

within that language at various levels of study, the authors provide a detailed demonstration using Korean as a model. In particular, they focus on constructions expressing the completive aspect. The Korean system of marking aspect can be quite complex; what renders the Korean completive even more perplexing is the fact that it is expressed through two seemingly similar auxiliary forms, each of which signals different elements in the speaker's or writer's stance vis-à-vis the event described. By combining the paradigms of corpus, discourse analysis, and cognitive linguistics, the article demonstrates how a conceptual grammatical approach can render salient the particular discursive and conceptual patterns underlying the target forms. It is designed as a pedagogical tool to guide users to discern both inductively and deductively how native speakers conceptualize these differences and express them morphosyntactically – a perspective that is absent from most existing reference grammars and textbooks.

[http://www.blackwellpublishing.com/jnl\\_default.asp](http://www.blackwellpublishing.com/jnl_default.asp)

**07–17 VIZCONDE, CAMILLA** (U San Tomas, Philippines; [Camille.vizconde@lycos.com](mailto:Camille.vizconde@lycos.com)), **English language instruction in the Philippine basic education program.** *RELC Journal* (Sage) 37.2 (2006), 260–273.  
doi:10.1177/0033688206067432

The study discusses the dynamics English language instruction in the Philippine basic education curriculum. Although English enjoyed immense popularity as early as 1900s during the American entry to the country, its role in Philippine education has transformed gradually as the country undergoes political, social and economic reconstruction in the past decades. This paper analyzes the English instruction in secondary education in the framework of systems thinking. It discusses in detail how English instruction in the Philippines can be understood in the context of its role in education.

<http://rel.sagepub.com>

**07–18 WALLEN, MATTHEW** (U Limerick, Ireland) & **HELEN KELLY-HOLMES**, 'I think they just think it's going to go away at some stage': Policy and practice in teaching English as an additional language in Irish primary schools. *Language and Education* (Multilingual Matters) 20.2 (2006), 141–161.

Due to growth in immigration to the Republic of Ireland, the number of language minority students enrolling in primary schools has increased substantially over the last ten years. The Irish context is a particularly interesting one in that until recently Ireland was a country of net emigration with limited experience of cultural diversity. An additional factor here is the Irish language, which makes the education system open to bilingualism and encouraging linguistic diversity. This study looks at how Ireland is responding to these

changes in a case study of practice in teaching English as an additional language (EAL) to students in a city in western Ireland. A review of government policy initiatives in this area reveals that they seem to have been developed primarily in isolation from international models of best practice. Instead, the concern is with reacting to what is considered a temporary issue. Finally, the case study shows very inconsistent EAL provision for learners in schools and a general under-valuing of the subject and teachers involved in its delivery.

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

**07–19 WEDIN, ASA** (Högskolan Dalarna, Falun, Sweden), **Literacy practices in rural Tanzania: The case of Karagwe.** *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 27.3 (2006), 225–240.

In this paper I argue that literacy, as an aspect of language, is closely related to power. With the example of Karagwe, I show that different literacy practices relate differently to power. In Karagwe dominant literacies that are officially prescribed and standardised have a main function to sort people and maintain authority. As they are spread through schools, schooled literacies are very much geared at sorting pupils. Dominated literacy practices often have decorative and cultural functions and often do not follow standard norms, for example in spelling. In some cases there are local norms. Dominated literacies are more or less stigmatised. A third group of literacy practices, semi-dominant, are spread mainly through seminars and development agencies, such as different nongovernmental organisations. These literacy practices, which are important for the improvement of daily life and economic conditions, focus both on formal features and on the content in the texts. I argue that literacy in Karagwe is an important tool for maintaining authority while it is at the same time a tool for people to contest and resist authority.

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

## Language learning

doi:10.1017/S026144480622411X

**07–20 ANGELOVA, MARIA** (Cleveland State U, USA), **DELMÍ GUNAWARDENA & DINAH VOLK**, **Peer teaching and learning: co-constructing language in a dual language first grade.** *Language and Education* (Multilingual Matters) 20.2 (2006), 173–190.

This paper presents findings from a study of teaching and learning strategies co-constructed by peers in a Spanish/English dual language first grade classroom. Grounded in sociocultural theory and developed using ethnographic approaches to data collection and analysis, the study analyses the children's mediation of their own and each other's language learning within and

across languages, focusing on strategies that support learning. The strategies are analysed within the context of teaching/learning interactions in a Dual Language Programme with attention given to the children's ongoing negotiation of the linguistic roles of novice, expert, and dual language expert when working in mixed groups in the English and Spanish classrooms.

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

**07-21 ANSARIN, ALI AKBAR** (Tabriz U, Iran; aa-ansarin@tabrizu.ac.ir), **On availability of conscious knowledge in discrimination of vowel length.** *RELC Journal* (Sage) 37.2 (2006), 249–259. doi:10.1177/0033688206067431

Learners' consciousness of mismatch of the phonemic inventory of their mother tongue with the language being learned may prompt them to activate their conscious grammar knowledge to monitor their oral production. This happens only when they become conscious of the nature of the task in advance. Otherwise the mismatch is believed to challenge their conscious knowledge of L2 significantly. It is assumed that at intermediate stages of second language learning, learners' unconsciousness of the task requirement will depict inefficiency and/or unavailability of conscious knowledge in monitoring the quality feature, more precisely length of English vowels. In this study, this quality as one constituent feature of English vowels is investigated at conscious and unconscious states by involving Persian undergraduate learners of English. The duration of these vowels is contrasted in the word middle position. Results are indicative of the fact that learners succeed in maintaining the phonematic distinction accurately between the long and short vowels in different words by controlling the vowel length at conscious level, but they fail to demonstrate the same capability when the task load overwhelms or reduces their ability to preserve this distinction when they are unconscious of the task and are not able to activate their monitor.

<http://rel.sagepub.com>

**07-22 BENT, TESSA** (North Western U, USA; t-bent@northwestern.edu), **ANN R. BRADLOW & BEVERLY A. WRIGHT, The influence of linguistic experience on the cognitive processing of pitch in speech and nonspeech sounds.** *Journal of Experimental Psychology: Human Perception and Performance* (American Psychological Association) 32.1 (2006), 97–103.

In the present experiment, the authors tested Mandarin and English listeners on a range of auditory tasks to investigate whether long-term linguistic experience influences the cognitive processing of nonspeech sounds. As expected, Mandarin listeners identified Mandarin tones significantly more accurately than English listeners; however, performance did not differ across the listener groups on a pitch discrimination task requiring fine-grained discrimination of simple nonspeech sounds.

The crucial finding was that cross-language differences emerged on a nonspeech pitch contour identification task: The Mandarin listeners more often misidentified flat and falling pitch contours than the English listeners in a manner that could be related to specific features of the sound structure of Mandarin, which suggests that the effect of linguistic experience extends to nonspeech processing under certain stimulus and task conditions.

<http://www.apa.org>

**07-23 CARPENTER, HELEN** (Georgetown U, USA; carpenth@georgetown.edu), **K. SEON JEON, DAVID MACGREGOR & ALISON MACKEY, Learners' interpretations of recasts.** *Studies in Second Language Acquisition* (Cambridge University Press) 28.2 (2006), 209–236. doi:10.1017/S0272263106060104

A number of interaction researchers have claimed that recasts might be ambiguous to learners; that is, instead of perceiving recasts as containing corrective feedback, learners might see them simply as literal or semantic repetitions without any corrective element. This study investigates learners' interpretations of recasts in interaction. Videotapes of task-based interactions including recasts and repetitions were shown to advanced English as a second language students (N = 34). Although both groups viewed the teacher's feedback (recasts, repetitions, or other), one group saw video clips that had been edited to remove the learners' nontargetlike utterances that had triggered the feedback, and another group saw the same video clips with the initial nontargetlike utterances included. After each clip, learners in both groups were asked to indicate whether they thought they were hearing a recast, a repetition, or something else. A subset of learners (n = 14) provided verbal reports while they evaluated the clips. Results show that learners who did not overhear initial learner utterances were significantly less successful at distinguishing recasts from repetitions. The verbal protocol data suggest that learners were not looking for nonverbal cues from the speakers. A post hoc analysis suggests that morphosyntactic recasts were less accurately recognized than phonological or lexical recasts in this study. These findings suggest that the contrast between a problematic utterance and a recast contributes to learners' interpretations of recasts as corrective.

