

Language teaching

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07-173 ANDERSON, CAROLYN (U Strathclyde, UK; carolyn.anderson@strath.ac.uk), **Early communication strategies: Using video analysis to support teachers working with preverbal pupils.** *British Journal of Special Education* (Blackwell) 33.3 (2006), 114–120.
doi:10.1111/j.1467-8578.2006.00426.x

Carolyn Anderson is a speech and language therapist who is currently working as a senior lecturer at the University of Strathclyde. In this article she provides an early account of her ongoing research into communication between teachers and pupils with severe and complex learning disabilities. Video recordings were made of teacher–pupil interactions. The recordings were then analysed in terms of the numbers of turns taken by pupils and teachers; the strategies teachers and pupils used to initiate and respond in interactions; and the numbers of information carrying words teachers used with pupils with different levels of language comprehension. Carolyn Anderson's findings will help teachers who want to develop their own awareness of the role they play in communicating with pupils. This research will also support staff who are trying to encourage pupils with learning difficulties to become more actively involved in interactions and teaching and learning opportunities.

http://www.blackwellpublishing.com/jnl_default.asp

07-174 BOWERS, ANTHONY (Ningbo U Technology, China), **Presentation of an Australian–Chinese joint venture program in China.** *EA Journal* (English Australia) 23.1 (2006), 24–34.

A major Australian ELICOS College which uses portfolio-based assessment in its ELT programs also run a number of joint venture programs in Mainland China. From hereon in these will be referred to as the Portfolio-based assessment (PBA) Programs. Each PBA program is run in partnership with a local school or higher education institution. Students are enrolled in an Advanced Diploma of Business, but before students enter the Diploma they need to successfully complete the Australian College's English training PBA Program. Usually this involves students being assessed in their competencies for the equivalent of CSWE 1, 2 and 3. However, the particular program described in this paper has a slightly different format, in that students complete a Certificate 3 Introduction to IELTS and CULT course before they enter into the Advanced Diploma of Business.

<http://www.englishaustralia.com.au>

07-175 BRALICH, PHILIP A. (Georgia State U, USA), **The new SAT and fundamental misunderstandings about grammar teaching.** *English Today* (Cambridge University Press) 22.3 (2006), 61–64.

doi:10.1017/S0266078406003105

The teaching of traditional grammar has been on the wane in education for the last 25–50 years, in the face of more interactive classrooms, more exotic developments in transformational grammar, and research suggesting that it may not play an effective role in improving student's writing. Recently, however, there has been a resurgence of interest in teaching at least some of its fundamental concepts. This new interest has taken on a more imperative bent as secondary schools and to some extent primary schools have been feeling pressure to teach basic grammatical concepts in order to prepare students for the 45 multiple-choice questions on grammar and usage in the new SAT (Scholastic Aptitude Test). Teachers and schools that have not done well enough in this area will be held to account by parents and politicians, both of whom tend to believe that instruction in traditional formal grammar is the best means to this end. Teachers who send students off, without this training, to undergo the new SAT will have some serious questions to answer if those students' scores are too low.

http://journals.cambridge.org/jid_ENG

07-176 CARLESS, D. (Hong Kong U, China; dcarless@hkucc.hku.hk), **Collaborative EFL teaching in primary schools.** *ELT Journal* (Oxford University Press) 60.4 (2006), 328–335.
doi:10.1093/elt/ccl023

This paper discusses an innovative programme of collaborative EFL teaching in Hong Kong primary schools, involving team-teaching shared between imported native-speaking English teachers and their local counterparts. First it analyses the way in which the scheme has evolved from previous experiences. The paper then draws on an open-ended questionnaire survey, email and face to face interviews, and classroom observations of team-teaching in action. It focuses on findings related to the three main objectives of the scheme: impact on pupils, innovative teaching, and professional development. More positive outcomes were reported for the first issue than the other two. Some implications for collaboration and the deployment of native-speaking English teachers are discussed.

<http://www.eltj.oxfordjournals.org>

07-177 CHEN, RUNYI (South China Normal U, China) & **HIRD, BERNARD**, **Codeswitching in EFL group work in China.** *Language, Culture and*

Curriculum (Multilingual Matters) 19.2 (2006), 208–219.

