Les constructions prépositionnelles chez les apprenants de français langue seconde au Gabon: étude didactique

JEAN-AIME PAMBOU
Université Aix-Marseille I

Les apprenants du Gabon utilisent de manière singulière les prépositions françaises. Là où la préposition doit apparaître, les apprenants ne la produisent pas ; là où elle n'est pas attendue, elle apparaît ; là où un morphème prépositionnel est attendu, un autre est rendu et là où les prépositions doivent se construire avec des constituants nominaux, des structures sujet + prédicat sont réalisées. Nous avons choisi d'étudier ces constructions, sans parti pris de type normatif, avant de formuler des propositions concrètes dans le cadre de l'enseignement des prépositions en classe de français langue seconde au Gabon.

Loin d'être de simples erreurs, nous avons considéré ces constructions prépositionnelles comme un socle sur lequel nous avons appelé « lecte des apprenants ». L'enquête menée nous a permis de recueillir les productions linguistiques des apprenants, puis de décrire et d'expliquer l'usage des prépositions relevées. Pour cela, nous nous sommes rendu dans cinq des neuf provinces du Gabon : l’Estuaire, le Haut-Ogooué, le Moyen-Ogooué, la Nyanga et le Woluwe-Ntem.

Quatre parties ont ponctué notre étude : le cadre socio-didactique, la présentation de l'enquête et du corpus, l'analyse du corpus, les propositions et le bilan du travail.

Les constructions prépositionnelles chez les apprenants de français langue seconde au Gabon: étude didactique


The Lincom Guide to ELT Materials Design and Development: Theory and Practice

HANOYO PUI WIDODO & LILIA SAVOVA
Politeknik Negeri Jember; Indiana University of Pennsylvania

This much-needed volume offers focused approaches and frameworks of designing or developing English materials in both EFL and ESL contexts. Informed by current empirical, theoretical, and practical grounds, the text treats key issues in English language teaching (ELT) materials design or development and sample ELT materials in which the justifications for such materials design or development are also discussed. Through the sample teaching materials included in the text, the readers can see underlying principles or frameworks of how those materials are designed or developed. In other words, this volume is a user-friendly guide to materials design or development for language teachers/practitioners in that theoretical or empirical considerations are balanced with practical materials.

Thus, Materials Design in English Language Teaching is a valuable collection not only for language teachers/practitioners, but also for language materials writers and developers, graduate students majoring in TESOL, pre-service teachers, and teacher educators and trainers who teach or engage in ELT materials design or development on secondary school, college, and university levels.

Contents: The Consumer-Designer Frame-works for Materials Writing (David Hall) - The Student-Situational Analyses for Adapting English Materials (Winnie Cheng) - Materials for Adult Learners of English (Ruth Epstein) - Literature in the CLT Classroom: Materials Design (Andrzej Cirocki) - Materials Development for Young Learners (Helen Emery) - Developing Materials for Content-Based Instruction (Michele de Courcy) - Materials for the EFL Classroom in the Post-Anglophone Period (Andy Kirkpatrick) - Learning Autonomy in the EFL Classroom through SAL Materials Development (Sugeng Ariyanto) - Developing Corpus Oriented English Materials (John Spiri) - Materials Design Task-Based English Adult Language Learning (Jonathan Newton) - The Use of Visual Aids in ELT Materials (Adriand Novawan) - Culture and English Materials (Jane Ordton) - ESP Materials Design in Action (Hanooyo Pui Widodo, Rinur Pusporni) - Developing Task Based Materials, Ownership, and Identity Construction (Sharon K. Deckert) - Design Principles in Materials Development (Lilia Savoza) - Using E-Portfolio to Engage Pre-Service Teachers in Developing CALL-based Materials (Muhammad Kamarul Kabilan, Mahbub Ahsan Khan).


Second Language Acquisition of the Spanish Verb ESTAR with Adjectives

An Exploration of Contexts of Comparison and Immediate Experience

DANIEL S. WOOLEY
Hope University

Unlike English, Spanish uses two verbs to express ‘to be’: ser and estar. Though these verbs are taught early in instruction, second language learners struggle to acquire the differences between the two verbs, particularly when they are used with adjectives. This struggle is due in part to the fact that not only can the majority of adjectives be used with both ser and estar, but also that specific meanings in the context are highlighted by the use of one verb or the other. For example, estar may be used to highlight a comparison of the referent with itself at another point in time. Thus, el chico está alto may also highlight a comparison of the referent with itself at another point in time.

