal literacy outcomes in their classrooms and develop new pedagogies to reconnect at-risk young people with literacy, schooling and education. The study paired five early career teachers with late career mentors to work together to analyze ways to redesign specific elements of their practice and engage their most challenging students. Teachers interviewed each other about their literacy teaching experiences, conducted a classroom audit of their current literacy teaching practice and selected a child whom they had identified in the audit as 'at risk' to consider possible changes that may make a positive difference to this student. The article focuses on the experiences of three early career teachers highlighting the changing nature of teachers' work and work intensification, the range of children in their classes in terms of behaviour and language and literacy proficiencies and how teachers can make adjustments to their classroom pedagogies to maximize learning opportunities for 'at risk' students. The article concludes with a discussion of the advantages of creating a cross

generational teacher research community in order to solve pedagogical problems.

04–234 Locke, Terry (University of Waikato, New Zealand). **Reshaping classical professionalism in the aftermath of neo-liberal reform.** *English in Australia* (Norwood, Australia), **139** (2004), 113–21.

The traditional definition of teacher professionalism as consisting of three conditions: professional knowledge, autonomy and altruism has been subjected to a variety of criticisms in the last 20 years. This article revisits each of these conditions, indicates ways in which they been subject to critique and suggests ways in which the classic definition is capable of being refurbished and put to use in the current educational climate. The article uses radical reforms in the education system in New Zealand which resonate with changes that have occurred in other English speaking educational settings, to raise issues about and outline new versions of professional knowledge, autonomy and altruism in an age of outcomes based education and proliferating standards. The author argues that the tripartite classical definition of professionalism provides a benchmark against which to measure the erosion of professionalism and is valuable in focusing the attention of teachers and teacher educators on issues resulting from educational reforms and changes in society in general. The final part of the article uses the refurbished version of the professional triangle to identify the current challenges facing English teachers and teacher educators as they address issues of professional identity in the 21st Century.

04–235 Reeves, J. (Auburn University, USA). **'Like everybody else': equalizing educational opportunity for English language learners.** *TESOL Quarterly* (Alexandria, Virginia, USA), **38**, 1 (2004), 43–66.

This qualitative case study aims to describe how three teachers implemented their versions of equality of educational opportunity. The paper is concerned with the educational opportunity for English language learners (ELLs). The authors investigate by means of a year long case study how equality is viewed. They document the attitudes and perceptions of the three featured teachers. The findings reveal a community wide endorsement of a policy of equal treatment for equalizing educational opportunity. However, the authors suggest that this policy of difference blindness produces inequities for ELLs in at least two ways: restricted access to course content and inaccurate assessment and grading. Teachers are shown to recognize such inequities but to consider them temporary and tolerable. The paper summarises the implications of the study. It includes a plea for educational institutions to rethink approaches to equalizing opportunity. The authors propose that educational opportunity should

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be seen as a participatory concept. The paper suggests that the study may provide insight into the schooling of linguistically diverse students in other contexts, and into ideas about equality.

04–236 Szesztay, M. (Eötvös Loránd U., Hungary). **Teachers' ways of knowing.** *ELT Journal* (Oxford, UK), **58**, 2 (2004), 129–36.

This paper provides an account of what the writer learned by listening to experienced non language teachers and what they said about classroom decision making. The writer sees it as problematic that teachers' ways of knowing tend to be understood through academic ways of thinking and writing. The paper presents an account of an investigation into the way seven school teachers understand and describe how they know, reflect, and act in the midst of teaching. In representing the voices of the featured teachers, the author considers the nature of reflection in action, what can trigger it, and the ways in which it can influence on the spot decision making. The paper makes suggestions for the way experienced teachers' reflective accounts, such as the ones highlighted in this article, can be used in teacher education. The writer makes a plea that the nature of teacher knowledge and reflection in action should cut across subject matter boundaries.

04–237 Tardy, C. (Purdue University, USA) **and Snyder, B. 'That's why I do it':** *flow* **and EFL teachers' practices.** *ELT Journal* (Oxford, UK), **58**, 2 (2004), 118–28.

This study investigates Csikszentmihaly's (1997) concept of flow and moments where teachers experience a heightening of mental state. The authors believe that these moments can motivate teachers, possibly shaping their classroom practices and giving them insight into their teaching beliefs. The authors see these moments as crucial for teachers because, at these moments, they are likely to feel positive about their teaching. This exploratory study employs interviews to examine the experiences of ten EFL teachers' flow experiences at work. All ten teachers reported experiencing flow. These flow experiences were often when teachers felt classroom communication to be authentic or when learning was perceived to have occurred. The study considers implications for teacher education. The authors use their descriptions to develop key categories relating to the occurrence of flow. The paper suggests that the concept of flow provides a tool for understanding more about teachers' practices, beliefs, and values in their teaching. The authors also suggest ways in which flow may be incorporated into teacher development programmes. Ideas for future research, particularly in different teaching contexts, are suggested.