Communicative techniques in English Language Teaching (ELT) have their origins in Western English-speaking contexts and have been transplanted into EFL environments. This has occurred without a great deal of research about how they work in these new situations. Group work is one well known technique of communicative language teaching now commonly used in many EFL settings. This paper reports on what actually happened when Chinese students worked in groups as part of their normal English classes. It found that one feature of the students' behaviour included codeswitching between English and Chinese during discussions. Evidence from an examination of group discussion transcripts and student interview data showed that codeswitching can fulfil a variety of functions in group discussions. It is possible that some of these functions may limit the range of communicative English outcomes originally intended for group work.

<http://www.multilingual-matters.net>

07–178 CUSHION, STEVE (London Metropolitan U, UK), **What does CALL have to offer computer science and what does computer science have to offer CALL?** *Computer Assisted Language Learning* (Routledge/Taylor & Francis) 19.2–3 (2006), 193–242.
doi:10.1080/09588220600821537

We will argue that CALL can usefully be viewed as a subset of computer software engineering and can profit from adopting some of the recent progress in software development theory. The unified modelling language has become the industry standard modelling technique and the accompanying unified process is rapidly gaining acceptance. The manner in which these can be used as a design aid will be demonstrated using, as a concrete example, the London Metropolitan University 'Interactive language learning' authoring package. We will show how, by applying such formal techniques, existing functionality has been improved and new functionality has been developed. This approach can lead to a greater understanding between the developer and the user, both student and teacher, as well as helping to bridge the gap between the second language acquisition expert and the software developer to the benefit of both. This development process has led us to believe that CALL, as the most advanced of the computer aided learning disciplines can also make a valid contribution to more general computer science in areas of interface design, evaluation and requirements analysis. Modern computer science is dominated by the 'business model'. We argue that CALL can offer an approach which is driven by both pedagogy and research and which offers what we might call a 'public service model' but which we will call 'process model' for the sake of political neutrality. A case study will explain how these ideas have been applied in practical development

of our authoring package and on-line course material. In particular, we show how the use of Java Server technology has provided tracking and improved online assessment.

<http://www.tandf.co.uk/journals>

07–179 FIDLER, S. (National Education Institute, Slovenia; soca.fidler@guest.arnes.si), **Awakening to languages in primary school.** *ELT Journal* (Oxford University Press) 60.4 (2006), 346–354.
doi:10.1093/elt/ccl025

This article reports on the Slovene share in the European project called Janua Linguarum – The Gateway to Languages. It highlights its forerunners and its outcomes, and gives an illustrative example of how primary school students encounter and explore various languages by using a relatively novel, plurilingual approach. All the materials produced as part of this project were trialled in class, and the feedback from students, their parents, and teachers has been extremely favourable. An attempt will also be made to put the Slovene evaluation into the wider context of the European project.

<http://www.elj.oxfordjournals.org>

07–180 GILLIES, ROBYN M. (U Queensland, Australia), **Teachers' and students' verbal behaviours during cooperative and small-group learning.** *British Journal of Educational Psychology* (British Psychological Society) 76.2 (2006), 271–287.
doi:10.1348/000709905X52337

Teachers play a critical role in promoting interactions between students and engaging them in the learning process. This study builds on a study by Hertz-Lazarowitz and Shachar (1990) who found that during cooperative learning teachers' verbal behaviours were more helpful to and encouraging of their students' efforts while during whole-class instruction, their verbal behaviours tended to be more authoritarian, rigid, and impersonal. This study seeks to determine if teachers who implement cooperative learning engage in more facilitative learning interactions with their students than teachers who implement group work only. The study also seeks to determine if students in the cooperative groups model their teachers' behaviours and engage in more positive helping interactions with each other than their peers in the group work groups. The study involved 26 teachers and 303 students in Grades 8 to 10 from 4 large high schools in Brisbane, Australia. All teachers agreed to establish cooperative, small-group activities in their classrooms for a unit of work (4 to 6 weeks) once a term for 3 school terms. The teachers were audiotaped twice during these lessons and samples of the students' language, as they worked in their groups, were also collected at the same time. The results show that teachers who

implement cooperative learning in their classrooms engage in more mediated-learning interactions and make fewer disciplinary comments than teachers who implement group work only. Furthermore, the students model many of these interactions in their groups. The study shows that when teachers implement cooperative learning, their verbal behaviour is affected by the organizational structure of the classroom.

