Abstracts

Language teaching

07–1 **A**RKOUDIS, **S**OPHIE (U Melbourne, Australia; s.arkoudis@unimelb.edu.au), **Fusing pedagogic horizons: Language and content teaching in the mainstream**. *Linguistics and Education* (Elsevier) 16.2 (2005), 173–187.

One of the central concerns of English as a Second Language (ESL) education within many English-speaking countries has been the relationship between content and language teaching. In Victoria, a state of Australia, the educational policy of mainstreaming ESL is presented as a means of catering to the language learning needs of ESL students within mainstream subject contexts through the integration of the language and content curriculum. In such policy, the relationship between language and content is constructed as un-problematic and uncontested. This paper analyses, using appraisal theory and positioning theory, the planning conversations of an ESL teacher and a science teacher planning curriculum for a year-10 science class. The analysis highlights the factors that influence the extent to which the teachers can balance language and content, including power relations between teachers, the curriculum topic under discussion and the dichotomy that is constructed by the teachers between language and content. Implications for language and content research will be highlighted in light of the conclusions drawn from this study.

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07–2 **B**ARWELL, **R**ICHARD (U Bristol, UK; richard.barwell@bris.ac.uk), **Integrating language and content: Issues from the mathematics classroom**. *Linguistics and Education* (Elsevier) 16.2 (2005), 205–218.

Research into the teaching and learning of language and content in mainstream classrooms research tends to treat content as a fixed body of knowledge to be (re)constructed by learners. There is little research which seeks to understand how language and the curriculum are constructed and related in interaction by learners. This paper reports analysis of data from a recent study into the participation of students learning English as an additional language (EAL) in mainstream mathematics classrooms in the United Kingdom. As part of the study, pairs of students were asked to write and solve mathematical word problems together, an activity taken from their mathematics lessons. Analysis of students' interaction based on ideas from discursive psychology reveals how students' learning encompasses both mathematics and language learning, in the context, however, of significant identity and relationship work. Further analysis explores how these discursive practices relate to the kind of mathematics and language the students learn. Based on this analysis, the author argues that there is a need for a more explicitly reflexive model of the relationship between content, language and learning.

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07–3 **C**HENG, **A**N **C**HUNG (U Toledo, USA) **& C**LARA **C. M**OJICA-**D**IAZ, **The effects of formal instruction and study abroad on improving proficiency: The case of the Spanish subjunctive**. *Applied Language Learning* (Defense Language Institute) 16.1 (2006), 17–36.

It has been assumed that combining living in a native speech community with formal classroom instruction creates an ideal learning environment for foreign language learners. This study examines the extent to which formal instruction affects the oral discourse of advanced learners in target-language speaking environments. From a discourse perspective, the study compares the speech of native speakers of Spanish with participants who received four weeks of grammar instruction on a difficult structure – the Spanish subjunctive – while studying in a graduate program in Mexico for two months. While no statistically significant difference was found in participants' use of the target structure before and after instructional treatment, the study suggests that some participants were able to compose tightly structured argumentation over time and only a learner at the Advanced-High level could produce native-like discourse in hypothetical situations.

http://www.dliflc.edu

07–4 **C**REESE, **A**NGELA (U Birmingham, UK; a.creese@bham.ac.uk), **Is this content-based language teaching?** *Linguistics and Education* (Elsevier) 16.2 (2005), 188–204.

Much of the content-based language teaching (CBLT) literature describes the benefits to be gained by integrating content with language teaching aims and rejects the formal separation between 'content' and 'language' as a pedagogic necessity for language learning. This paper looks at interactions in classrooms in English schools where educational policy indirectly adopts a CBLT approach. Through a focus on the discourses of collaborating teachers in secondary school classrooms, the paper analyses teachers' and students' interactions within their wider socio-political context. It finds that language work in the content classroom is given little

status when set alongside other knowledge hierarchies supported by wider societal and education agendas. Data from a year-long ethnography in three London secondary schools is used to explore how teachers and students manage the content and language interface in a subject-focused classroom. The ensuing discussion considers issues such as the conflation and separation of language and curriculum learning aims within teacher–student interactions and classroom texts. It explores the pedagogic consequences of shifting between the dual aims of subject and language learning and investigates how texts become transformed as teachers and students attempt to meet both sets of aims. It also considers wider societal pressures on classroom interactions and teaching texts in the shifting between language and content aims in English multilingual classrooms.

