

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

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

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

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

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

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

Language learning

doi:10.1017/S0261444807224280

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

differences. *ELT Journal* (Oxford University Press)
60.4 (2006), 365–373.

doi:10.1093/elt/cc1027

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

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

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

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

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

http://journals.cambridge.org/jid_SL

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

Educational Research (Routledge/Taylor & Francis) 48.2 (2006), 211–221.

doi:10.1080/00131880600732298

The assumption that parents have some effect on their children's attitudes to learning is one that few educationalists would challenge. The ways in which this influence is brought to bear are a slightly more complex and contentious matter, however. The paper uses data from a tri-national PhD study on pupil attitudes to examine perceptions of the ways in which parents influence children's orientations towards foreign language learning (FLL). The comparative element is useful in providing a contrasting range of settings in which to examine the issue. The paper thus aims to provide some indication of the similarity and importance of particular influences by identifying features that seem significant, irrespective of setting. A total of 411 learners of French, German and English (as foreign languages), represented in roughly equal numbers from across the ability range, took part in the survey. The pupils, aged 15–16, were drawn from two centrally located mixed comprehensive schools in each country—England, Germany and The Netherlands. The schools were similar in terms of size, social intake and their semi-urban location. Care was taken to ensure as close a gender balance as possible. The study was designed as a qualitative survey and involved three data collection instruments. The first stage of data was collected using a written word association prompt distributed to the whole sample. The second stage involved around half the pupils generating written accounts of their attitudes and the factors they perceived to be influential. A total of 80 pupils took part in the final stage, consisting of 14 focus group interviews. A system of open coding was applied to all the data to support the process of inductive category building used in their analysis. The findings offer some evidence for an association between parental and pupil attitudes. Parental influence appears to operate in a number of ways, ranging from the role model potential of positive/negative behaviours and the communication of educational regrets, to the ways in which parents help to construct their children's understandings of language importance and status. The extent of parental language knowledge appears to be an important additional factor. The evidence suggests that the ways in which parents contribute to the construction of their children's understanding of language utility are particularly important, and that this may be a key factor in the more positive attitudes demonstrated by the German pupils and the more negative orientations among the English participants.

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

07–201 BORDAG, DENISA (U Leipzig, Germany), **ANDREAS OPITZ & THOMAS PECHMANN, Gender processing in first and second languages: The role of noun termination. *Journal of Experimental Psychology: Learning, Memory, and Cognition***

(American Psychological Association) 32.5 (2006), 1090–1101.

In two picture-naming and two grammaticality judgment experiments, the authors explored how the phonological form of a word, especially its termination, affects gender processing by monolinguals and unbalanced bilinguals speaking German. The results of the two experiments with native German speakers yielded no significant differences: The reaction times were statistically identical for items from gender typical, ambiguous, and gender atypical groups. The two experiments with English bilinguals who had learned German as a second language (L2), however, provided evidence that the L2 word's termination plays a role in L2 gender processing. Participants were fastest when producing gender-marked noun phrases containing a noun with a gender typical termination and slowest when the noun had a gender atypical termination. Analogous results were obtained in the grammaticality judgment experiment. These findings support the assumption that there is interaction between the levels of phonological encoding and grammatical encoding at least in bilingual processing.

<http://www.apa.org>

07–202 BROWN, JILL (Monash U, Australia), **JENNY MILLER & JANE MITCHELL, Interrupted schooling and the acquisition of literacy: Experiences of Sudanese refugees in Victorian secondary schools. *Australian Journal of Language and Literacy* (Australian Literacy Educators' Association) 29.2 (2006), 150–162.**

This paper reports data from a study of the schooling experiences of Sudanese students in the mainstream in two Victorian secondary schools. The eight students all had significant gaps in their prior schooling. We look at the implications for literacy of interrupted education, the demands of subject specific language for such students, as well as related cultural and social language issues. The students' perspectives throw light on key issues for schools with these students, and also on the steps needed to support them.

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

07–203 CASTAGNARO, P. (Temple U, Japan), **Audiolingual method and behaviorism: From misunderstanding to myth. *Applied Linguistics* (Oxford University Press) 27.3 (2006), 519–526. doi:10.1093/applin/aml023**

This article contends that the modern descendant of B. F. Skinner's experimental analysis of behavior, 'behavior analysis,' and as well his 1957 masterwork *Verbal Behavior*, have rarely if ever been seriously contemplated by applied linguists for possible contributions to the field. Rather, a pat literature of dismissal has developed that justifies itself on (a) a fictitious link between the audiolingual method

and undifferentiated behaviorism, and/or (b) a demonstrably erroneous notion that operant psychology is too simplistic to effectively take up language issues. In reality, behavior analysis is alive, well, and making significant contributions in applied language settings, but NOT typically in the second language area.

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

07–204 CHANG, ANNA CHING-SHYANG & JOHN READ (Hsing-Wu College, Taiwan), **The effects of listening support on the listening performance of EFL learners.** *TESOL Quarterly* 40.2 (2006), 375–397.