<http://www.bps.org.uk>

07-181 GLEW, PAUL J. (U Western Sydney, Australia; aul.glew@coverdale.nsw.edu.au), **A perspective on ELICOS in an independent school.** *EA Journal* (English Australia) 23.1 (2006), 14-23.

This paper examines the relevance of teaching English to speakers of other languages (TESOL) in independent schools, and discusses how schools can develop the curriculum framework, organisational qualities and pedagogical approaches to implement English language intensive courses for overseas students (ELICOS). A variety of ELICOS institutions in the private, university and TAFE sectors offer ELICOS but few Australian schools in the independent education sector conduct their own programs. The paper offers a perspective on operating ELICOS as a TESOL service in one independent school to illustrate how it renewed its curriculum using ELICOS to prepare full-fee-paying international students for further education studies in Australia. The discussion focuses on designing curriculum for high school and foundation studies preparation and on developing an ELICOS program in the context of an independent school.

<http://www.englishaustralia.com.au>

07-182 GOH, CHRISTINE & YUSNITA TAIB (Nanyang U, Singapore), **Metacognitive instruction in listening for young learners.** *ELT Journal* (Oxford University Press) 60.3 (2006), 222-232.
doi:10.1093/elt/ccl002

This article outlines a small-scale study of metacognitive instruction for young second language listeners and discusses the value of lessons that highlight the listening process. Ten primary school pupils participated in eight specially designed listening lessons that included traditional listening exercises, individual post-listening reflections on their listening experience, and teacher-facilitated discussions that focused on specific aspects of metacognitive knowledge about listening. During the eight lessons, the learners demonstrated some knowledge about factors that influenced their listening and strategy use. After the eight lessons, all the students reported a deeper understanding of the nature and the demands of listening, increased confidence in completing listening tasks, and better strategic knowledge for coping with comprehension difficulties. On the whole, the weaker learners have benefited the

most from such a process-based approach to listening instruction.

<http://www.eltj.oxfordjournals.org>

07-183 HÉMARD, DOMINIQUE (London Metropolitan U, UK), **Design issues related to the evaluation of learner-computer interaction in a web-based environment: Activities v. tasks.** *Computer Assisted Language Learning* (Routledge/Taylor & Francis) 19.2-3 (2006), 261-276.
doi:10.1080/09588220600821586

If web-based technology is increasingly becoming the central plank of contemporary teaching and learning processes, there is still too little evidence to suggest that it is delivering purposeful learning activities beyond its widely perceived potential as a learning resource providing content and learning objects. This is due in part to the 'bandwagon' effect created by the ubiquity and popularity of the web but also because e-learning is being institutionally managed and pedagogically harnessed without serious design considerations being given to its interactive specificity, which only seem to manifest themselves through sporadic and mainly inconsequential evaluation. On this premise, this paper attempts to identify some of the main design issues involved at both conceptual and implementation levels whilst making the case for the necessary collection and subsequent analysis of valid data. Therefore, it will re-examine the role, value and means of exploitation of existing evaluative data within the design process in order to facilitate the adoption of a more appropriate conceptual approach and to better understand web-based interaction in relation to learner requirements through the application of activity theory. The ulterior motive behind this study is to show the importance and relevance of the conceptual understanding of the web as a learning interactive construct and how the learning process it is meant to generate, can be improved through targeted and integrated evaluation.

<http://www.tandf.co.uk/journals>

07-184 HOWARD, ELIZABETH R., IGONE ARTEAGOITIA, MOHAMMED LOUGUIT, VALERIE MALABONGA & DORRY M. KENYON (Centre for Applied Linguistics, Washington DC, USA), **The development of the English Developmental Contrastive Spelling Test: A tool for investigating Spanish influence on English spelling development.** *TESOL Quarterly* 40.2 (2006), 399-420.

This article describes the development of an English spelling measure designed to assess the progress made by Spanish-English bilingual children from Grade 2 to Grade 5. Different stages of developing the measure are described, such as selecting the focus features, the pre-pilot and pilot phases, and the operational version. Two underlying attributes characterize the spelling measure

described in this article. First, it is DEVELOPMENTAL, meaning that it contains a wide variety of features and items that differ according to spelling difficulty, such that the assessment is able to measure the growth of English spelling ability over the full sequence of the upper elementary grades. Second, it is CONTRASTIVE; that is, it was designed to detect some areas of potential cross-linguistic influence from Spanish to English. The combination of these two characteristics makes this spelling measure a unique tool for assessing the development of spelling ability by Spanish–English bilingual children.