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07—5 DAVISON, CHRIS (U Hong Kong, China; cdavison@hku.hk), **Learning your lines: Negotiating language and content in subject English**. *Linguistics and Education* (Elsevier) 16.2 (2005), 219–237.
doi:10.1016/j.linged.2006.01.005

Subject English is a central feature of state-mandated curriculum in English-speaking contexts and a high-stakes barrier to be negotiated for successful graduation from secondary school, irrespective of language and cultural background. In an increasingly globalized world, subject English is also being reconstituted in new and unfamiliar contexts, as part of the drive to export education services. However, the construction of subject English in the curriculum is rarely subjected to the same scrutiny of applied linguists as mathematics, science or history, partly because of the widespread perception that subject English is language rather than 'content', and partly because of the continually contested and changing nature of subject English as a discipline. This paper draws on a larger comparative study of senior secondary school subject English in Hong Kong and Australia. It draws on Bernstein's notions of visible and invisible pedagogies and work on insider/outsider perspectives to explore the perceptions and impact of subject English on students from language backgrounds other than English.

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07–6 FREIERMUTH, MARK & DOUGLAS JARRELL (Gunma Prefectural Women's U, Japan; mark-f@gpwu.ac.jp), **Willingness to communicate: Can online chat help?** *International Journal of Applied Linguistics* (Blackwell) 16.2 (2006), 189–212.
doi:10.1111/j.1473–4192.2006.00113.x

This study compared the experiences of small groups of female Japanese university students communicating in English to solve tasks using online chat with those who solved the same tasks in face-to-face settings using spoken language. The groups were compared using a counterbalanced research design so that the nine groups consisting of four participants each took part in solving tasks in both the online mode and the traditional face-to-face setting. Data gathered from questionnaires, along with an analysis of the discourse produced by students, led to the conclusion that under the conditions in the study, online chatting provided a more comfortable environment, enhancing students' willingness to communicate. Regarding benefits to the language teacher, online chat provides another fruitful tool to enhance interaction in the target language.

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07–7 HAWORTH, AVRIL (Manchester Metropolitan U, UK), **The literacy maze: Walking through or stepping round?** *Language and Education* (Mutilingual Matters) 20.2 (2006), 95–109.

Literacy has always been a contested site in primary phase teaching. Internationally, there is a trend towards increased direct government intervention in areas of pedagogy, as well as curriculum. Recently in the United Kingdom, national initiatives, designed to raise standards of literacy among the 11–14 age group, have required English teachers to adapt their professional practices to accommodate highly prescriptive curricular and pedagogic directives which represent a 'discursive regime' that challenges English teachers to rethink professional identity in relation to 'English' and 'literacy'. Specifically, this article explores the rhetorical and professional options available to teacher educators and postgraduate trainee teachers in their initial encounters with such literacy programmes in university and schools. Using Bakhtin's account of 'authoritative' and 'internally persuasive' discourses, it traces the professional self-identifications of a group of English trainee teachers over a period of a year.

http://www.multilingual–matters.net

07–8 JENKINS, JENNIFER (King's College London, UK; jennifer.jenkins@kcl.ac.uk), **Points of view and blind spots: ELF and SLA**. *International Journal of Applied Linguistics* (Blackwell) 16.2 (2006), 137–162.
doi:10.1111/j.1473–4192.2006.00111.x

Despite far-reaching changes in the English-speaking world along with serious critiques of the traditional premises of SLA research, little has changed in the way English is taught to its second language learners. In line with mainstream SLA's view of English learners from the expanding circle as learners of English as a Foreign Language (EFL), English is still taught as though the primary need of learners is to be able to communicate with its native speakers, and with the assumption that correct English is either Standard British or Standard American English. This article argues that mainstream

SLA research can no longer afford to ignore the massive growth in the use of English as a Lingua Franca (ELF), highlights the irrelevance for ELF of concepts such as interlanguage and fossilization, and explores the extent to which a number of alternative perspectives offer greater promise for ELF. It concludes by making a case for ELF as neither EFL nor (failed) native English but as occupying a legitimate third space of its own.