The purpose of the current study is to investigate the second language acquisition of estar in the two specific pragmatic contexts mentioned above: (1) comparison of the referent to itself, and (2) visual and immediate experiences with the referent. In order to examine these contexts effectively in learner production data, research instruments were carefully designed to create clear pragmatic contexts and provide ways to confirm speaker intent within ‘copula + adjective’ contexts.

Data for the present study were collected from 111 university Spanish students at four different levels of proficiency. Participants completed a picture description task and a contextualized production task. Chi-square tests and regression analyses were run for each level to examine the impact ‘comparison’ and ‘immediate experience’ had on the use of estar. Results show that ‘comparison’ is not a predictor of estar at any level.
Linguistic Competence across Learner Varieties of Spanish

ARNULFO G. RAMIREZ
Louisiana State University

This book presents a detailed examination of how five groups of learners/users of Spanish (N=25, 5 at each level) organize and use different aspects of their linguistic competence. The five groups (Basic, Intermediate, Advanced, Superior and Native Speakers) perform language tasks involving three dimensions of language knowledge (verb lexicon, sentence production, and metalinguistic judgments of grammaticality) and three aspects of language use (conversational, descriptive, and narrative discourse).

Chapter 3 (Sentence Formation), Chapter 4 (Metalinguistic Judgments of Grammaticality), Chapter 5 (Conversational Discourse), Chapter 6 (Descriptive Discourse), Chapter 7 (Narrative Discourse), and Chapter 8 (Linguistic Competence across Language Measures).

The chapters follow a similar pattern, beginning with a (1) review of major theoretical concerns, (2) methods/procedures for studying the particular aspects of linguistic competence addressed in the chapter, (3) categories for analyzing the linguistic data, (4) quantitative/qualitative description of the performance of each language group, and (5) Summary and Conclusion. Chapter 8 establishes linguistic profiles for each language group and selected individuals by contrasting the variable performance across the six dimensions of linguistic competence.


The Role of Achievement Motivation on the Interlanguage Fossilization of Middle-Aged English-as-a-Second-Language Learners

ZORAN VUJISIC
University of Turabo, Puerto Rico

Second language acquisition (SLA) is seldom entirely successful with adult learners. It has been suggested that all second language (L2) learners, in the process of mastering a target language (TL), develop a linguistic system that is self-contained and different from both the learner’s native language and the TL. This system is referred to as ‘interlanguage’ (IL). In this process, IL evolves into an ever-closer approximation of the TL, and ideally, a learner’s IL should continue to advance until it becomes equivalent to the TL. However, it has been observed that somewhere in the L2 learning process, IL may reach one or more plateaus during which the development of the IL is delayed or arrested. A permanent cessation of progress toward the TL is referred to as ‘fossilization’. Researchers in SLA agree that motivation is one of the key factors influencing language-learning success and studies suggest that some language learning motivation may be related to the need for achievement. The purpose of this research was to establish if adult English-as-a-second-language (ESL) learners are aware of fossilization and, if examined if motivation, and more specifically achievement motivation (AM), is a factor in IL fossilization.

The participants in this study consisted of 15 ESL learners in Puerto Rico who had at least eight years of formal ESL training / classroom exposure. The instrument used to gather information included a questionnaire to obtain demographical and qualifying data, an ‘English Language Proficiency Evaluation’ (ELPE) to determine levels of IL fossilization, a ‘Measure of Achievement Motivation’ (MAM) to ascertain achievement motive, and individual, group, and follow-up interviews in order to ascertain perception(s) regarding the role of motivation on fossilization and perceptions regarding the barriers to achieving TL competency. The research demonstrated that there is a moderate to strong positive relationship between IL fossilization and achievement motivation, i.e., high achievement motive is correlated to TL competency and descending levels of achievement motive are correlated to ascending levels of IL fossilization.

During the study’s follow-up interviews, the 14 participants with IL fossilization were individually provided negative cognitive feedback related to the fossilized items of their speech. These participants were re-tested 6 months later to determine if the corrective feedback provided in those interviews resulted in participants taking of higher action towards (1) diminishing or overcoming IL fossilization and (2) achieving TL competency. The findings have significant implications for both ESL learning and instruction, and suggest that not all IL fossilization is permanent.