<http://www.tesol.org>

07–185 LABBO, LINDA D. (U Georgia, USA), **Literacy pedagogy and computer technologies: Toward solving the puzzle of current and future classroom practices.** *Australian Journal of Language and Literacy* (Australian Literacy Educators' Association) 29.3 (2006), 199–209.

This paper explores how educators can negotiate the push and pull of traditional and new literacies by valuing both, and by crafting computer related activities that follow well grounded and theoretically based guidelines. The paper addresses the following questions: What are new literacies? How do our values surface as we experience the push of new literacies and the pull of traditional literacy? What theoretical perspective undergirds notions of effective pedagogy for both traditional and new literacies? How do computer technologies support students' traditional literacy development? Why do new literacies require instructional transformations?

<http://www.alea.edu.au>

07–186 LAU, KIT-LING (Chinese U Hong Kong), **Implementing strategy instruction in Chinese language classes: A school-based Chinese reading strategy instruction programme.**

Educational Research (Routledge/Taylor & Francis) 48.2 (2006), 195–209.
doi:10.1080/00131880600732280

This was a small-scale study conducted in Hong Kong Chinese language classes, based on the research in cognitive strategy instruction. This study aimed to explore whether Chinese language teachers were able to develop their own school-based strategy instruction programme through collaborating with the researcher. The school-based programme was mainly adapted from a Chinese reading strategy instruction programme that was developed by the researcher. It aimed to enhance students' reading comprehension through direct teaching on different reading strategies. A total of 205 grade 7 students and six teachers from one secondary school in Hong Kong participated in the study. One of the teachers and six students from his class were specially invited to participate as target subjects in an in-depth investigation. This study adopted quantitative methods, including a reading comprehension test

and questionnaire, and qualitative methods, including think-aloud measures, interview and observation in programme evaluation. Findings of the study generally suggested that the school-based programme was implemented quite smoothly in the regular Chinese language lessons, and most of the students had better performance on their strategy use and reading comprehension after receiving the programme. While the findings provided preliminary support for developing a school-based strategy instruction programme in Hong Kong Chinese language classes, some problems in changing Chinese language teachers' instructional approach are also discussed. This study explored the possibility of developing a school-based strategy instruction programme in Chinese language classes. Due to the small scale and exploratory nature of the study, however, certain limitations of the research design of this study should be noted.

<http://www.tandf.co.uk/journals>

07–187 LITTLEMORE, JEANNETTE & GRAHAM LOW (U Birmingham, UK), **Metaphoric competence, second language learning, and communicative language ability.** *Applied Linguistics* (Oxford University Press) 27.2 (2006), 268–294.
doi:10.1093/applin/aml004

Recent developments in cognitive linguistics have highlighted the importance as well as the ubiquity of metaphor in language. Despite this, the ability of second language learners to use metaphors is often still not seen as a core ability. In this paper, we take a model of communicative competence that has been widely influential in both language teaching and language testing, namely Bachman (1990), and argue, giving a range of examples of language use and learner difficulty, that metaphoric competence has in fact an important role to play in all areas of communicative competence. In other words, it can contribute centrally to grammatical competence, textual competence, illocutionary competence, sociolinguistic competence, and strategic competence. Metaphor is thus highly relevant to second language learning, teaching and testing, from the earliest to the most advanced stages of learning.

<http://www.applij.oxfordjournals.org>

07–188 LIU, PING (California State U, USA), **Community-based Chinese schools in Southern California: A survey of teachers.** *Language, Culture and Curriculum* (Multilingual Matters) 19.2 (2006), 237–247.

In this study, the author examines the results of questionnaire given to 92 teachers in community-based Chinese schools (CCSs) in Southern California. Information was sought from the teachers on their academic background and aspirations, the reasons for them to choose to teach in the CCSs, and their views on the quality of the education provided by CCSs. The

teachers were also asked how they saw the CCSs developing in the future. The paper discusses the findings in detail and their implications for the future of CCSs.