[http://journals.cambridge.org/jid\\_SLA](http://journals.cambridge.org/jid_SLA)

**07-24 CHRISTOFFELS, INGRID K.** (Maastricht U, the Netherlands), **ANNETTE M.B. DE GROOT & JUDITH F. KROLL, Memory and language skills in simultaneous interpreters: The role of expertise and language proficiency.** *Journal of Memory and Language* (Elsevier) 54. 3 (2006), 324–345. doi:10.1016/j.jml.2005.12.004

Simultaneous interpreting is a complex skill in which language comprehension and production take place at the same time in two languages. In this study, we

examined performance on basic language and working memory tasks that have been hypothesized to engage cognitive skills important for simultaneous interpreting. The participants were native Dutch speakers proficient in English as a second language. We compared the performance of trained interpreters to bilingual university students (Experiment 1) and to highly proficient English teachers (Experiment 2). The interpreters outperformed the university students in their speed and accuracy of language performance and on their memory capacity estimated from a set of (working) memory measures. The interpreters also outperformed the English teachers, but only on the memory tasks, suggesting that performance on the language tasks was determined by proficiency more than cognitive resources. Taken together, these data point to (working) memory as a critical subskill for simultaneous interpreting.

<http://www.elsevier.com>

**07–25 COMAJUAN, LLORENÇ** (Middlebury College, USA; [icomajoa@middlebury.edu](mailto:icomajoa@middlebury.edu)), **The aspect hypothesis: Development of morphology and appropriateness of use.** *Language Learning* (Blackwell) 56.2 (2006), 201–268. doi:10.1111/j.0023–8333.2006.00347.x

According to the aspect hypothesis, perfective morphology emerges before imperfective morphology, it is first used in telic predicates (achievements and accomplishments) and it later extends to atelic predicates (activities and states). The opposite development is hypothesized for imperfective morphology. This study proposes to investigate the emergence of preterite and imperfect morphology in Catalan to examine if the aspectual characteristics of predicates can account for the emergence of morphology and also appropriate use. Past verbal forms in narratives produced by three multilingual learners of Catalan as a foreign language were coded for appropriateness of use, morphology, and lexical aspect. An aspectual analysis of the data provided support for the aspect hypothesis, because achievement and accomplishment predicates in general were inflected for preterite morphology more frequently than were activity and state predicates, and the opposite was found for the emergence of imperfect morphology. The aspectual trends, however, varied for individual learners, tasks, and developmental stages. An analysis of the appropriate use of preterite and imperfect forms showed that morphology was used appropriately in almost all contexts. Prototypical combinations of morphology and aspect tended to be used more appropriately than nonprototypical combinations.

[http://www.blackwellpublishing.com/jnl\\_default.asp](http://www.blackwellpublishing.com/jnl_default.asp)

**07–26 CUSHION, STEVE** (London Metropolitan U, UK), **A software development approach for computer assisted language learning.** *Computer*

*Assisted Language Learning* (Routledge/Taylor & Francis) 18.4 (2005), 273–286. doi:10.1080/09588220500280404

Over the last five years we have developed, produced, tested, and evaluated an authoring software package to produce web-based, interactive, audio-enhanced language-learning material. That authoring package has been used to produce language-learning material in French, Spanish, German, Arabic, and Tamil. We are currently working on increasing accessibility by pooling digital resources and a new project to develop a server-based online assessment package. Having run this software development process through five versions of the authoring package and updated the language material three times, we feel in a position to comment on the application of software lifecycle theory to the specific needs of CALL research and development. Starting from a brief outline of classical software development lifecycle theory, the paper will go through the practical experience gained by our own five iterations, using examples of our work to suggest how the standard theoretical framework can be adapted to the specific needs of CALL. In particular, the fact that there are distinct sets of users of CALL software – teachers and learners – affects the approach. Different sets of requirements have to be balanced and, indeed, even within a group there are differing requirements as teachers can be authors of new material, users of the end product, or both. Ours is a small team that has been involved in all stages of the software development process as well as subsequently using the resulting package to author our own material, using it in the teaching process, and learning new languages ourselves using material produced by our system. This has given valuable and unusual insight into the whole process. On occasions this formal approach has been neglected and the work has sometimes suffered as a result. It will be argued that the computer industry standard approach to modelling, the Unified Modelling Language (UML), is particularly applicable to CALL development and should be more widely used.

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

**07–27 DODIGOVIC, MARINA** (American U Sharjah, United Arab Emirates), **Vocabulary profiling with electronic corpora: A case study in computer assisted needs analysis.** *Computer Assisted Language Learning* (Routledge/Taylor & Francis) 18.5 (2005), 443–455. doi:10.1080/09588220500442806

Since the inception of computer assisted language learning (CALL), computers have been successfully used to provide learning and assessment opportunities for groups or individual learners. This article describes a use of computer that is fundamentally different to most CALL approaches, and yet contributes to language learning. While presenting a case study conducted in higher education in the Gulf of Arabia, the paper builds a strong case for computer assisted vocabulary profiling as a means of objective needs analysis and language

program evaluation. This approach is based on a lexical comparison of learner corpora with the corpora of teaching resources. The software used for this purpose is The Compleat Lexical Tutor.

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

**07-28 ELLIS, ROD** (U Auckland, New Zealand; r.ellis@auckland.ac.nz), **SHAWN LOEWEN & ROSEMARY ERLAM, Implicit and explicit corrective feedback and the acquisition of L2 grammar.** *Studies in Second Language Acquisition* (Cambridge University Press) 28.2 (2006), 339–368. doi:10.1017/S0272263106060141

This article reviews previous studies of the effects of implicit and explicit corrective feedback on SLA, pointing out a number of methodological problems. It then reports on a new study of the effects of these two types of corrective feedback on the acquisition of past tense -ed. In an experimental design (two experimental groups and a control group), low-intermediate learners of second language English completed two communicative tasks during which they received either recasts (implicit feedback) or metalinguistic explanation (explicit feedback) in response to any utterance that contained an error in the target structure. Acquisition was measured by means of an oral imitation test (designed to measure implicit knowledge) and both an untimed grammaticality judgment test and a metalinguistic knowledge test (both designed to measure explicit knowledge). The tests were administered prior to the instruction, one day after the instruction, and again two weeks later. Statistical comparisons of the learners' performance on the posttests showed a clear advantage for explicit feedback over implicit feedback for both the delayed imitation and grammaticality judgment posttests. Thus, the results indicate that metalinguistic explanation benefited implicit as well as explicit knowledge and point to the importance of including measures of both types of knowledge in experimental studies.

[http://journals.cambridge.org/jid\\_SLA](http://journals.cambridge.org/jid_SLA)

**07-29 EWALD, JENNIFER** (Saint Joseph's U, USA), **Students' evaluations of dialogue journals: Perspectives on classroom themes.** *Applied Language Learning* (Defense Language Institute) 16.1 (2006), 37–54.

A dialogue journal is a series of collaborative, ongoing reflections between a teacher and a student, interacting in a forum of written, informal 'conversation'. Used at all levels ranging from K-12 to post-graduate contexts and in disciplines such as language, history, biology, mathematics, and teacher education, dialogue journals have received considerable research attention. Many of the investigations have focused on the role of journals in new teacher development, second language acquisition and literacy. While previous studies offer useful initial findings regarding journals' actual effects on learning, students' evaluations of first language (L1) dialogue

journals in a second language (L2) context is an area that requires more thorough exploration. Freire (1970) criticized the view that learners are empty, passive recipients of knowledge. Indeed, Cole, Raffer, Rogan & Schleicher (1998) affirmed that an effective learner is rightly viewed as an active participant in the learning process/discovery processes of their journals.