Telling and Retelling: Approaching the Religious Narrative of Joseph

AHMED MELIEBARY
The University of Nottingham

This study looks into two pieces of two religious scripture, one taken from the Holy book of Muslims, the Quran, which pervades Islamic literature, and the other from the Bible, which is another major religious book. An internal analysis of the Quranic and Biblical pieces provides a fuller understanding of both versions and eventually some narrative aspects of both Books. This study conducted a comparative stylistic analysis based on issues that are important to the narratives in hand such as narratology, repetition, the mode of discourse, and other closely related features including narrator, voice, and linguistic subjectivity.
The L1 in L2 learning – Teachers’ beliefs and practices

YANAN SONG & STEPHEN ANDREWS
Shanghai International Studies University; The University of Hong Kong

Opinions concerning the use of the L1 in L2 learning and teaching have differed markedly over the years. For much of the past century, it has generally been asserted by theorists and methodologists that the L1 has a largely negative influence on L2 learning and that its use should therefore be kept to an absolute minimum in L2 teaching. However, in recent years this position has been called into question, leading to the beginnings of a reassessment of previous orthodoxies.

This book sets out to examine this controversial issue of the L1 in L2 teaching and learning from the perspective of the practitioner rather than the theorist. Focusing on the cases of four L2 teachers, all of whom share the same L1 as their students, this book investigates in depth the attitudes these four teachers hold towards the L1 in their L2 teaching, the extent to which their attitudes are reflected in their L1-related behaviours in class, and the factors they perceive as influences on their beliefs and behaviours. The book contributes to our understanding of teachers’ perceptions of the L1 as a medium of instruction in L2 teaching and of their L1-related practices when faced with day-to-day classroom realities. It examines the potential implications of these enhanced understandings for teacher education.


The Acquisition of Vowels in Spanish and English as Second Language

MARICHE GARCÍA BAYONAS
University of North Carolina at Greensboro

This study investigates the perception of Spanish vowels /a e o u/ and English vowels /i ɛ ɪ æ/ by native-speakers (NS) of English learning Spanish and NS of Spanish learning English. It analyzes and compares the perception of NS and non-native speakers (NNS) cross-linguistically.

The perception of English vowels has been investigated in depth (Bohn & Flege, 1990; Fox, Flege & Munro, 1995; Mitlbe, 1984; Munro, 1993), and it has been cross-linguistically analyzed with French and German among other languages primarily with discrimination and identification tasks. Johnson, Flemming and Wright (1993) analyzed the perception of English vowels by NS using a method of adjustment (MOA) task. No previous study, however, has focused on the investigation of Spanish and English vowels using both natural and synthesized data, and NS and NNS in identification and MOA tasks.

English NS learning Spanish (n=54) and Spanish NS learning English (n=17) completed four tasks in Spanish and four in English whereby they were exposed to both natural and synthesized data (330 synthesized vowels, as in Johnson et al. 1993) in order to analyze spectral differences in the perception of both sound systems, and how the learners’ system may vary from that of the NS. In the natural speech tasks they had to identify the vowels with which they were provided from list of written vowels, one of which contained the target vowel. In addition, they were asked to select which synthesized vowel sounds resembled the most the ones whose spelling was presented to them in the MOA task similar to the one developed by Johnson et al. (1993).

The results obtained indicate that Spanish NS identify English vowels by a less native-like manner than English NS identify Spanish vowels. The method of adjustment tasks with synthesized data yielded average results which indicate that Spanish NS perceive most English vowels with formant values which are different from the ones selected by NS of English. However, English NS perceive Spanish vowels which more closely resemble the ones selected by NS of Spanish.


LEARNER KNOWLEDGE OF TARGET PHONOTACTICS: JUDGMENTS OF FRENCH WORD TRANSFORMATIONS

SHANNON D. HALICKI
Indiana University

This study investigates whether inter-language phonology is channeled by Universal Grammar constraints. While it is well attested that L2 phonological production is rarely native-like, no previous research has investigated whether L2 intuitions regarding phonotactics in the target language are similar to native intuitions. The empirical research entails a study testing English native L2 learners of French in their knowledge of three structural features: 1) maximum consonant cluster limits in French; 2) sonorancy assimilation at morpheme boundaries; 3) similarity avoidance at morpheme boundaries.