<http://www.multilingual-matters.net>

07–189 **MACKEY, A.** (Georgetown U, USA), **Feedback, noticing and instructed second language learning.** *Applied Linguistics* (Oxford University Press) 27.3 (2006), 405–430. doi:10.1093/applin/ami051

Second language acquisition researchers have claimed that feedback provided during conversational interaction facilitates second language (L2) acquisition. A number of experimental studies have supported this claim, connecting interactional feedback with L2 development. Researchers have suggested that interactional feedback is associated with L2 learning because it prompts learners to notice L2 forms. This study explores the relationships between feedback, instructed ESL learners' noticing of L2 form during classroom interactions and their subsequent L2 development. Interactional feedback was provided to learners in response to their production problems with questions, plurals, and past tense forms. Learners' noticing was assessed through on-line learning journals, introspective comments while viewing classroom videotapes, and questionnaire responses. Through a controlled pre-test, post-test design, analyses of noticing and learning were carried out for each learner. The results point to an interesting, complex and positive relationship between interactional feedback in the classroom, the learners' reports about noticing and their learning of L2 question forms.

<http://www.applij.oxfordjournals.org>

07–190 **MCPAKE, JOANNA** (U Stirling, UK) & **JO ARTHUR, Scots in contemporary social and educational context.** *Language, Culture and Curriculum* (Multilingual Matters) 19.2 (2006), 155–170.

Although Scots is listed by the European Bureau for Lesser Used Languages as one of the UK's minority languages, its historical development and its contemporary standing have been significantly affected by a perception that it is a non-standard dialect of English, to which it is closely related, rather than a language in its own right. By considering the historical context of Scots and drawing together evidence concerning its contemporary situation, this paper reflects on the linguistic vitality of Scots at the start of the 21st century. Making educational provision for minority languages is now recognised as a crucial factor in their survival. A critical analysis of current educational policy affecting Scots is therefore presented, in order to assess the role which educational provision might play in the future in strengthening the language. Finally outlined is the scope of research needed to evaluate the success of current and future classroom initiatives and to determine

more effective educational policy and practice for the support of Scots and its speakers.

<http://www.multilingual-matters.net>

07–191 **RODGERS, DARYL M.** (U Illinois, USA; dmrodger@uiuc.edu), **Developing content and form: Encouraging evidence from Italian content-based instruction.** *The Modern Language Journal* (Blackwell) 90.3 (2006), 373–386. doi:10.1111/j.1540-4781.2006.00430.x

Swain (1985) pointed out the need for increased modified output in the classroom in order to encourage learners to engage in more syntactic processing and, thus, make more form-meaning connections. Research in content-based instruction (CBI) has revealed few occasions of pushed modified output from learners. Therefore, one questions whether CBI classes are effective in promoting and developing not only content knowledge, but also form-function abilities, specifically in the expressive skills. Second language (L2) learners from a 3rd semester university-level content-based geography course ($N=43$) completed 2 (or 3) production tasks at the beginning and end of the regular semester. The findings revealed that learners made significant improvements in both content knowledge and functional linguistic abilities. However, it is possible that that latter still has room for improvement.

http://www.blackwellpublishing.com/jnl_default.asp

07–192 **SANTOS, DENISE** (U Reading, UK; d.m.d.santos@reading.ac.uk) & **BRANCA FALABELLA FABRÍCIO, The English lesson as a site for the development of critical thinking.** *TESL-EJ* (<http://www.tesl-ej.org>) 10.2 (2006), 23 pp.

This article discusses a three-semester long investigation carried out with a group of young learners of English in a Brazilian language school, focusing on the development of their critical thinking and their involvement in a de-naturalization process of gender dualism. The study, which took place in an educational context witnessing important changes at both macro and micro levels, has its theoretical foundation in multicultural and identity studies as well as in Goffman's (1974, 1981) notions of footing and participant status and in Wood, Bruner & Ross's (1976) concept of scaffolding. By re-defining the EFL classroom as a multi-cultural site in which essentialist and stereotypical social identities are constantly challenged, participants in this research project engaged in pedagogical practices reconfiguring relations of power in the classroom: moving away from a teacher-student pattern towards a pattern in which participants could take on different alignments while engaging in the development of critical thinking concerning gender issues. These debates, together with this dynamic participation structure, enabled students to revisit some unquestioned assumptions concerning gender. They also stimulated

changes in the roles traditionally played by the teacher and by students: the former performed varied footings other than those of controller, transmitter, or facilitator, and provided scaffolding characterized by both support and challenge; the latter could perform the role of the more knowledgeable participant.