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07–9   KAUR, JAGDISH & VOLKER HEGELHEIMER (Iowa State U, USA), **ESL students' use of concordance in the transfer of academic word knowledge: An exploratory study**. *Computer Assisted Language Learning* (Routledge/Taylor & Francis) 18.4 (2005), 287–310.
doi:10.1080/09588220500280412

Concordancing in the classroom is fairly a new approach that has emerged with the use of corpora in language learning. In a concordance, language is presented in an authentic context; learners are able to examine a key word in the context of a string of sentences which can exemplify the use of that particular word. This exploratory study examined whether the use of an online concordance program together with an online dictionary by 18 intermediate ESL undergraduates aided in the transfer of word knowledge to an academic writing task. The results indicate that there was statistically significant transfer of vocabulary knowledge to the writing task.

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

07–10   LYSTER, ROY (McGill U, Canada; roy.lyster@mcgill.ca) **& HIROHIDE MORI**, **Interactional feedback and instructional counterbalance.** *Studies in Second Language Acquisition* (Cambridge University Press) 28.2 (2006), 269–300.
doi:10.1017/S0272263106060128

This comparative analysis of teacher–student interaction in two different instructional settings at the elementary-school level (18.3 hours in French immersion and 14.8 hours in Japanese immersion) investigates the immediate effects of explicit correction, recasts, and prompts on learner uptake and repair. The results clearly show a predominant provision of recasts over prompts and explicit correction, regardless of instructional setting, but distinctively varied student uptake and repair patterns in relation to feedback type, with the largest proportion of repair resulting from prompts in French immersion and from recasts in Japanese immersion. Based on these findings and supported by an analysis of each instructional setting's overall communicative orientation, the article introduces the COUNTERBALANCE HYPOTHESIS, which states that instructional activities and interactional feedback that act as a counterbalance to a classroom's predominant communicative orientation are likely to prove more effective than instructional activities

and interactional feedback that are congruent with its predominant communicative orientation.

http://journals.cambridge.org/jid_SLA

07–11   NAKATANI, YASUO (Nakamura Gakuen U, Japan; nakatani@nakamura-u.ac.jp), **Developing an oral communication strategy inventory**. *The Modern Language Journal* (Blackwell) 90.2 (2006), 151–168.
doi:10.1111/j.1540–4781.2006.00390.x

This study focuses on how valid information about learner perception of strategy use during communicative tasks can be gathered systematically from English as a Foreign Language (EFL) learners. First, the study attempted to develop a questionnaire for statistical analysis, named the Oral Communication Strategy Inventory (OCSI). The research project consisted of three stages: an open-ended questionnaire to identify learners' general perceptions of strategies for oral interaction (N = 80); a pilot factor analysis for selecting test items (N = 400); and a final factor analysis to obtain a stable self-reported instrument (N = 400). The resulting OCSI includes 8 categories of strategies for coping with speaking problems and 7 categories for coping with listening problems during communication. The applicability of the survey instrument was subsequently examined in a simulated communicative test for EFL students (N = 62). To validate the use of the instrument, participant reports on the Strategy Inventory for Language Learning (SILL) were compared with the result of the OCSI. When combined with the oral test scores, it was revealed that students with high oral proficiency tended to use specific strategies, such as social affective strategies, fluency-oriented strategies, and negotiation of meaning.

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07–12   NAUGHTON, DIANE (U Granada, Spain; naughton@ugr.es), **Cooperative strategy training and oral interaction: Enhancing small group communication in the language classroom**. *The Modern Language Journal* (Blackwell) 90.2 (2006) 169–184.
doi:10.1111/j.1540–4781.2006.00391.x

This study focused on the effect of a cooperative strategy training program on the patterns of interaction that arose as small groups of students participated in an oral discussion task. The underlying assumption was that students could be taught to engage with each other and with the task in a way that would foster the creation and exploitation of learning opportunities. Intact classes were randomly assigned to the experimental or control condition, and triads from within each group were videotaped at the beginning and end of the experimental intervention. Data taken from the videotapes were analyzed in order to measure changes in overall participation, strategic participation, and the use of

the individual strategies included in the program. The pretest showed that prior to strategy training, interaction patterns frequently did not reflect those interactions deemed important for language acquisition as identified within both traditional Second Language Acquisition (SLA) and sociocultural research. The posttest revealed, however, that the strategy training program was largely successful in encouraging students to engage in these types of interactional sequences.

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07–13 PAUWELS, ANNE (U Western Australia, Australia) & JOANNE WINTER, **Gender inclusivity or 'Grammar rules OK'? Linguistic prescriptivism vs. linguistic discrimination in the classroom**. *Language and Education* (Mutilingual Matters) 20.2 (2006), 128–140.