04–238 Wanae, Gertrude M. and Kang'ethe-Kamau, Rachel W. (Kenyatta University, Kenya; *Email*: getrudewam@yahoo. com). **The concept of inclusive education: teacher training and acquisition of English language in the hearing impaired.** *British Journal of Special Education* (Oxford, UK), **31**, 1 (2004), 33–40.

Drawing on the Kenyan context as well as a number of research articles, the authors examine the benefits of educating children with hearing impairments in the mainstream education system rather than in specialist institutions. They posit that such inclusive education would result in improved academic achievement, and stress that there is an overwhelming need for teachers to be given the appropriate knowledge and skills in order to ensure success. Issues such as the importance of developing language skills, language problems of the hearing impaired, the importance of English across the curriculum, and using signed exact English as a mode of instruction are also discussed. The authors conclude by arguing that such inclusive education would open up currently unavailable fields of employment to children with hearing impairments.

Bilngual education/ bilingualism

04–239 Bradshaw, Julie (Monash University, Australia; *Email*: julie.bradshaw@arts. monash.edu.au) **and Truckenbrodt, Andrea. Divergent orientations to Greek and its teaching in an Australian Greek school.** *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **6**, 6 (2003), 439–57.

Succeeding generations of the Greek community in Australia appear to be vulnerable to language shift and loss. This study examines one Greek independent school in Melbourne as the community it serves reaches its third immigrant generation. The study uses data drawn from interviews, questionnaires and observations with a number of different stakeholders, including parents, primary and secondary staff, students and management, to draw up a series of profiles which demonstrate decreasing use of Greek by succeeding generations. The authors argue that distinct communities of practice can be identified within the school, and that these communities appear to have a shared surface commitment towards the sustaining of Greek language and culture, but also considerable variation and diversity in how this is best achieved. For example, teachers are divided on matters such as the ownership of the language, and on the most appropriate teaching methodology. There are also differing perceptions regarding student motivation. The authors conclude that the cultural beliefs which sustain the community and its language may also be impeding the implementation of the changes necessary to support the continuity of the language in the future.

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04–240 Francis, Norbert (Northern Arizona University, USA; *Email*: Norbert.Francis@nau.edu). **Nonlinear processing as a comprehension strategy: a proposed typology for the study of bilingual children's self-corrections of oral reading miscues.** *Language Awareness* (Clevedon, UK), **13**, 1 (2004), 17–33.

Metalinguistic awareness plays a crucial role in written text processing through attention to both meaning relationships and structural constraints. To better understand how young learners manage this process, self correction patterns were monitored in a group of 45 primary school pupils (age range 8–13) in Central Mexico. Being mostly balanced bilinguals, they were evaluated in both Spanish and their native language (Náhuatl), using conversational discourse, oral/written narratives and reading comprehension tasks followed by a series of interviews focused on metalinguistic awareness. Even the youngest respondents' comprehension strategies involved monitoring and repairing, with little variation in successful attempts between grades two and six. Thus self correction seems to emerge spontaneously and intuitively, well before the development of metalinguistic competence. At the same time, the results suggest that greater attention should be given to the mechanics of intersentential relations; for this purpose, a 'metapragmatics of literacy' should be developed to enhance learners' explicit knowledge of written text processing.

04–241 Geary, D. Norman (Guizhou University, China; *Email*: norman_geary@sil.org) **and Pan, Yongrong.** **A bilingual education pilot project among the Kam people in Guizhou province, China.** *Journal of Multilingual and Multicultural Development* (Clevedon, UK), **24**, 4 (2003), 274–89.

Minority cultures are threatened not only by the spread of English but also by the increasing role of dominant national languages. This article reviews recent developments in mainland China, where modernisation has accelerated the demise of rural languages, in favour of standard Mandarin Chinese and its Han speakers. Despite constitutional provisions for multilingualism and renewed academic interest in the issue, education in more remote areas of China is still burdened by inadequate funding and learning difficulties associated with a minority language background. To illustrate this state of affairs, the authors describe in detail a transitional bilingual programme launched in September 2001 for Kam speaking children (1.5 million). After training local teachers in Kam orthography and story writing, preschool courses (in story telling, maths, singing, art and physical education) taught entirely in the Kam language were offered in five different towns. As children progressed through primary school, the emphasis was gradually shifted to Chinese, with significant benefits across the curriculum. As posited by other authors, literacy skills were rapidly transferred from

native to second language – despite their different orthographies – and fostered the acquisition of a foreign language (i.e. English). Evidence gathered from this pilot project, therefore, supports the value of transitional bilingual education for improving educational standards in rural China and elsewhere.