<http://www.dliflc.edu>

**07-30 GEARON, MARGARET** (U Monash, Australia; argaret.Gearon@Education.monash.edu.au), **L'alternance codique chez les professeurs de français langue étrangère pendant des leçons orientées vers le développement des connaissances grammaticales** [Code-switching in L2 French teachers in grammatical knowledge classes]. *The Canadian Modern Language Review* (University of Toronto Press) 62.3 (2006), 449–467.

This article is based on a study of the use of code-switching undertaken by three French as a foreign language teachers in Australian secondary schools. It would appear that code-switching becomes a teaching strategy, especially during lessons that involve grammar. We have chosen to concentrate on the teaching of the present perfect by these three teachers; Australian learners seem to experience problems with this verb tense. The study shows that switching between languages can help learners but that switching within the same language may be taken to mean that this verb tense works the same way in both languages. In the case of these three teachers, code-switching functions as a third language in the classroom – that is, the equivalent of English and French.

<http://www.utpjournals.com>

**07-31 GOLDBERG, ERIN** (U Alberta, Canada), **Motivation, ethnic identity, and post-secondary education language choices of graduates of intensive French language programs.** *The Canadian Modern Language Review* (University of Toronto Press) 62.3 (2006), 423–447.

This study investigates the motivation for learning French, the ethnic identities, and the decision to pursue post-secondary education in French of anglophone graduates of intensive French language programs in high school. Sixty-two graduates of either French immersion, Advanced Placement French, or the International Baccalaureate French program enrolled at an English-language post-secondary institution and 29 graduates of the same programs enrolled at a French-language facility completed a questionnaire including the Situated Ethnic Identity Scale (Noels, Saumure, Pino, Clément, & MacIntyre, 2005), the Language Learning Orientation Scale (Noels, Pelletier, Clément, & Vallerand, 2000), and a language use index. Results provided some evidence that students in the francophone institution were motivated to learn French for more self-determined

reasons and that they also felt more strongly francophone and less strongly anglophone in some situations.

<http://www.utpjournals.com>

**07–32 GREIDANUS, TINE** (Vrije U Faculteit der Letteren De Boelelaan, the Netherlands; [dt.greidanus@let.vu.nl](mailto:dt.greidanus@let.vu.nl)), **BIANCA BEKS & RICHARD WAKELY**, **Testing the development of French word knowledge by advanced Dutch- and English-speaking learners and native speakers.** *The Canadian Modern Language Review* (University of Toronto Press) 62.4 (2006), 509–532.

The present study is a continuation of the work presented in the 2001 article by Greidanus & Nienhuis. In the current study, we also examine the quality of word knowledge among advanced learners of French as a second language (L2) by means of a word associates test. We studied the development of word knowledge among six groups of university-level participants, who were (a) native speakers of French and (b) learners of French as a foreign language with two different first languages (L1s), Dutch and English. The format of the test differed from that used in the 2001 Greidanus and Nienhuis study as follows: (a) the tested words were less frequently used French words; (b) the participants were native speakers of French in addition to two categories of advanced learners of French; (c) the number of associate words (fixed or not) was an independent variable. The findings showed that both native and non-native speakers of French progressed in deep-word knowledge when the results of third- and fourth-year students were compared with those of first-year students. Although the test contained a considerable number of French-English cognates, the L1 English learners did not perform better than the Dutch learners. The words tested were not noticeably more difficult when chosen from the 10,000-word level rather than from the 5,000-word level.

<http://www.utpjournals.com>

**07–33 HOWARD, MARTIN** (U Cork, Ireland), **Variation in advanced French interlanguage: A comparison of three (socio)linguistic variables.** *The Canadian Modern Language Review* (University of Toronto Press) 62.3 (2006), 379–400.

This article first presents an overview of some trends behind the acquisition of sociolinguistic variation in a second language. A study is then presented that aims to test the validity of these trends in a quantitative study of a range of socio- and morpho-phonetic variables in French, including liaison, /l/ deletion, and subject-verb agreement on irregular verbs in third-person-plural contexts. While such a comparative approach has been adopted in the case of Canadian immersion and naturalistic learners, the study presented here is concerned with Irish-instructed learners of French in the foreign language classroom. The study complements such previous work by further showing that the characteristics of the variables affect their

differential acquisition by the instructed learner. The variables are discussed in relation to potential reasons for the similarities and differences in their acquisition.

<http://www.utpjournals.com>

**07–34 HSIEH, SHU-MIN** (Yuanpei Institute of Science and Technology, Taiwan; [floramouse@yahoo.com.tw](mailto:floramouse@yahoo.com.tw)), **Problems in preparing for the English impromptu speech contest: The case of Yuanpei Institute of Science and Technology in Taiwan.** *RELC Journal* (Sage) 37.2 (2006), 216–235.  
doi:10.1177/0033688206067429

Entering an 'English Impromptu Speech Contest' intimidates many students who do not have a good command of the English language. Some choose to give up before the contest date while others stand speechless on the stage. This paper identifies a range of problems confronted by contestants from my college, the Yuanpei Institute of Science and Technology in Taiwan. These problems can be categorized into three aspects: (1) language, (2) speaking skills and (3) background knowledge. Language poses many difficulties; many students have a narrow knowledge of English vocabulary, others have a limited understanding of correct word usage, and some make frequent mistakes with their grammar usage. As for speaking skills, students lack public speaking organizational skills and the ability to develop key points, and they have difficulty in controlling the subtle yet important timing of a speech and difficulty with attention-grabbing opening statements. The third problem is the contestants' limited background knowledge. Many students simply do not have the life experiences necessary to converse on a given topic. A number of ways are probed to remedy these problems confronting speech contestants at the Yuanpei Institute.

<http://rel.sagepub.com>

**07–35 KASCHAK, MICHAEL, P.** (Florida State U., USA) & **JENNY R. SAFFRAN**, **Idiomatic syntactic constructions and language learning.** *Cognitive Science: A Multidisciplinary Journal* (Lawrence Erlbaum) 30.1 (2006), 43–63.  
doi:10.1207/s15516709cog0000\_44

This article explores the influence of idiomatic syntactic constructions (i.e. constructions whose phrase structure rules violate the rules that underlie the construction of other kinds of sentences in the language) on the acquisition of phrase structure. In Experiment 1, participants were trained on an artificial language generated from hierarchical phrase structure rules. Some participants were given exposure to an idiomatic construction (IC) during training, whereas others were not. Under some circumstances, the presence of an idiomatic construction in the input aided learners in acquiring the phrase structure of the language. Experiment 2 provides a replication of the first experiment and extends the findings by showing that idiomatic constructions that

strongly violate the predictive dependencies that define the phrase structure of the language do not aid learners in acquiring the structure of the language. Together, our data suggest that (a) idiomatic constructions aid learners in acquiring the phrase structure of a language by highlighting relevant structural elements in the language, and (b) such constructions are useful cues to learning to the extent that learners can keep their knowledge of the idiomatic construction separate from their knowledge of the rest of the language.

<https://www.erlbaum.com>

**07-36 KISSAU, SCOTT** (U Windsor, Canada), **Gender differences in motivation to learn French.** *The Canadian Modern Language Review* (University of Toronto Press) 62.3 (2006), 401–422.

There is concern among second language educators in Canada that male students are losing interest in studying French as a second language (FSL). In response, in the fall of 2003 a study was conducted to investigate gender differences in second language (L2) motivation among Grade 9 core French students. Building upon the traditional model of L2 motivation, which emphasizes learner attitudes toward the target-language community, the researcher broadened the concept of L2 motivation to include both societal and classroom-related factors. A mixed methodology was then employed to determine if gender differences in these factors exist among Grade 9 FSL students. Approximately 500 students in Grade 9 completed a questionnaire. The significant findings of the questionnaires were then explored in interviews with students and teachers. As the study progressed, it became apparent that societal perceptions of what is appropriate for males lay at the root of these differences.