<http://tesl-ej.org>

07–193 SCHMID, E. CUTRIM (U of Education Heidelberg, Germany), **Investigating the use of interactive whiteboard technology in the English language classroom through the lens of a critical theory of technology.** *Computer Assisted Language Learning* (Routledge/Taylor & Francis) 19.1 (2006), 47–62.
doi:10.1080/09588220600804012

Several authors have pointed out that CALL research does not have the academic status that it should have because it does not take place within a well-developed theoretical framework. For this reason, there have been several proposals which seek to anchor CALL research within various existing theoretical frameworks – for instance, instructed second language acquisition and sociocultural theory. This article aims at contributing to the theoretical and methodological development of CALL research by throwing light on the potential benefits of using a particular conceptual framework – that of a critical theory of technology, which stresses the necessity of contextualizing technology and understanding its social embeddedness when investigating its integration in any context. The data discussed here are drawn from a qualitative study, carried out as part of a Ph.D. research programme, which aimed at exploiting the potential of Promethean interactive whiteboard technology for the teaching of English as a foreign language. The findings indicate that the final picture of technology use in the context investigated was seen as the result of the interaction of several elements, such as: the inherent characteristics of the technology, teacher's pedagogical beliefs, students' own understandings of the potentials of the technology and the negotiations between students and the teacher regarding how the technology should be pedagogically exploited.

<http://www.tandf.co.uk/journals>

07–194 STEPHENS, MEREDITH (Matsuyama U, Japan), **The use and abuse of Japanese in the university English class.** *The Language Teacher* (Japan Association for Language Teaching) 30.8 (2006), 13–18.

For many years the English-only approach has been popular, but recently this has been challenged. Many scholars suggest that judicious use of the students' L1 is indeed beneficial to many learners. The current study is a survey of the attitudes of 167 university students regarding their preferences for the amount of Japanese

to be used in English classes taught by both Japanese teachers of English and native English speaking teachers. Furthermore, students highlighted the advantages and disadvantages of the use of English by teachers. Students indicated a wide range of preferences, but it is suggested that minimal use of Japanese by teachers is in the students' best interests. Students should exploit their knowledge of their L1 in the pursuit of English acquisition, but teachers should restrict themselves to providing both quantity and quality of English input.

<http://jalt-publications.org>

07–195 STOLLER, FREDRICKA L. (Northern Arizona U, USA), **BRADLEY HORN, WILLIAM GRABE & MARIN S. ROBINSON, Evaluative review in materials development.** *Journal of English for Academic Purposes* (Elsevier) 5.3 (2006), 174–192.
doi:10.1016/j.jeap.2006.07.003

English for Academic Purposes (EAP) professionals know that initial efforts to produce or adapt materials generally require evaluative review and revision. A review process that solicits feedback from teacher and student users is critical because materials writers often find it difficult to envision the problems others may have with their materials. Despite the importance of such feedback, the EAP literature provides few insights on how to engage in evaluative review to inform material revisions. To fill this gap, we describe the evaluative review process that we developed as part of an interdisciplinary textbook development project. The case study setting is described, to situate the discussion, and includes an explanation of the scope of the project, the nature of the instructional approach, and our rationale for materials assessment. We then describe instruments developed to gather feedback from three participants groups, explain feedback-collection and data-analysis procedures, and provide sample data to demonstrate the breadth, scope, and usefulness of our evaluative review. We conclude with implications for EAP practitioners, with an emphasis on implications that are pertinent to the overall materials evaluation process and to the design of feedback-collection instruments and procedures.

<http://www.elsevier.com>

07–196 TIMUÇIN, METIN (Sakarya U, Turkey; mtimucin@sakarya.edu.tr), **Implementing CALL in an EFL context.** *ELT Journal* (Oxford University Press) 60.3 (2006), 262–271.
doi:10.1093/elt/ccl006

Not only the teachers but also the administrative boards of many educational institutions are keen on the idea of adopting technology for teaching purposes. However, the process of implementing new technologies and managing radical changes is far from being a straightforward operation. The successful implementation of new technologies requires considerable effort especially

by the administrative people involved. This paper presents a case study of the implementation of an EFL innovation in the form of CALL (Computer Assisted Language Learning) in a Turkish State University's EFL Preparatory School. It is argued that teachers should be engaged participants in the change process and that this increases the chance of successful implementation of the innovation concerned.