04–242 Kenner, Charmian, Kress, Gunther, Al-Khatib, Hayat, Kam, Roy, and Tsai, Kuan-Chun (Institute of Education, U. of London, UK; *Email*: ck@mariposa.u-net.com). **Finding the keys to biliteracy: how young children interpret different writing systems.** *Language and Education* (Clevedon, UK), **18**, 2 (2004), 124–44.

This paper is concerned with ways in which young bilingual children understand the principles underlying different writing systems. Six case studies were conducted with six-year-olds growing up in London who were learning two literacies simultaneously, namely Chinese, Arabic or Spanish with English. The children's formal and informal literacy interactions were observed at home, at primary school, and at community language school. Peer teaching sessions were devised where the children could demonstrate to their classmates how to write in Chinese, Arabic, or Spanish. Findings show that these young emergent biliterates were able to grasp concepts from different systems, by producing their own interpretations of the input provided by teachers and family. Discussion focuses on whether such understandings were heightened by dealing with more than one writing system, and whether the research points to a more general propensity amongst young children to look for the principles involved in graphic representation. Finally it is argued that mainstream educators need to recognise the cognitive gains for minority language children who are becoming biliterate and offer support for this important area of learning.

04–243 Kyeyune, Robinah (Makerere U., Uganda). **Challenges of using English as a medium of instruction in multilingual contexts: a view from Ugandan classrooms.** *Language, Culture and Curriculum* (Clevedon, UK), **16**, 2 (2003), 173–84.

Based on interviews with teachers and students, the paper looks at some of the ways in which teachers' use of English as a medium of instruction sometimes frustrates the students' learning efforts instead of facilitating them. While options for change may include adopting mother tongue as an alternative medium, there are theoretical reasons for believing that it would not necessarily lead to a great improvement, since the problem is not just one of linguistic competence but has deeper roots in dominant modes of teacher pupil communication. In addition, there are the well known practical difficulties with education through the mother tongue. The maintenance of English may be an easier option, with careful adoption of a bilingual based, communication oriented approach to instruction. To facilitate learners'

comprehension and analysis of classroom talk, it is argued that teachers should be trained in two basic elements. They should have the skills necessary for supporting learning through an analytical understanding of language related barriers. In addition, they should be fluent in the two critical skills of questioning and explaining.

04–244   Muller, Alexandra and Beardsmore, Hugo Baetens (Vrije U. Brussel and U. Libre de Bruxelles; *Email*: hbb@skynet.be). **Multilingual interaction in plurilingual classes – European school practice.** *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **7**, 1 (2004), 24–42.

The paper illustrates how interaction operates in classes where there is no single shared common language between teachers and pupils. Samples from a European school primary class are given of teacher pupil, pupil teacher and pupil pupil interaction. Goals of the pro-gramme investigated are to integrate heterogeneous groups while showing respect for language diversity, to encourage co-operation, to accustom pupils to a multilingual environment and to encourage develop-ment of multilingual skills. Communication strategies, both verbal and non verbal, in a typical classroom sub culture are shown. Results reveal how the strategies used by all involved enable them to cope with the unexpected, which is typical of a linguistically mixed class. Code switching plays a significant and legitimate role in the coping strategies.

04–245   Wiese, Ann-Marie (West Ed, USA; *Email*: awiese@wested.org). **Bilingualism and biliteracy for all? Unpacking two-way immersion of second grade.** *Language and Education* (Clevedon, UK), **18**, 1 (2004), 69–92.

Several models exist for bilingual education in the United States. This article starts with a brief overview of the two way immersion model before moving on to describe how an elementary school defined and implemented the model in practice, focusing on the tensions that arose between the model framework and the reality of everyday classroom teaching in a diverse student population. The authors use an ethnographic approach to show how staff developed a series of school wide agreements regarding student placement, outcome goals, and literacy instruction. These agreements shaped the nature of literacy instruction, and for one teacher led to a focus on language of instruction rather than rich, authentic literacy events for all students.