<http://www.utpjournals.com>

**07-37 KNUTSON, ELIZABETH** (U Pennsylvania, USA), **Focus on the classroom.** *The Canadian Modern Language Review* (University of Toronto Press) 62.4 (2006), 591–610.

This article proposes a reconsideration of curricular objectives with respect to the teaching of culture, in the interest of broadening the humanistic scope of the second/foreign language curriculum while at the same time alleviating the pressure of a typically over-extended instructional agenda. Recent research and theory support a relational approach to culture learning, emphasizing understanding of the target and home culture(s) as they relate to one another, with explicit reference to the learner's culturally subjective position. The article explores the notions of cultural identity and attitudes toward THE OTHER, arguing for increased emphasis on an understanding of self as cultural subject and openness of mind toward cultural difference. Topics and activities for a curricular module on cross-cultural awareness are suggested.

<http://www.utpjournals.com>

**07-38 KOBAYASHI, YOKO** (Iwate U, Morioka, Japan), **Interethnic relations between ESL students.** *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 27.3 (2006), 181–195.

This study is part of a larger investigation into Japanese students' use of English and friendship buildup inside and outside English as a Second Language (ESL) institutes in Canada. Both qualitative and quantitative data were garnered primarily from formal in-depth interviews with nine Japanese students and questionnaire surveys with 216 students. Based on the data, the present study explores Japanese students' friendship with Korean students, large numbers of whom are enrolled in ESL schools in English-speaking countries. The study provides evidence of the frequent opportunities for members of these two groups to communicate with each other, which sometimes leads to Japanese students' overgeneralised positive perceptions of Koreans as a whole. Also documented are the varying impacts of Korean students' references to Japan's war-time invasion of Korea upon Japanese students, ranging from appreciation of this new knowledge to the development of negative perceptions of Korean students. Furthermore, the study reveals that the combination of quantity and quality contact can cause the formation and consolidation of bonding between Japanese and Korean students, which then opens up a historically sensitive dialogue without jeopardising their long-term relationship.

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

**07-39 KUHL, PATRICIA, K.** (U Washington, USA; [pkkuhl@u.washington.edu](mailto:pkkuhl@u.washington.edu)), **ERICA STEVENS, AKIKO HAYASHI, TOSHISADA DEGUCHI, SHIGERU KIRITANI & PAUL IVERSON, Infants show a facilitation effect for native language phonetic perception between 6 and 12 months.** *Developmental Science* (Blackwell) 9.2 (2006), F13. doi:10.1111/j.1467-7687.2006.00468.x

Patterns of developmental change in phonetic perception are critical to theory development. Many previous studies document a decline in nonnative phonetic perception between 6 and 12 months of age. However, much less experimental attention has been paid to developmental change in native-language phonetic perception over the same time period. We hypothesized that language experience in the first year facilitates native-language phonetic performance between 6 and 12 months of age. We tested 6–8- and 10–12-month-old infants in the United States and Japan to examine native and nonnative patterns of developmental change using the American English /r-l/ contrast. The goals of the experiment were to: (a) determine whether facilitation characterizes native-language phonetic change between 6 and 12 months of age, (b) examine the decline previously observed for nonnative contrasts and (c) test directional asymmetries for consonants. The results show a significant increase in performance for the

native-language contrast in the first year, a decline in nonnative perception over the same time period, and indicate directional asymmetries that are constant across age and culture. We argue that neural commitment to native-language phonetic properties explains the pattern of developmental change in the first year.

[http://www.blackwellpublishing.com/jnl\\_default.asp](http://www.blackwellpublishing.com/jnl_default.asp)

**07-40 LADEGAARD, HANS. J** (U Southern Denmark) & **ITESH SACHDEV**, 'I like the Americans. . . but I certainly don't aim for an American accent': Language attitudes, vitality and foreign language learning in Denmark. *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 27.2 (2006), 91-108.

The power and status of America in the world today are undeniable. This paper presents some empirical data about the attitudes and perceptions Danish learners of EFL have about British and American English. Ninety-six EFL learners participated in a verbal-guise experiment that involved rating different accents of English: American, Australian, Received Pronunciation (RP), Scottish and Cockney. Dependent measures on dimensions of status, solidarity and attractiveness of the language were obtained together with measures assessing the perceived attractiveness of American and British culture. Additionally, behavioural measures about specific features of American and British English in learners' productions were also obtained. The results show that even though the vitality of American culture is acknowledged, the participants still demonstrate a preference for RP on important dimensions, and have no desire to adopt an American accent. The results are discussed with reference to vitality theory and the stereotypes Danish learners have about people from Britain and America.

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

**07-41 LAFONTAINE, MARC** (U Laval, Canada; marc.lafontaine@lli.ulaval.ca), **L'utilisation de stratégies d'apprentissage en fonction de la réussite chez des adolescents apprenant l'anglais langue second** [Learning strategy use in relation to success with L2 English adolescents]. *The Canadian Modern Language Review* (University of Toronto Press) 62.4 (2006), 533-562.

The purpose of this study was to determine which strategies found in O'Malley & Chamot's (1990) taxonomy could distinguish between stronger and weaker ESL learners. A questionnaire comprised of 80 strategies completed by 310 francophone ESL learners in their fifth year of secondary school. Results of the end of semester exam – completed three months following data collection – were analyzed. The production exam results considered to be the most discriminating were used to subdivide the sample into three groups: poor, average, and strong. A Kruskal-Wallis analysis was used to examine the strategies. Results show that only a

limited number of meta-cognitive, cognitive, and socio-affective strategies discriminated significantly between these ESL students at different levels of competence. The results are examined in such a way as to allow the future authentication of a strategy-measuring tool used by francophone learners of ESL.

<http://www.utpjournals.com>

**07-42 LIAO, POSEN** (National Taipei U, Taiwan; posen@mail.ntpu.edu.tw), **EFL learners' beliefs about and strategy use of translation in English learning**. *RELC Journal* (Sage) 37.2 (2006), 191-215.  
doi:10.1177/0033688206067428

Although the use of translation in learning a foreign language is much maligned by language teachers, translation is widely used in learners' foreign language learning process. It appears that learners often use translation as a learning strategy to comprehend, remember, and produce a foreign language. However, relatively little research attention so far seems to have been devoted to a consideration of the use of translation in language learning. Thus, this study aims to explore the role of translation in Taiwanese college students' English learning, particularly in terms of their learning beliefs and learning strategies about using translation to learn English. The data from survey questionnaires and qualitative interviews will address the following research questions: (1) What are students' beliefs about using translation to learn English? (2) What learning strategies employing translation do students report using? (3) What are the relationships among learners' beliefs about and use of translation? (4) To what extent do learners' background variables relate to their beliefs about and use of translation? Pedagogical implications are also discussed. The results of the study hope to sensitize EFL teachers to various learning strategies involving translation and to the possible benefits of using translation for English learning reported by the students.

<http://rel.sagepub.com>

**07-43 LITTLE, DEBORAH, M.** (U Illinois & U Brandeis, USA; little@uic.edu), **LAUREN M. MCGRATH, KRISTEN J. PRENTICE & ARTHUR WINGFIELD**, **Semantic encoding of spoken sentences: Adult aging and the preservation of conceptual short-term memory**. *Applied Psycholinguistics* (Cambridge University Press) 27.3 (2006), 487-511.  
doi:10.1017/S0142716406060371

Traditional models of human memory have postulated the need for a brief phonological or verbatim representation of verbal input as a necessary gateway to a higher level conceptual representation of the input. Potter has argued that meaningful sentences may be encoded directly in a conceptual short-term memory (CSTM) running parallel in time to such a phonological store. The primary aim of the current study was to evaluate two main tenets of the CSTM model:

that linguistic context biases selection of information entering the conceptual store, and that information not integrated into a coherent structure is rapidly forgotten. Results confirmed these predictions for spoken sentences heard by both young and older adults, supporting the generality of the model and suggesting that CSTM remains stable in normal aging.