The data show that intermediate and advanced learner groups recognized both well-formedness and phonotactic violations in L2 morphology. That they are able to do this in spite of L1 English allowances and in spite of degenerate French input implicates UG-access in L2 phonology. Learners appear to possess knowledge of French phonotactics that parallels native speaker knowledge with responses patterning like those of the native speaker control group for the criteria studied. It is concluded that adult L2 knowledge reflects a high sensitivity to L2 phonological grammar. The results are found to be incompatible with models based on statistical learning or markedness implications. A full transfer/full access account of acquisition is offered to account for the learner preferences.


ELT Profession: Challenges & Prospects

This is a collection of selected papers contributed by leading ELT professionals during the Proceedings of the 2nd International conference on ELT, 2006, Eastern Mediterranean University, Turkish Republic of Northern Cyprus.

NACİYE KUNT, JAVANSHIR SHIBLIYEV & FATOS EROZAN (eds.)
Eastern Mediterranean University
Determining the frequency of application of these learners’ interlanguage, by analyzing and classifying the examples of lexical innovation in the context of teaching and learning processes that take place during communication. In this study, the author has drawn from contemporary theoretical and experimental data to develop a Neurobiological theory of learning, including the interplay of biological and environmental factors in traditional language classroom settings. The results have been nothing short of astounding, validating this focus on language acquisition and learning. This monograph is NOT about teaching — it’s about EFFECTIVE LEARNING from a perspective that leads to an entirely new form of learning and language acquisition involving transformational discovery, mentorship and interdisciplinary collaboration.

Its roots are as old as Socrates, Linguists, biologists, anatomists, physicists, psychologists, sociologists and physicians in the tradition of the "German School" of learning have contributed over the centuries to what now is nothing less than a revolution in learning, and the business of teaching.

In this seminal work, the author has drawn from contemporary clinical and experimental data to determine that effective traumatic learning can develop a Neurobiological theory of learning, including the interplay of biological and environmental factors. The results have been nothing short of astounding. With this focus on language acquisition and learning, this monograph is a treasure-trove of new information for educators, linguists, teachers, tutors, psychologists, physicians and researchers interested in transforming a field that has remained in the "dark ages" for too long.

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**The Acquisition of Malay Wh-Questions**

NORHAIDA AMAN

Nanyang Technological University, Singapore

The purpose of this study is to provide an account of children’s acquisition of wh-questions in the various dialects of Malay spoken by the Malay-speaking community. The work examines how children acquire colloquial Malay, the language to which they are exposed at home and in the speech community before they are taught the standard, written language in school. It is intended to be a contribution to the study of how children acquire typologically distinct language. In addition, it is a contribution to the examination of the grammar of colloquial Malay, a topic which has not been given much attention in studies of the Malay language. The following issues are examined: children’s knowledge of the different options for asking simple questions (wh- versus s); the variation among the syntactic options for asking these questions; the knowledge of these question types in long-distance questions, and the role of island constraints in the syntactic variation of these question types in the Malay of young children. The study uses two experimental methodologies; a comprehension task (the picture-story method) and a production task (elicited imitation). It is also based on a longitudinal spontaneous production study of two Malay-speaking children. In addition to its descriptive value, the thesis is of theoretical interest to the examination of the innateness hypothesis, as children have a biologically determined knowledge of Universal Grammar, and universal knowledge is taken to mean that such knowledge is present in all human brains. Contrary to these expectations, the empirical evidence discussed in this thesis shows that Malay-speaking children, ages 4.5-6.5, appear not to respect island constraints on wh movement. A careful analysis of the data shows, however, that children’s performance on the target question types in the Malay of young children, ages 4.5-6.5, is not as strong as the previous claim that Malay-speaking children, ages 4.5-6.5, appear not to respect island constraints on wh movement. A careful analysis of the results, however, shows that this seeming challenge to Universal Grammar is more apparent than real, and that the island violations are the result of a processing effect in which the wh-questions, which are not subject to islands, prime the responses for the fully moved question.