04–246   Wright, Wayne E. (Arizona State U., USA; *Email*: wayne.wright@asu.edu). **What English-only really means: a study of the implementation of California language policy with Cambodian-American students.**

International Journal of Bilingual Education and Bilingualism (Clevedon, UK), **7**, 1 (2004), 1–23.

This study focuses on an urban school district in Southern California with a large Cambodian American student population. Ten Cambodian American former students of the district were interviewed to examine the nature of their educational experience in terms of federal, state and district policies for language minority students. All entered school as recently arrived refugees, with few or no English language skills. The district's failure to fully implement federal and state policies meant that the majority of students were placed in English only classrooms with teachers who were not certified to provide instruction for ELL students. For the former students in this study, the result has been weaker primary language skills, without the full mastery of English. In addition, the participants described difficulties at home, at work, and in college, and problems with their self identity as a consequence of English only education. The findings provide evidence that English only programmes fail to meet the linguistic and cultural needs of ELL students, and may lead to negative consequences for students in their adult lives. The implications are discussed in the light of recent legislation in California, Arizona and Massachusetts that essentially mandates the type of English only instruction the students in this study received.

Sociolinguistics

04–247   Banda, Felix (U. of the Western Bellville, South Africa). **A survey of literacy practices in Black and Coloured communities in South Africa: towards a pedagogy of multiliteracies.** *Language, Culture and Curriculum* (Clevedon, UK), **16**, 2 (2003), 173–84.

The initial motivation for the study was the view of multilingualism as a resource, in which all languages and literacies at the disposal of a learner are used for his/her benefit. In turn, interest was motivated by the notion of literacy practices as social practices linked to broader cultural and socioeconomic conditions. Interest was also motivated by recent studies which stress the value of understanding the literacy practices that groups and communities are already engaged in before embarking on literacy programmes and pedagogical interventions. Drawing on a questionnaire designed to profile literacy practices in black and coloured communities and schools in South Africa, the study concludes that literacy practices are linked to demographic, geographical, attitudinal, linguistic, cultural and socioeconomic factors, all of which intersect in multiple ways with the legacy of apartheid. As a way of bridging the gulf between community literacies and schooled literacies, the study suggests a

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multiliteracy approach in which local literacies become vehicles for accessing educational literacy.

04–248   Park, Yong-Yae (Seoul National University, South Korea; *Email*: parky@snu.ac.kr). **Characteristics of NNS talk in oral interview.** *English Teaching* (Anseonggun, South Korea), **58**, 3 (2003), 41–68.

This article reports on a study which uses conversation analysis techniques to examine non native speaker (NNS) oral interview discourse and to describe various characteristics of how NNSs manage talk in interaction. The data collected and transcribed consists of approximately 300 minutes of one to one oral interviews between 17 intermediate and 10 advanced level college students and an instructor at a university in Seoul. The analysis focuses on NNS turn taking strategies, code switching behavior and use of discourse markers (DMs). These foci were chosen to display how NNSs with their limited fluency manage to interact with the interlocuter in talk in interaction. The findings demonstrate that in terms of turn taking, NNSs employ their own strategies in maintaining and ending turns. Instances of code switching in the data reveal that NNSs resort to their native language not due to problems providing a lexical word but mainly to mark difficulties in managing discourse and interaction in English. Finally, in terms of NNSs' use of DMs, findings show that the frequency of use of discourse connectives is much higher than other, more pragmatic markers. However their usage often differs from that of a native speaker. The author concludes by considering possible implications of the study, both for research and teaching.

04–249   Pennycook, Alistair (University of Technology, Sydney, Australia). **The myth of English as an international language.** *English in Australia* (Norwood, Australia), **139** (2004), 26–32.

This paper discusses various ways in which English as an international language can be considered as a myth or a socially constructed statement of fact. It discusses the myth of English as a language of equal opportunity holding the key to social and economic development for those who learn it and goes on to question the 'homogeny' position of a monolithic global language called English and the 'heterogeny' argument of the presence of world Englishes arguing that the promoting of English remains an exclusionary paradigm doing little more than pluralizing monolithic English. The author suggests that rather than continuing to believe that English exists as an a priori system, we should consider it as a product of ritualized social performatives that become sedimented into temporary subsystems through acts of identity. The article concludes that we need to transcend the myth of English as having ontological and temporal validity and a natural justification and rather focus on a much more contextualized understanding of language as being

locally derived; as being particular language effects produced by English language industries; as being part of complex language chains, mobilized as part of multiple acts of identity caught in a constant process of semiotic reconstruction.

Applied linguistics

04–250   Bohm, Arnd (Carleton University, USA). **Avoiding pitfalls in rendering into German formulaic English phrases.** *Die Unterrichtspraxis* (Cherry Hill, New Jersey, USA) **36**, 2 (2003), 176–91.