[http://journals.cambridge.org/jid\\_APS](http://journals.cambridge.org/jid_APS)

**07-44 LOUCKY, JOHN PAUL** (Seinan Women's U, Japan), **Combining the benefits of electronic and online dictionaries with CALL web sites to produce effective and enjoyable vocabulary and language learning lessons.** *Computer Assisted Language Learning* (Routledge/Taylor & Francis) 18.5 (2005), 389–416.  
doi:10.1080/09588220500442764

To more thoroughly analyze and compare the types of dictionaries being used by Japanese college students in three college engineering classes, two kinds of surveys were designed. The first was a general survey about purchase, use and preferences regarding electronic dictionaries. The second survey asked questions about how various computerised functions were used at each major phase of lexical processing to help learners maximise these eight essential steps of vocabulary learning: (1) assessing degree of word knowledge; (2) accessing new word meanings; (3) archiving new information for study; (4) analysing word parts and origins; (5) anchoring new words in short-term memory; (6) associating words in related groups for long-term retention; (7) activating words through productive written or oral use; and (8) reviewing/recycling and re-testing them. After re-evaluating how well new words are learned by post-tests, any words not fully understood should be re-met through planned reencounters, retellings and activities that encourage learners to repeat the vocabulary learning cycle again so that relearning and reactivation can take place. The first survey describes Japanese college students' preferences and reasons for purchasing electronic dictionaries. The second shows self-reported use of portable electronic dictionaries, and how their respective functions were seen to aid different phases of L2 vocabulary learning. Students compared their use to that of print dictionaries. Finally, the author's CALL4All.US web site used in a new EAP online reading course for Japanese graduate school engineering students is shown. Appended tables highlight how other learners and teachers may use its extensive encyclopedia of pre-organised online dictionaries and language learning links to produce more effective and enjoyable reading and vocabulary learning lessons. These include the use of word-surfing, online reading labs, vocabulary profilers.

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

**07-45 McDONOUGH, KIM** (Northern Arizona U, USA; kim.mcdonough@nau.edu), **Interaction and syntactic priming: English L2 speakers'**

**production of dative constructions.** *Studies in Second Language Acquisition* (Cambridge University Press) 28.2 (2006), 179–207.  
doi:10.1017/S0272263106060098

Interaction research about the role of language production in second language (L2) development has focused largely on modified output, specifically learners' responses to negative feedback. However, other processes involved in language production might help account for the beneficial relationship between interaction and L2 development. This paper reports the findings of two experiments that examined the occurrence of syntactic priming – a speaker's tendency to produce a previously spoken or heard structure – during interaction between L2 English speakers. Both studies used confederate scripting to elicit dative constructions from advanced English L2 speakers. In experiment 1, the participants (n = 50) were exposed to both prepositional and double-object dative primes. The linear mixed-model analysis indicated that syntactic priming occurred with prepositional datives only. In experiment 2, the English L2 participants (n = 54) received double-object dative primes only; results showed no evidence of syntactic priming. The implications are discussed in terms of the potential role of syntactic priming in driving L2 development in interactive contexts.

[http://journals.cambridge.org/jid\\_SLA](http://journals.cambridge.org/jid_SLA)

**07-46 MILTON, JAMES** (U Wales Swansea, UK; j.l.milton@swansea.ac.uk), **Language lite? Learning French vocabulary in school.** *Journal of French Language Studies* (Cambridge University Press) 16.2 (2006), 187–205.  
doi:10.1017/S0959269506002420

We know very little about the French vocabulary that is learned in school and this paper reports a study which measures learners' vocabulary size and progress in secondary school. The methodology for estimating vocabulary size in French is comparable with vocabulary size testing in other foreign languages, and this makes comparison with vocabulary learning in French and other languages possible. Results suggest that learners learn about 170 words per year up to GCSE and about 530 words per year in A-level study and are influenced by word frequency. On average, learners take GCSE with under 1000 words of French vocabulary and A-level with about 2000 words. These results appear modest compared with historical data and when compared with other language exams pitched at the same CEF levels as GCSE and A-level. Vocabulary size predicts A-level grade particularly impressively. There is a worrying period where progress, even of the best learners, appears to halt for several years.

[http://journals.cambridge.org/jid\\_JFL](http://journals.cambridge.org/jid_JFL)

**07-47 MOHAN, BERNARD** (U British Columbia, Canada; bernard.mohan@ubc.ca) & **TAMMY SLATER,**



**A functional perspective on the critical 'theory/practice' relation in teaching language and science.** *Linguistics and Education* (Elsevier) 16.2 (2005), 151–172.  
doi:10.1016/j.linged.2006.01.008

This article uses a functional view of language to frame and analyze issues of language and content in mainstream classrooms. Describing a Western Canadian grade one/two science class, it examines how a teacher and her class of young ESL students were able to build up a simple theory of magnetism in a scientific register, link its technical terms to their practical experience, and apply the theory to explain and extend their experience of magnets. She thus created a new blend of theory and practice in their activity of doing science. The study demonstrates the value of a functional perspective on social practice, leading to a sharper understanding of issues of language and content learning in mainstream classrooms and a greater ability to analyze relevant data. Educational implications include a richer understanding of the connections between students' practical experience and their theoretical understanding.

<http://www.elsevier.com>

**07–48 O'BRIEN, IRENA** (U du Québec à Montréal & Centre for the Study of Learning and Performance, Canada; irena.obrien@gmail.com), **NORMAN SEGALOWITZ, JOE COLLENTINE & BARBARA FREED, Phonological memory and lexical, narrative and grammatical skills in second language oral production by adult learners.** *Applied Psycholinguistics* (Cambridge University Press) 27.3 (2006), 377–402.  
doi:10.1017/S0142716406060322

This study investigated the role of phonological memory (PM) in L2 speech production by English-speaking adults who were learning Spanish. PM, operationalized as serial nonword recognition, and L2 lexical, narrative, and grammatical abilities from speech samples were assessed 13 weeks apart. After controlling for the amount of speech output, PM contributed significantly to the development of L2 narrative skills for less proficient participants (17.5% of variance explained) and to gains in correct use of function words for more proficient participants (15.7% of variance explained). These findings suggest that PM plays an important role in narrative development at earlier stages of L2 learning and in the acquisition of grammatical competence at later stages.

[http://journals.cambridge.org/jid\\_APS](http://journals.cambridge.org/jid_APS)

**07–49 PERRY, CONRAD, MAN-KIT KAN, STEPHEN MATTHEWS & RICHARD KWOK-SHING WONG** (Hong Kong Institute of Education, China), **Syntactic ambiguity resolution and the prosodic foot: Cross-language differences.** *Applied*

*Psycholinguistics* (Cambridge University Press) 27.3 (2006), 301–333.  
doi:10.1017/S0142716406060292

In this study we examined syntactic ambiguity resolution in two different Chinese languages, Cantonese and Mandarin, which are relatively similar grammatically but very different phonologically. We did this using four-character sentences that could be read using two, two-syllable sequences (2–2) or a structure where the first syllable could be read by itself. The results showed that when both potential readings were semantically congruent, Mandarin speakers had a strong preference for the 2–2 structure and they preferred that structure much more than Cantonese speakers did. We attribute this to Mandarin having a more dominant bisyllabic prosodic foot than Cantonese. When the 2–2 meaning was semantically incongruent, however, the alternative structure was preferred by both Mandarin and Cantonese speakers. Overall, the results suggest that, in silent reading tasks and semantically neutral conditions, the prosodic foot is generated automatically and can affect syntactic choices when ambiguity arises.