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**The Acquisition of L2-English Spelling**

SUSANA M. DOVAL-SUÁREZ

Universidad de Santiago de Compostela

The present study describes the orthographic interlanguage of Galician-Spanish under-graduates and pays special attention to the exploration of spelling errors in as far as they are indicators of the learners’ use of strategies. The author’s main assumption is that writing
The Acquisition of the Chinese ba-construction

HANG DU
Middlebury College

The ba-construction is probably the best-known syntactic construction in Modern Standard Chinese. There has been a great deal of research on the acquisition of it by second language learners. My study fills this gap. The theoretical framework is Liu’s (1997) analysis of the ba-construction. The study investigated the development of the ba-construction in second language learners. The participants were 65 students learning Chinese at a university. The data was collected through written and oral tasks. The results showed that the learners had a good understanding of the construction. However, they had difficulty in producing it accurately.

Developing Aspects of Second Language Discourse Competence

KATHERINE REHNER
University of Toronto

This work explores the development of aspects of discourse competence by French immersion students in Ontario, Canada. It represents a new front for second language acquisition and immersion research in that, firstly, it provides an in-depth analysis of the mastery by immersion students of several polysemous and poly-functional words (i.e., comme/l’ike/ donc/éclate) for discourse; and, secondly, it documents the influence on second language learners’ discourse competence exerted by a range of independent factors, many of which have not before been applied to research on the development of this competence.

Crossing Disciplinary Boundaries to Improve the Analysis of Second Language Data

A Study of Copula Choice with Adjectives in Spanish

KIMBERLY L. GEESLIN
Indiana University

This volume focuses on the acquisition of the two Spanish copular verbs, ser ‘to be’ and estar ‘to be’, by English-speaking adult learners. It outlines a cross-disciplinary approach in which syntactic, semantic and pragmatic features are assessed as predictors of copula choice. This new model of analysis, which uses several variables that are simultaneously present in the discourse context, provides a description of learner language while focusing on language use. This research has implications for theoretical and sociolinguistic approaches to copula choice, and is generalizable to other areas of interest within the field of second language acquisition.

Bilingualism and Education: From the Family to the School

XOÁN PAULO RODRÍGUEZ-YÁÑEZ, ANXO M. LORENZO SUÁREZ & FERNANDO RAMALLO (EDS.)

This volume (whose title reflects the central theme of the Second University of Vigo International Symposium on Bilingualism, held in Vigo, Spain, in October 2002) deals with the relations between bilingualism and education through three major approaches, preceded by way of introduction by five texts of well-known authors in this field of study (Part One). The first of these perspectives (Part two: Bilingual socialization in the family) undertakes the processes of constitution of the bilingual child, through the child linguistic socialization within the family. This is an approach that in few occasions has been related with the necessary depth we aspire to do in this book, to bilingualism in the formal educative and school domains. The second of these perspectives (Part Three: Plurilingualism in education) takes on the specific problems of bilingualism in the international institutional educative domain, with proposals of innovative models of multilingual/plurilingual education, reconsiderating the role of plurilingual education in the maintenance of languages, as well as on the scope that these initiatives can have in their social environment. Finally, the third perspective (Part Four: Bilingualism and education in contemporary Spain) discusses the status of the languages in the educative systems of different Spanish communities.

As a summary, the bilingual socialization processes in the family and at school are an inseparable whole, and this is the general intention that motivates the authors in presenting this volume.

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PART ONE
Joshua A. Fishman: A sociology of bilingualism: From home to school and back again

Ana Celia Zentella: Conducting language socialization research among U.S. Latin@ bilinguals: Premises, promises, and pitfalls

Elizabeth Lanza: Language socialization of bilingual children in the U.S.:

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Miguel Siguan: The future of languages in a globalized world

PART TWO: BILINGUAL SOCIALIZATION IN THE FAMILY

Editor: Gabrielle Varro, Centre National pour la Recherche Scientifique, CNRS, France
Academic Attainments and Cultural Values

BÉATRICE BOUFOY-BASTICK
University of the West Indies

This book describes an ethnographic study of Second Language teaching in the Fiji Isles in the South Pacific. It shows that the different cultural expectations of Fiji's two main ethnic groups, the indigenous Fijians and the Indo-Fijians, are manifested in different teaching practices that result in their differential attainments. The study uses an extended Grounded Theory methodology that has allowed for empirical generalisation of its findings by further ethnography and census and for generalisation of its theoretical constructs by further mixed method analysis.