This paper explores the potential conflict classroom teachers face in their dual roles as 'guardians of grammar' and as 'agents of social language reform' with reference to third person singular generic pronouns in English. This article investigates to what extent teachers (primary, secondary and tertiary) experience tensions between these roles in relation to their own and students' use of generic pronouns, and if they do, how they resolve the issue. Drawing upon survey and interview data from Australian classroom teachers it finds substantial adoption of gender-inclusive alternatives to generic *he* with a clear preference for and tolerance of singular *they* in their own and their students' writing. Remnants of social gender and the use of generic *he* and generic *she* are found for the antecedents real estate agent and teacher, respectively. Younger teachers are by and large unaware of grammatical prescriptivism arguments while all teachers have awareness of the need to address and reform linguistic discrimination. Female educators lead the way as 'agents of change' and intervene in students' writing to promote the avoidance of gender-exclusive generic *he*.

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07–14 PELED-ELHANAN, NURIT (Hebrew U Jerusalem & Tel-Aviv U, Israel) & SHOSHANA BLUM-KULKA, **Dialogue in the Israeli classroom: Types of teacher-student talk**. *Language and Education* (Mutilingual Matters) 20.2 (2006), 110–127.

This paper is part of an ongoing study of discursive behaviour both at home and at school. The overall goal of the analysis presented was to explore the level of dialogicity manifest in Israeli classrooms. This quest was motivated by a sociocultural inclination towards learning, which places instructive dialogue at the core of successful teaching and learning. The question this article addresses is, what are the different types of teacher-student interaction prevailing in the classroom, and how do they affect ways of making meaning? Three

main genres of classroom discourse were identified, differing in the degree of their dialogicity: Socratic dialogue – a topical discussion where the final text is created by students and teacher in concert – pseudo-dialogue – in which the students are made to believe that they are engaged in a topical discussion while being assessed on grounds of interpersonal relationships and mode – and monologue in the guise of a dialogue – in which the teacher asks topical questions while seeking the reproduction of her own text. The last two were found to be dominant in the classes observed.

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07–15 PLONSKY, LUKE & SUSANA V. MILLS (Northern Arizona U, USA), **An exploratory study of differing perceptions of error correction between a teacher and students: Bridging the gap**. *Applied Language Learning* (Defense Language Institute) 16.1 (2006), 55–77.

This study was designed to measure and bridge the mismatch in perceptions of error correction (EC) between a teacher and his students. The participants were 32 students in two intact, beginner-level Spanish classes at a mid-size university in the Southwest of the US. The treatment consisted of two learner training (LT) sessions (see Reiss 1981) in which the teacher explained to the students his approach to correcting written mistakes. Alternate forms of a questionnaire were administered on three occasions in order to obtain data about the students' opinions. A review of the literature identified four main issues related to EC that teachers and students disagree on: discouragement, learner readiness, meaning focus, and grammar. These four areas were therefore the focus of both the LT sessions and the questionnaires. The results showed a significant change in the students' perceptions related to EC after the treatment. Thus, the paper concludes by calling for studies and methodologies that consider a more open and fluid dialogue between second language acquisition (SLA) findings, L2 classrooms, and students' awareness of their L2 learning.

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07–16 STRAUSS, SUSAN (Pennsylvania State U, USA; sgs9@psu.edu), JIHYE LEE & KYUNGJA AHN, **Applying conceptual grammar to advanced-level language teaching: The case of two completive constructions in Korean**. *The Modern Language Journal* (Blackwell) 90.2 (2006) 185–209.
doi:10.1111/j.1540–4781.2006.00392.x

This article introduces conceptual grammar as an approach to the analysis and teaching of grammar in foreign and second language contexts through a combination of paradigms: corpus, discourse analysis, and cognitive linguistics. Although the approach is applicable to virtually any language and any construction

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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.

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07–17 VIZCONDE, CAMILLA (U San Tomas, Philippines; 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 in-struction 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.

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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* (Mutilingual 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.

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07–19 WEDIN, ÅSA (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.

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Language learning

07–20 ANGELOVA, MARIA (Cleveland State U, USA)**, DELMI GUNAWARDENA & DINAH VOLK**, **Peer teaching and learning: co-constructing language in a dual language first grade**. *Language and Education* (Mutilingual 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