<http://www.eltj.oxfordjournals.org>

07–197 WARD, MONICA (Dublin City U, Ireland),
Using software design methods in CALL.

Computer Assisted Language Learning
(Routledge/Taylor & Francis) 19.2–3 (2006),
129–147.

doi:10.1080/09588220600821487

The phrase 'software design' is not one that arouses the interest of many CALL practitioners, particularly those from a humanities background. However, software design essentials are simply logical ways of going about designing a system. The fundamentals include modularity, anticipation of change, generality and an incremental approach. While CALL researchers and developers might consider software design as something that is required for large-scale projects, it is relevant and useful for all types of projects. Colpaert's CALL design model incorporates software design principles and has a particular focus on CALL. This article reviews software design principles and their relevance in CALL. It focuses on how Colpaert's model can be applied in a real-world situation. One key feature is the importance of involving users (and especially teachers in the CALL context) in the design process. Although this can be challenging for the designer and the design-novice teacher, it is an essential component in successful CALL projects. This article aims to demonstrate that software design principles are not just lofty ideas but guidelines that can be used in a practical and pragmatic approach to CALL research and development. Those in the CALL world who come from a software engineering background can contribute to CALL by making software design principles more accessible to CALL practitioners, while those from other backgrounds can contribute by trying to understand and implement these concepts. This article aims to show less-technically oriented CALL practitioners the benefits of using software design principles in their work and, even if they do not manage to implement all of them, these principles can be used as a good and reliable model to follow.

<http://www.tandf.co.uk/journals>

Language learning

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07–198 AGULLÓ, G. (U Jaén, Spain;
glogue@jaen.es), **Overcoming age-related**

differences. *ELT Journal* (Oxford University Press)
60.4 (2006), 365–373.
doi:10.1093/elt/cc1027

One of the most controversial issues in FL teaching is the age at which language learning should start. Nowadays it is recognized that in second language contexts maturational constraints make an early start advisable, but there is still disagreement regarding the problem of when to start or the best way to learn in foreign contexts. The aim of this paper is threefold: to establish if there is a critical or sensitive period for FL learners; to determine the particular linguistic and cognitive aspects affected by this period; and to make a pedagogical proposal to overcome the age-related problem using an extract taken from the film *Shrek*. This proposal comprises two lesson plans using the same film extract, one for children and the other one for older students. These plans are then compared in terms of the different cognitive, linguistic, and metalinguistic processes involved in learning and teaching for each age range.

<http://www.eltj.oxfordjournals.org>

07–199 AMMAR, AHLEM (U de Montréal, Canada;
ahlem.ammar@umontreal.ca) & **NINA SPADA, One**
size fits all? Recasts, prompts, and L2 learning.

Studies in Second Language Acquisition
(Cambridge University Press) 28.4 (2006), 543–574.
doi:10.1017/S0272263106060268

This quasi-experimental study investigated the potential benefits of two corrective feedback techniques (recasts and prompts) for learners of different proficiency levels. Sixty-four students in three intact grade 6 intensive English as a second language classes in the Montreal area were assigned to the two experimental conditions – one received corrective feedback in the form of recasts and the other in the form of prompts – and a control group. The instructional intervention, which was spread over a period of four weeks, targeted third-person possessive determiners *his* and *her*, a difficult aspect of English grammar for these Francophone learners of English. Participants' knowledge of the target structure was tested immediately before the experimental intervention, once immediately after it ended, and again four weeks later through written and oral tasks. All three groups benefited from the instructional intervention, with both experimental groups benefiting the most. Results also indicated that, overall, prompts were more effective than recasts and that the effectiveness of recasts depended on the learners' proficiency. In particular, high-proficiency learners benefited equally from both prompts and recasts, whereas low-proficiency learners benefited significantly more from prompts than recasts.

http://journals.cambridge.org/jid_SLA

07–200 BARTRAM, BRENDAN (U Wolverhampton,
UK), **An examination of perceptions of parental**
influence on attitudes to language learning.