The motivation that emerged for the study was the local concern over the differential educational attainments of the two groups. The ethnography used historical archival and current documents, together with community and institutional interviews and observations over a four year period, to contrast Fijian and Indian socio-cultural expectations, and their matching behaviours, for teaching and learning English as a Second Language. The methodology resulted in the recognition of three major cultural constructs that describe the different behaviours serving the differential social expectations and cultural intentions of the two groups. The constructs were validated both ethnographically and by census and allowed the identification of social fractionalisation and cultural incursion. Qualitative and quantitative analyses of the data from the study enabled the three constructs to be developed into a generalisable conceptual framework for predicting differential classroom behaviours in multicultural societies.

The innovative research methods and the generalisable instrument developed for measuring cultural identity which were used for the study are described. These include:

1. A method of quantitative data collection and analysis, namely collection of proportional ratings allowing calculations of grounded preferences for more rigorous analysis;
2. Methods of qualitative analysis to resolve issues of etic/emic confounding, namely separation of etic and emic meanings during analysis and a method of validating emic meanings that minimised etic intrusions;
3. Methodologies of qualitative reporting, using bipolar and modal grounded composites to maintain validity through extensive self-data reduction; and (iv) a generalisable 'Cultural Index', which is an efficient grounded instrument consisting of Primary and Relative cultural indices used for defining cultural identity and for predicting culturally-determined behaviours.

This study evidences the paramount influence of cultural expectations on differential educational attainments in multicultural societies. It demonstrates that both students' and teachers' attitudes, preferences for more rigorous analysis, and socially and culturally diverse students. It does so by drawing on the existentialist ethics of the philosopher Emmanuel Levinas. Following the Levinasian connection between ethos and language, the study explores the ethical challenges and possibilities confronting teachers of junior school students (ages 6-10) who speak languages in addition to or other than the dominant language, which, in this study's Canadian context, is English.

In particular, the study looks at images of self and other as they manifest themselves in pedagogical practices, and it elaborates relations of responsibility between teachers and students. The data include in-depth interviews with and extended observations of teachers in their publicly-funded French Immersion school in Mississauga, Canada. The findings suggest that teachers with flexible linguistic identities are more amenable to pedagogical practices supportive of linguistic diversity during the regular school day while teachers with less equivocal linguistic identities are more sympathetic to a monolingual mandate.

Critical Discourse Analysis & Classroom Discursive Practices

EL MUSTAPHA LAHLI
University of Leeds

The aim of this study is to display the important contribution, which critical analysis makes to our understanding of students/teachers relationships through the analysis of their discursive practices. The work focuses specifically on interaction within Moroccan classrooms.

In order to examine teaching/learning relations between teachers and students, this research presents a detailed analysis of the linguistic features used by teachers. Such discourse features are IRF patterns, modality, politeness, Q/A and interruption. A comprehensive analysis of these features requires a focus on the social and cultural practices of which classroom practice is a part. This book demonstrates comprehensively the inextricable link between the participants’ classroom discursive practices and their social and cultural practices.

The research provides a detailed analysis of classroom discursive practices and describes specific ways in which teachers control students’ interaction. It traces such practices to many factors, which are discussed and examined extensively. It demonstrates that both students and teachers' assumptions and social beliefs of the classroom practices contribute to producing particular discourse practices in the classroom. These discursive practices can either hinder or foster the classroom learning. This book concludes that both students and teachers' classroom practices shape and are shaped by their social and cultural practices.

The book also highlights some of the methodological difficulties emerging from applying Critical Discourse Analysis to a classroom data.

Investigating Reconstruction in a Second Language

IAN H.G. YING
University of Colorado at Denver

Highly significant in current linguistic research (e.g., Barss, 2001; Lasnik, 2001), but not fully investigated in second language (L2) acquisition
research (see Ying, 1999 for discussion), reconstruction refers to structures with a reflexive inside a moved noun phrase (e.g., John’s wonders which pictures of himself Bill likes.) or predicate (e.g., How proud of herself does Mary think that Jane is?). This research monograph examined L2 learners’ interpretation of reconstruction in three separate studies.

The first study used a fresh online timed judgment task. The experimental stimuli were programmed to stay on the screen for three seconds, followed by both reaction times and measure of error rates. The second study, aimed at finding out whether the experimental results obtained from the online task can be replicated, used a fresh offline sentence interpretation task (MacLaughlin, 1998). The first two studies focused on investigating the interpretation of reconstruction in English by Chinese-speaking learners of English. To find out how English-speaking learners of Chinese would interpret reconstruction in Chinese, I conducted a third study using an offline sentence interpretation task by Lakshmanan and Teranishi (1994). The results indicate that L2 learners’ interpretation of reconstruction was constrained by linguistic principles and L1-induced language mapping.