Recent research in pragmatics has focused on the complexity in both function and form of conjunctions. This article is a contrastive analysis of the use of such connecting devices in German and English. Its particular focus is on invariant prepositional phrases that are used to link sentences to larger discourse and to organise discourse by, for example commenting or distancing. Examples considered in this article are fixed phrases such as *in this way* and *on the other hand*. The article points out how equivalent connectors in German are likely to be adverbials rather than prepositional phrases. To assist learners of German an explanation of how to identify formulaic phrases in English is provided. The article then provides an extensive summary of connectors in English along with German equivalents. Connectors are classified as either pure, i.e. those that link text unobtrusively such as *in the first place*, or impure connectors such as *it goes without saying* which reveal the speaker's or writer's attitude.

04–251   Haneda, M. (U. of Nebrasca-Lincoln, USA). **The joint construction of meaning in writing conferences.** *Applied Linguistics* (Oxford, UK), **25**, 2 (2004), 178–219.

The paper aims to contribute to the description of the joint construction of meaning in pedagogical discourse. The author investigates one on one teacher student interaction in writing conferences within a Japanese as a foreign language (JFL) class. The study develops an analytical framework from a variety of previous studies and collects data from nine students over three separate writing conferences. The paper indicates that the conferences were characterized by a back and forth movement between dialogic and monologic instructional sequences (Nystrand 1997). The teacher under study made flexible use of triadic dialogue, evident in the manner of exchange initiation and the options selected in follow up moves, in order to achieve particular pedagogical goals in the moment. The author claims that the patterns of discourse that occurred varied according to: the students' self selected revision goals, which were related to their level of target language proficiency; the choice of discourse topic; and the teacher's underlying pedagogical goals. The paper considers limitations of this kind of

research but sees this kind of analytic framework as a useful tool for looking at writing conference inter-action.

04–252   Hyland, K & Tse, P. (U. of London, UK). **Metadiscourse in academic writing: a reappraisal.** *Applied Linguistics* (Oxford, UK), **25**, 2 (2004), 156–77.

This paper puts forwards a reassessment of meta-discourse which, according to the authors, remains under theorised and empirically vague. The paper claims that metadiscourse offers a way of understanding the interpersonal resources writers use to present propositional material and secure their claims. The paper suggests a new model of metadiscourse that has the capacity to uncover something of the rhetorical and social distinctiveness of disciplinary communities. Based on an analysis of 240 L2 postgraduate dissertations totalling four million words, they present a model of metadiscourse and explore how students in Hong Kong used metadiscourse. The model distinguishes between interactive resources (helping to guide the reader through the text) and interactional resources (involving the reader in the argument). The authors argue that writing is a social engagement and reveals the ways that writers project themselves into their discourse to signal their attitude towards both the propositional content and the audience of the text. Although they recognize that any taxonomy can do little more than represent a partial reality, they claim that differences in metadiscourse can offer an important means of distinguishing discourse communities and accounting for the inferences that readers are meant to make.

04–253   Lake, J. (SOAS, London, UK). **Using 'on the contrary': the conceptual problems for EAP students.** *ELT Journal* (Oxford, UK), **58**, 2 (2004), 137–44.

This paper focuses on a common error in academic writing where non native speakers tend to misuse the phrase 'on the contrary', confusing it with 'on the other hand'. The paper reviews lexical units sometimes known as 'cohesive marker' or 'connectives'. The study investigates learner perceptions of the phrase 'on the contrary'. The paper examines the implications for EAP teachers and students. The author suggests that, in explaining the phrase, teachers need to focus less on its conceptual meaning and more on the common features of its lexico syntactical context. In this way, the author further suggests that students can have a checklist of those features that should be present for its appropriate use, which would help them towards correct production in their own writing.

04–254   Lowe, Mark (Webster Education Institute, Nanning, China; *Email*: markglowe@hotmail.com). **Language philosophy and language teaching: a rich source of ideas about language.** *Modern English Teacher*, **12**, 3 (2003), 5–12.

The work of four language philosophers, Wittgenstein, Austin, Searle, and Grice, is presented with a view to demonstrating the importance of their ideas to language teachers today. The author provides brief background information on each philosopher, and an outline of his work and ideas. He shows how Wittgenstein's original ideas were developed by Austin, Searle, and Grice, and focuses on notions that have directly influenced language teaching, namely 'performatives' (expressions that do things rather than describing things), 'speech acts', and the 'co-operative principle' in conver-sation.