[http://journals.cambridge.org/jid\\_APS](http://journals.cambridge.org/jid_APS)

**07–50 PICA, TERESA** (U Pennsylvania, USA; teresap@gse.upenn.edu), **HYUN-SOOK KANG & SHANNON SAURO, Information gap tasks: Their multiple roles and contributions to interaction research methodology.** *Studies in Second Language Acquisition* (Cambridge University Press) 28.2 (2006), 301–338.  
doi:10.1017/S0272226310606013X

This article describes how information gap tasks can be designed as instruments for data collection and analysis and as treatments in interaction research. The development of such tasks is illustrated and data are presented on their role in drawing learners' attention to second language (L2) forms that are difficult to notice through classroom discussion alone. Because the tasks presented here are closed-ended and precision oriented, and require the exchange of uniquely held information, they promote modified interaction among participants and orient their attention to form, function, and meaning. These processes can be observed by the researcher during task implementation. Thus, the tasks reduce researcher's dependence on externally applied treatments and analytical instruments not integral to the interaction itself. To illustrate this methodology in use, the article reports on a study in which six pairs of intermediate-level English L2 learners carried out three types of information gap tasks in their classrooms. They first read passages on familiar topics, whose sentences contained L2 forms that were low in salience and difficult to master but developmentally appropriate. To complete the tasks, the learners were required to identify, recall, and compare the forms, their functions and their meanings. Data revealed close relationships among learners' attentional processes, their recall of

form, function and meaning, and the interactional processes that supported their efforts.

[http://journals.cambridge.org/jid\\_SLA](http://journals.cambridge.org/jid_SLA)

**07-51 POLIO, CHARLENE** (Michigan State U, USA; polio@msu.edu), **SUSAN GASS & LAURA CHAPIN**, **Using stimulated recall to investigate native speaker perceptions in native-nonnative speaker interaction.** *Studies in Second Language Acquisition* (Cambridge University Press) 28.2 (2006), 237–267.  
doi:10.1017/S0272263106060086

Implicit negative feedback has been shown to facilitate SLA, and the extent to which such feedback is given is related to a variety of task and interlocutor variables. The background of a native speaker (NS), in terms of amount of experience in interactions with non-native speakers (NNSs), has been shown to affect the quantity of implicit negative feedback (namely recasts) in a classroom setting. This study examines the effect of experience and uses stimulated recall to attempt to understand the interactional patterns of two groups of NSs (with greater and lesser experience) interacting with second language (L2) learners outside of the classroom context. Two groups of NSs of English each completed an information exchange task with a L2 learner: the first group consisted of 11 preservice teachers with minimal experience with NNSs, whereas the second group included 8 experienced teachers with significant teaching experience. Immediately after the task, each NS participated in a stimulated recall, viewing a videotape of the interaction and commenting on the interaction. The quantitative results did not show a strong difference in the number of recasts used by the two groups, but it did show a difference in the quantity of NNS output between the two groups. This finding was corroborated by the stimulated recalls, which showed that those with experience – who clearly saw themselves as language teachers even outside of the classroom – had strategies for and concerns about getting the learners to produce output. Additionally, the experienced teachers showed greater recognition of student comprehension, student learning, and student problems. Those with little experience were more focused on themselves, on student feelings, and on procedural and task-related issues.

[http://journals.cambridge.org/jid\\_SLA](http://journals.cambridge.org/jid_SLA)

**07-52 RADFORD, JULIE** (U London, UK), **JUDY IRESON & MERLE MAHON**, **Triadic dialogue in oral communication tasks: What are the implications for language learning?** *Language and Education* (Multilingual Matters) 20.2 (2006), 191–210.

Asymmetry in classroom discourse, typified by teachers' frequent use of inauthentic initiating question turns, does not afford the best opportunities for the learning of language skills. More favourable conditions would

appear to be associated with collaborative discourse patterns that display genuine interest in the child's contribution and build on, and respond to, the child's turn. Video-recordings were made of consecutive episodes of 'story-writing', 'speaking-book' and 'circle-time' activities to explore the sequential implications of the teachers' initiations across each task. During speaking-book the teacher initiates with topic initial elicitors which invite news, ideas or opinions from the child. In story-writing the teacher employs invitations, which call for the children to generate ideas or suggestions. Analysis of teacher follow-up turns demonstrates ways in which they recast and reformulate the children's response turns and elicit further material related to the pupils' agendas. By contrast, there is limited evidence of negotiation in the circle-time activity. The study demonstrates the potentially facilitative role played by triadic dialogue in language learning and therefore has professional significance for all those involved in the development of oral language skills in classrooms.

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

**07-53 ROESSINGH, HETTY** (U Calgary, Canada), **The teacher is the key: Building trust in ESL high school programs.** *The Canadian Modern Language Review* (University of Toronto Press) 62.4 (2006), 563–590.

Using a case-study approach, this inquiry examines the perceptions of 10 immigrant students regarding the ESL program provided at the high school they attended for three years. Their achievement outcomes and the ESL program design at this school have been the topics of previous publications; hence the quest for explanatory insights from the students' perspective. The orienting questions of this study relate to the students' understanding of the development of English language proficiency and their perceptions of the programmatic supports that made this possible. Findings suggest that trust is the overriding theme that determines whether or not students (and their parents) will support the program, but this is closely linked to academic outcomes/educational success. The specifics of the instructional paradigm on which the program is predicated are less of a concern. The teacher is the key in providing for the needs of these students and engendering the sense of trust that is essential if ESL learners are to benefit from ESL programs.

<http://www.utpjournals.com>

**07-54 ROSELL-AGUILAR, FERNANDO** (The Open U, UK), **Task design for audiographic conferencing: Promoting beginner oral interaction in distance language learning.** *Computer Assisted Language Learning* (Routledge/Taylor & Francis) 18.5 (2005), 417–442.  
doi:10.1080/09588220500442772

This paper presents the challenges involved in designing a full set of online tutorial materials for a beginners'

Spanish course for distance language learners utilising an online audiographic conferencing VLE for synchronous oral interaction. Although much has been written about task design and task-based learning and teaching (TBLT) in language learning, the shift to an audiographic Computer Mediated Communication (CMC) medium presents a number of challenges to task design which are only just beginning to be documented. Here we will discuss what the challenges are for the design and implementation of activities suited to the development of oral skills in a foreign language in such an environment in the light of current theories of SLA, task design and CALL, and how those challenges were met for the production of a full set of materials for a beginners' Spanish distance learning course at the Open University using a tool that had been deemed unsuitable for that level. We will also present the findings of the developmental testing of a sample of these activities and recommend a model for tasks in an audiographic VLE to promote oral interaction at beginner level.

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

**07–55 SAARISTO-HELIN, KATRI** (U Helsinki, Finland; Katri.Saaristo@helsinki.fi), **TUULA SAVINAINEN & SARI KUNNARI, The phonological mean length of utterance: Methodological challenges from a crosslinguistic perspective. *Journal of Child Language* (Cambridge University Press) 33.1 (2006), 179–190.  
doi:10.1017/S0305000905007294**

The present study assesses the phonological development of 17 children acquiring Finnish at the developmental point of 25 words (ages 1;2–2;0). The analysis is made using the phonological mean length of utterance (PMLU) method (Ingram & Ingram, 2001; Ingram, 2002), which focuses on the children's whole-word productions. Two separate analyses are carried out: the first analysis concentrates on consonants and follows the procedure devised by Ingram and Ingram (2001), and the second analysis also scores the correctness of vowels. The PMLU results of both analyses are found to be much higher than those reported for children acquiring English. The results show the apparent need for more language-specific research in order to develop the PMLU method suitable for various language environments.

[http://journals.cambridge.org/jid\\_JCL](http://journals.cambridge.org/jid_JCL)

**07–56 SAGARRA, NURIA** (Pennsylvania State U, USA; sagarra@psu.edu) & **MATTHEW ALBA, The key is in the keyword: L2 vocabulary learning methods with beginning learners of Spanish. *The Modern Language Journal* (Blackwell) 90.2 (2006), 228–243.  
doi:10.1111/j.1540-4781.2006.00394.x**

This study investigates the effectiveness of three methods of learning vocabulary among 778 beginning second language (L2) learners. Rote memorization

consists of memorizing the first language (L1) translation of a new L2 word by rehearsal. Semantic mapping displays L1 words conceptually related to the L2 word in a diagram. The keyword method involves associating the novel L2 word with an L1 keyword that is acoustically or orthographically similar, and then connecting the L1 keyword with the L1 translation of the L2 word. The results reveal that vocabulary learning techniques requiring deeper processing through form and meaning associations (i.e. the keyword method) yield the best retention. In addition, rote memorization of L1–L2 equivalents is more effective than creating multiple meaning associations (i.e. semantic mapping). The authors suggest that using the keyword method with phonological keywords and direct L1 keyword–translation links in the classroom leads to better L2 vocabulary learning at early stages of acquisition.