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Competencias e identidades interculturales
La educación en la costa caribe de Nicaragua y en otros contextos multiculturales
HÉCTOR MUÑOZ C. (Coord.) Universidad Autónoma Metropolitana, México DF

Hacia finales de la década pasada, en la costa atlántica de Nicaragua, en ambas Regiones Autónomas, se abrió una perspectiva sin precedentes para el desarrollo democrático y económico que incluye a las sociedades indígenas (Miskitos y Sumu-mayanagas), a los pueblos afrodescendientes (Creoles, Ramas y Garífunas) y las comunidades mestizas hispanohablantes. Autonomía, fase posterior de un conflicto político-militar, multilingüismo con jerarquías y pugnidización y notable convergencia cultural en un entorno de gran etnodiversidad, hacen del caso “costeño” de Nicaragua una de las experiencias paradigmáticas latinoamericanas en el proceso de desarrollar una educación intercultural diferencial.

En esta obra colectiva se expresan experiencias, visiones y propuestas de los diversos tipos de actores sociales que han contribuido a este proceso que tiende a producir un cambio radical en la educación y en las relaciones socioculturales, mediante una escolarización compatible con los objetivos autónomos y la construcción de una interculturalidad plural.

Se presentan, además, análisis y resultados del presente proyecto de Educación Bilingüe Intercultural (PEBI), uno de los principales antecedentes de las reformas interculturales del continente.

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Interpretación de la educación indígena bilingüe en México, Héctor Muñoz
La educación indígena bilingüe intercultural: el caso de Oaxaca, México, Arturo Ruiz López

(For the complete list of contributions please see www.lincom.eu)

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Languages for Success in Foreign Language Teaching: Ready-Made Activities for the L2 Classroom
KATHARINE N. HARRINGTON & TINA WARE (Eds.) University of Maine, Oklahoma Christian University

Much like a collaborative cookbook is a collection of best-loved recipes, “Languages for Success in Foreign Language Teaching” is a collective volume of fifty teaching strategies, activities and ready-made lessons from language educators from all over the world. The lessons, both traditional and contemporary, are teachers’ personally developed and road tested second language classroom activities that will benefit all French and Spanish instructors.

An eclectic mix of instructional approaches, the “recipes” address common beginner level lessons such as the teaching of verb tenses and other common grammar points, and essential target language vocabulary. It includes three categories of lessons and activities: those designed specifically for French classes, those designed for Spanish classes or those that can easily apply to either language.

Each “recipe” includes an introduction to the activity and an explanation of how to implement it in a classroom context. The activities are clearly described and user-friendly with step-by-step instructions written in a straightforward manner. In many cases, teachers are even able to photocopy flashcards, handouts, games, and images directly out of the book for their own classroom use. This volume is designed as an
everyday tool to complement any language teachers’ lesson planning.  
(For the list of contributions see www.lincom.eu)


Program Evaluation Revisited  
Language Improvement Courses  
FATOS EROZAN  
Eastern Mediterranean University, North Cyprus  
The book describes an evaluation case study on a pre-service language teacher education program. The study evaluates the language improvement courses in the undergraduate curriculum of the English Language Teaching (ELT) Department at Eastern Mediterranean University, North Cyprus on the basis of a model modified for the specific context.  
The first chapter presents the theoretical and contextual background of the study and its focal points while the second chapter reviews literature in the related field with specific focus on language education. Chapter 3 explains the methods of the study: the evaluation model, the participants, the data collection and analysis procedures. Chapters 4, 5 and 6 present the results of the study, and the final chapter discusses the results and their further implications.  
The data collected from various sources through a wide range of data elicitation instruments has enabled the researcher to arrive at some important conclusions. Therefore, the case study has several implications for language program evaluation research. First, the results may provide valuable data which can be used to improve the ELT students’ proficiency. Second, the framework used in the study can be implemented in carrying out similar studies at the ELT departments of other universities in similar contexts. Finally, the evaluation model implemented in the present study can effectively be used for the evaluation of the other courses (e.g. methodology courses) in the ELT curriculum.