[http://www.blackwellpublishing.com/jnl\\_default.asp](http://www.blackwellpublishing.com/jnl_default.asp)

**07–57 SCHAUER, GILA A.** (Lancaster U, UK; g.schauer@lancaster.ac.uk), **Pragmatic awareness in ESL and EFL contexts: Contrast and development. *Language Learning* (Blackwell) 56.2 (2006), 269–318.  
doi:10.1111/j.0023-8333.2006.00348.x**

The study reported on in this article set out to replicate and extend an earlier investigation of pragmatic awareness by addressing two research questions: (a) Do learners in English as a Foreign Language (EFL) and English as a Second Language (ESL) contexts display differences in their recognition and rating of pragmatic and grammatical errors? (b) Do ESL learners increase their pragmatic awareness during an extended stay in the target environment? The data were elicited using a video-and-questionnaire instrument accompanied by post hoc interviews. The 53 participants in the study included 16 German students studying at a British university, 17 German students enrolled in a higher education institution in Germany, and 20 British English native-speaking controls. The data show that the German EFL participants were less aware of pragmatic infelicities than the ESL group and that the ESL learners increased their pragmatic awareness significantly during their stay in Great Britain.

[http://www.blackwellpublishing.com/jnl\\_default.asp](http://www.blackwellpublishing.com/jnl_default.asp)

**07–58 SHARPE, TINA** (Sharpe Consulting, Australia), **'Unpacking' scaffolding: Identifying discourse and multimodal strategies that support learning. *Language and Education* (Multilingual Matters) 20.2 (2006), 211–231.**

In this paper the sociocultural notion of 'scaffolding' and the way in which various 'scaffolding' strategies support students' learning are examined through classroom data. A distinction is made between scaffolding at a macro level, consisting of a planned, 'designed-in' approach to a unit of work in a subject discipline and the lessons that constitute it, and contingent scaffolding that

operates at a micro level or 'at the point of need'. By drawing on Systemic Functional Linguistic (SFL) theory it has been possible to articulate the kinds of discourse and multimodal strategies that constitute the nature of scaffolding and then examine the ways in which these function in the discourse to support student learning in the local and immediate context. In addition, this paper identifies an Induction genre that provides foundational understandings about the study of history for apprentice historians. This is supported by two post-foundational lessons that form a Macrogenre. This Macrogenre reinforces the application of focus questions that are fundamental to historical study and an approach to answering these questions that is consistent with the methodology of the subject.

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

**07-59 SIMPSON, JAMES** (U Leeds, UK), **Learning electronic literacy skills in an online language learning community.** *Computer Assisted Language Learning* (Routledge/Taylor & Francis) 18.4 (2005), 327-345.  
doi:10.1080/09588220500335463

This paper is about the learning that happens in the synchronous text chat forum of an online group of English Language learners and tutors. It is a socioculturally oriented case study of an informal virtual community called Webheads, who meet online in various places on the internet. Although dedicated to English Language learning, much other learning takes place within the group. The study concerns the learning of certain skills associated with electronic literacy, namely discourse management and technological skills involved in using synchronous text-based computer-mediated communication (SCMC). The paper focuses on the analysis of the concepts of collaboration and scaffolding in learning. Attention is also paid to the analysis of SCMC text, employing the notion of the conversational floor as an appropriate analytical unit for this type of discourse.

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

**07-60 SMITH, BRUCE, L.** (U Utah, USA; [bruce.smith@hsc.utah.edu](mailto:bruce.smith@hsc.utah.edu)), **KARLA K. MCGREGOR & DARCY DEMILLE, Phonological development in lexically precocious 2-year-olds.** *Applied Psycholinguistics* (Cambridge University Press) 27.3 (2006), 355-375.  
doi:10.1017/S0142716406060310

To examine interactions between young children's vocabulary size and their phonological abilities, spontaneous language samples were collected from 24-month-olds with precocious lexicons, their age mates (24-month-olds with average-sized lexicons), and their vocabulary mates (30-month-olds with average-sized lexicons). Phonological ability was measured in a variety of ways, such as the number of different consonants that were targeted, the number of different consonants produced correctly, the percentage of

consonants produced correctly, and the occurrence of phonological processes. The lexically precocious 24-month-olds were similar to their vocabulary mates on most measures of phonological ability, and both of these groups were generally superior to the 24-month-olds with smaller lexicons. These findings supported a hypothesized relationship between lexicon size and phonological performance, and demonstrated that 2-year-olds' phonological development is more closely related to size of the lexicon than chronological age.

[http://journals.cambridge.org/jid\\_APS](http://journals.cambridge.org/jid_APS)

**07-61 TOTH, PAUL D.** (U Wisconsin-Madison, USA; [ptoth@wisc.edu](mailto:ptoth@wisc.edu)), **Processing instruction and a role for output in second language acquisition.** *Language Learning* (Blackwell) 56.2 (2006), 319-385.  
doi:10.1111/j.0023-8333.2006.00349.x

This study addresses the role of output in second language (L2) acquisition by comparing processing instruction (PI) to communicative output (CO) tasks. Participants included 80 English-speaking adults from six university course sections of beginning L2 Spanish, with two assigned to each treatment (PI = 27; CO = 28) and two others comprising a control group (n = 25). Instruction lasted seven days and targeted the anticausative clitic *se*. One lesson was videotaped and transcribed in each treatment group. Results on grammaticality judgment and guided production tasks administered before, immediately after, and 24 days following instruction indicated similar grammaticality judgment improvements, but more frequent uses of *se* by CO learners on guided production. Transcript data suggest a role for output in acquisition involving attention to, and metalinguistic analyses of, L2 structure.

[http://www.blackwellpublishing.com/jnl\\_default.asp](http://www.blackwellpublishing.com/jnl_default.asp)

**07-62 TRAUTMAN, CAROL HAMER** (U Texas at Dallas/Callier Center, USA; [carolt@utdallas.edu](mailto:carolt@utdallas.edu)) & **PAMELA ROSENTHAL ROLLINS, Child-centred behaviours with 12-month-old infants: Associations with passive joint engagement and later language.** *Applied Psycholinguistics* (Cambridge University Press) 27.3 (2006), 447-463.  
doi:10.1017/S0142716406060358

This study investigates three aspects of social communication in 12-month-old infants and their caregivers: (a) caregiver conversational style, (b) caregiver gesture, and (c) infant engagement. Differences in caregiver behaviour during passive joint engagement were associated with language outcomes. Although total mean duration of infant time in passive joint engagement was negatively associated with later language, caregiver contingent comments (CCCs) addressed to infants during passive joint engagements related to language learning. CCC utterances were found to co-occur with gesture, suggesting that CCC is an inherently multimodal conversational style. The positive association

between CCCs during passive joint engagements and later language suggests that caregiver behaviour is important, even at times when infants are not actively engaged with the caregiver.

[http://journals.cambridge.org/jid\\_APS](http://journals.cambridge.org/jid_APS)

**07-63 USÓ-JUAN, ESTHER** (U Jaume I, Castelló, Spain; [euuso@ang.uji.es](mailto:euuso@ang.uji.es)), **The compensatory nature of discipline-related knowledge and English-language proficiency in reading English for academic purposes.** *The Modern Language Journal* (Blackwell) 90.2 (2006) 210–227. doi:10.1111/j.1540-4781.2006.00393.x

The purpose of this study is twofold: first, to estimate the contribution of discipline-related knowledge and English-language proficiency to reading comprehension in English for Academic Purposes (EAP) and, second, to specify the levels at which the compensatory effect between the two variables takes place for successful EAP reading. The participants in the study were 380 native Spanish-speaking undergraduates who exhibited a wide range of proficiency in English as a foreign language and knowledge of the topics being tested. Scores for the three-criterion variables (discipline-related knowledge, English proficiency level, and academic reading) were subjected to 6 multiple regression analyses. The results indicated that English proficiency accounted for a range varying between 58% and 68% of EAP reading, whereas discipline-related knowledge accounted for a range varying between 21% and 31%. The exact levels at which the compensatory effect between the two variables takes place for successful academic reading are provided, and pedagogical implications are suggested.

[http://www.blackwellpublishing.com/jnl\\_default.asp](http://www.blackwellpublishing.com/jnl_default.asp)

**07-64 VINE, ELAINE W.** (Victoria U Wellington, New Zealand), **'Hospital': A five-year-old Samoan boy's access to learning curriculum content in his New Zealand classroom.** *Language and Education* (Multilingual Matters) 20.2 (2006), 232–254.

Previous research suggests that young ESOL (English for Speakers of Other Languages) learners in mainstream English-medium classrooms are afforded limited opportunities to engage with curriculum content. This paper reports on a study of a five-year-old boy from Samoa who was just beginning to learn English in a mainstream New Zealand classroom. Interactions between the boy and his teacher and English-speaking peers are analysed for evidence that he was learning 'hospital', a central concept in a social studies curriculum unit. The analysis shows that, while this was a language- and resource-rich classroom, affordances of 'hospital' were not consistently accessible to the boy. He did begin to attend to the word 'hospital', but there is little evidence that he engaged with the concept. However, noticing the word is a step towards learning its meaning, and it was in interactions with his teacher

that he attended to the word, not in interactions with his peers.

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

**07-65 VINAGRE, MARGARITA** (U Antonio de Nebrija, Madrid, Spain), **Fostering language learning via email: An English-Spanish exchange.** *Computer Assisted Language Learning* (Routledge/Taylor & Francis) 18.5 (2005), 369–388. doi:10.1080/09588220500442749

This article describes an email project carried out jointly by the Institute of Modern Languages and the Department of Applied Languages at Antonio de Nebrija University in Madrid and the University of Massachusetts Amherst in the USA during the first semester of the academic year 2004–2005. Students worked with a partner exchanging personal, linguistic and sociocultural information and corrections about each other's language (English and Spanish), as well as taking part in a discussion forum. The project generated a wealth of data which raised some interesting points and the information gathered from one particularly successful partnership is presented. However, further research needs to be carried out on how best to assess the improvement of the students' language proficiency through the use of email tandem learning.

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

**07-66 VINTHER, JANE** (U Southern Denmark, Denmark), **Cognitive processes at work in CALL.** *Computer Assisted Language Learning* (Routledge/Taylor & Francis) 18.4 (2005), 251–271. doi:10.1080/09588220500280388

This paper presents a think-aloud study which was conducted with university students of English as a Foreign Language using a Computer Assisted Language Learning (CALL) program to learn English syntax. The students were asked to verbalise their thoughts while conducting the task of parsing sentences and building tree diagrams on the computer. The program Visual Interactive Syntax learning (VISL) is operational in fifteen languages ranging from English, French, and German to Arabic, Danish, Dutch, Latin, Greek, and Japanese, and allows the students to learn and work with syntax in their own speed. The purpose of the think-aloud study was to gain access to the mental processes and strategies students employ in their use of the software in order to better understand the learning strategies they made use of in these processes. The study and the recordings took place in two phases: an initial recording at the beginning of the experiment and a second recording after a 10-week period of weekly sessions of working with the software. The think-aloud protocols were analysed for information on strategies and human-computer interaction. The new information from this study is that it appears that the computer is able to further the qualities in the students which are desirable in solving the learning task. At the outset of

the experiment the low-achieving students had very few cognitive strategies, but a high rate of affective strategies. During the time of the training these students developed the more appropriate strategies for the task. In other words, the computer (and/or the software) helped students develop a better strategy for learning, which leads to the question of whether teaching of strategy or awareness-raising exercises related to appropriate strategies would lead to higher learning outcomes if initiated from the beginning of the instructional efforts.

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

## Reading & writing

doi:10.1017/S0261444806234116

**07-67 BIBER, DOUGLAS** (Northern Arizona U, USA), **Stance in spoken and written university registers.** *Journal of English for Academic Purposes* (Elsevier) 5.2 (2006), 97–116.

doi:10.1016/j.jeap.2006.05.001

Numerous studies have investigated the linguistic expression of stance and evaluation in university registers, focusing especially on academic research writing and to a lesser extent classroom teaching. The present study extends previous research in two ways: (1) it compares and contrasts the use of a wide range of lexico-grammatical features used for the expression of stance (rather than focusing on a particular feature), and (2) it describes major patterns of register variation within the university, comparing the marking of stance in academic versus 'student management' registers, within both speech and writing. The study shows that the expression of stance is important in all university registers. However, at the same time, the study shows that there are important register differences in the particular kinds of stance meanings that are expressed, the grammatical devices used to express stance, and in the overall extent to which stance is expressed at all.

<http://www.elsevier.com>

**07-68 BURNS, EILA** (Jyväskylä U of Applied Sciences, Finland; eila.burns@jypoly.fi), **Pause, prompt and praise – Peer tutored reading for pupils with learning difficulties.** *British Journal of Special Education* (Blackwell) 33.2 (2006), 62–67.

doi:10.1111/j.1467-8578.2006.00416.x

The project described here aimed to assess the effectiveness of peer tutoring and the advantages of the structured 'pause, prompt and praise' reading method in improving reading skills among pupils working in Key Stage 4. Action research was undertaken in a British secondary level special school catering for pupils with moderate learning difficulties (MLD) in order to explore the benefits of establishing such interventions within special school environment. The pause, prompt and praise reading sessions were conducted at the beginning

of lessons, employing same-age peer tutors and using subject-based texts. The findings reveal that, after a slow start, the tutees' rates of self-correction began to rise, indicating improvements in reading skills. The tutors' skills developed, as did the teachers' and confidence in the tutors, suggesting benefits for all involved in the peer tutoring process. There were interesting differences between outcomes for the different tutor-tutee pairings in her work. The implications of this study are very encouraging for practitioners considering the use of peer tutoring in their own environments.

[http://www.blackwellpublishing.com/jnl\\_default.asp](http://www.blackwellpublishing.com/jnl_default.asp)

**07-69 JACKSON, LEONORA, WILHELM MEYER & JEAN PARKINSON** (U KwaZulu-Natal, South Africa), **A study of the writing tasks and reading assigned to undergraduate science students at a South African University.** *English for Specific Purposes* (Elsevier) 25.2 (2006), 260–281.

doi:10.1016/j.esp.2005.04.003

Based on a questionnaire to academic staff, this article examines the reading and writing tasks assigned to undergraduate science students at a South African university. The article finds that although academic staff in science value clearly written and well-organised writing, few see it as their task to induct students into this literacy. Instead emphasis is limited to a large degree to the ability to express relationships mathematically. The article confirms previous findings that the laboratory report is the most important genre of writing assigned to science students. It finds that textbooks make up the bulk of the reading assignments. The laboratory report has many similarities with the research article, a key genre in science, but very few research articles are assigned as reading, representing a mismatch between the most prominent genre assigned as reading (textbook) and the most frequent written tasks assigned (laboratory report).

<http://www.elsevier.com>

**07-70 MIIN HWA LIM, JASON** (Malaysian U Sabah, Malaysia), **Method sections of management research articles: A pedagogically motivated qualitative study.** *English for Specific Purposes* (Elsevier) 25.2 (2006), 282–309.

doi:10.1016/j.esp.2005.07.001

Notwithstanding the voluminous literature devoted to research genres, more investigation needs to be conducted to demonstrate the pedagogical significance of studying linguistic features in relation to communicative functions. Motivated by a concern for the pedagogical applicability of genre analysis, this paper investigates the extent to which results of an analysis may be effectively employed for the second language acquisition of syntactic structures and lexical items commonly found in the Method sections of management research articles. On the basis of the data analyzed, I suggest that writing courses in tertiary institutions should be tailored