ELT: THE CASE OF JAPAN  
VERONIKA MAKAROVA & THEODORE RODGERS (eds.)  
The book is a collection of integrated papers describing the many facets of teaching ELF in the particular educational and cultural context of Japan. The book sheds light on the conditions in which the teaching of ELF takes place in Japan and illustrates the interactions of language teaching theories with the specific demands of local context and educational tradition.  
CONTENTS  
1. THE SOCIO-CULTURAL BACKGROUND  
English in Japan: An overview. Jiri V. Neustupny & Shin’ya Tanaka  
2. ELT SKILLS  
Teaching and learning grammar in the Japanese context. Kenichi Yamakawa  
3. BEYOND THE SKILLS: METHODS, CONTENT, ASSESSMENT, TEACHER TRAINING  
Content-based EFL in Japan: Diversity, innovation and change. BobGettings.  
Teacher training and development. Kunihiro Nagasawa  
For the complete list of contributions, please see www.lincom.eu.


Learning to give and respond to peer-feedback in the L2  
the case of EFL criticisms and responses to criticism  
NGUYEN THI THUY MINH  
Vietnam National University  
This book addresses two under-researched speech acts: criticisms and responses to criticism from the perspectives of acquisitional interlanguage pragmatics. It seeks to provide a typology of realization strategies for realizing these speech acts and add further evidence to the limited but growing body of developmental interlanguage pragmatics, especially with regard to the question of how learners acquire the competence of using face-threatening speech acts in the target language, and what may be the major tasks for them in acquiring L2 pragmatics.

The study reported in the book was conducted with three groups of informants. Interlanguage data were collected from 36 Vietnamese learners of English as a foreign language at different levels of English proficiency, via a written questionnaire and conversation elicitation task. The data were then analyzed with reference to L1 and L2 baseline data collected from 12 Vietnamese and 12 Australian native speakers via the same methods. Metapragmatic data were collected via retrospective interview. The findings of the study have been discussed within the framework of a number of Second Language Acquisition theories, including Bialystok’s Processing Model of L2 pragmatic acquisition, Meisel et al.’s Complexification Hypothesis, and Kellerman’s Transferability Hypothesis.


ESL/TOEFL  
How to Write the TOEFL Test of Written English and the Graduate School Application Essay  
BRUCE LEEDS  
Indiana University, Bloomington  
This text aims at students whose native language is other than English and who want help either with the TOEFL Test of Written English or with the essays that they have to write for admission to graduate school in the United States. The Test of Written English is given by the Educational Testing Service to students taking the TOEFL test and who choose to write an essay in order to demonstrate their writing ability. The scores are used then by admissions persons at colleges and universities to evaluate the student’s ability to express himself/herself in writing. The essays are scored on a 1 to 6 level basis, level 6 being the highest score possible, and level 1 the lowest. The first part of the book is devoted to The Test of Written English and to a discussion of the kinds of things that students want to consider before they take the test, like the importance of the organization and development of ideas, and the importance of providing examples for the points made in their essay. Although the questions that are provided in this book are not the exact questions students will receive on their test (these are provided in the bulletin used to register for the exam), they are close enough to give readers a good idea of the kinds of responses that the rater is looking for. The models in this book, then, will give the reader a good idea of what to do and what not to do when writing his or her own essay. Practice is always important, and it would be a good idea for the reader to practice with the questions in this book as well as the questions provided in the TOEFL test bulletin. If readers have an opportunity to have an experienced rater read their essay, this would give them a good chance to get feedback and to learn from their mistakes.  
The second part of this book is devoted to the graduate statement of purpose or college/university application essay. This essay is part of nearly all the applications required by undergraduate and graduate schools in the United States—and it is an important part of the application, since it is often a student's only chance to speak personally and directly to the admissions committee. In this part of the book, we look at examples of essays that have been part of accepted applications to some of Americas top-level graduate and MBA programs. The essays represent many of the disciplines that are offered by American colleges and universities, including a special section on the MBA application essay, which typically consists of 4 or 5 separate essays in response to specific questions. The essays are intended to be used for inspiration, providing readers with ideas about how to best present themselves to the schools of their choice. It is hoped that the essays and writing advice contained in this book will help students to write their own essays and to realize their academic goals. Writing is hard work, but it is enjoyable and rewarding work. In this case, the reward might be the education and career of a lifetime.

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