Listening comprehension is a difficult skill for foreign language learners to develop and for their teachers to assess. In designing suitable listening tests, teachers can provide various forms of support to reduce the demands of the task for the test takers. This study investigated the effects of four types of listening support: previewing the test questions, repetition of the input, providing background knowledge about the topic, and vocabulary instruction. The research involved a classroom-based experiment with 160 students enrolled in a required English listening course at a college in Taiwan. The results showed that the most effective type of support overall was providing information about the topic, followed by repetition of the input. The learners' level of listening proficiency had a significant interaction effect, particularly in the case of question preview. Vocabulary instruction was the least useful form of support, regardless of proficiency level. The findings are generally consistent with the results of the small number of previous studies in this area but there is certainly scope for further investigation.

<http://www.tesol.org>

07–205 CIEŚLIKA, ANNA (Adam Mickiewicz U, Poznań, Poland), **Literal salience in on-line processing of idiomatic expressions by second language learners.** *Second Language Research* (Sage) 22.2 (2006), 115–144.
doi:10.1191/0267658306sr263oa

This article addresses the question of how second language (L2) learners understand idiomatic expressions in their second/foreign language and advances the proposition that literal meanings of idiom constituents enjoy processing priority over their figurative interpretations. This suggestion forms the core of the literal-salience resonant model of L2 idiom comprehension, whose major assumptions are outlined in the article. On the literal salience view, understanding L2 idioms entails an obligatory computation of the literal meanings of idiom constituent words, even if these idioms are embedded in a figurative context and if their idiomatic interpretation is well-known to L2 learners. The literal salience assumption was put to the test in a cross-modal lexical priming experiment with advanced Polish learners of English. The experiment showed more priming

for visual targets related to literal meanings of idiom constituent words than for targets related figuratively to the metaphoric interpretation of the idiomatic phrase. This effect held true irrespective of whether the stimulus sentence contained a literal or a non-literal idiom.

<http://slr.sagepub.com>

07–206 COTS J. (U Lleida, Spain; jmcots@dal.udl.es), **Teaching 'with an attitude': Critical Discourse Analysis in EFL teaching.** *ELT Journal* (Oxford University Press) 60.4 (2006), 336–345.
doi:10.1093/elt/ccl024

Critical Discourse Analysis (CDA) sees discourse as a form of 'social practice', in which language use is seen at the same time as socially influenced and influential. Another characteristic of CDA is that it is engaged and committed; it intervenes in social practice and attempts to reveal connections between language use, power, and ideology. The critical approach to language study is consistent with a view of education which prioritizes the development of the learners' capacities to examine and judge the world carefully and, if necessary, to change it. Nevertheless, these views of language and education respectively are all too often absent from foreign language programmes. The main principles and notions of CDA are introduced in this article, and specific proposals are made for incorporating them into a foreign language programme.

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

07–207 CURDT-CHRISTIANSEN, XIAO LAN (Nanyang Technological U, Singapore), **Teaching and learning Chinese: Heritage language classroom discourse in Montreal Scots in contemporary social and educational context.** *Language, Culture and Curriculum* (Multilingual Matters) 19.2 (2006), 189–207.

This paper explores issues of teaching and learning Chinese as a heritage language in a Chinese heritage language school, the Zhonguo Saturday School, in Montreal, Quebec. With a student population of more than 1000, this school is the largest of the eight Chinese Heritage Language schools in Montreal. Students participating in this study were from seven different classes (grade K, two, three, four, five, six, and special class), their ages ranging from 4 to 13 years. The study took place over a period of two years between 2000 and 2002. Focusing on primary level classroom discourse and drawing on the works of Vygotsky and Bakhtin, I examine how teachers and students use language to communicate, and how their communication mediates teaching, learning and heritage language acquisition. Data sources include classroom observations, interviews with students and their teachers, students' writings, and video and audio taping of classroom activities. Implications

for heritage language development and maintenance are discussed with reference to the findings of this study.

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

07–208 ELLIS, NICK C. (U Michigan, USA), **Selective attention and transfer phenomena in L2 acquisition: Contingency, cue competition, salience, interference, overshadowing, blocking, and perceptual learning.** *Applied Linguistics* (Oxford University Press) 27.2 (2006), 164–194. doi:10.1093/applin/aml015

If first language is rational in the sense that acquisition produces an end-state model of language that is a proper reflection of input and that optimally prepares speakers for comprehension and production, second language is usually not. This paper considers the apparent irrationalities of L2 acquisition, that is the shortcomings where input fails to become intake. It describes how ‘learned attention’, a key concept in contemporary associative and connectionist theories of animal and human learning, explains these effects. The fragile features of L2 acquisition are those which, however available as a result of frequency, recency, or context, fall short of intake because of one of the factors of contingency, cue competition, salience, interference, overshadowing, blocking, or perceptual learning, which are all shaped by the L1. Each phenomenon is explained within associative learning theory and exemplified in language learning. Paradoxically, the successes of L1 acquisition and the limitations of L2 acquisition both derive from the same basic learning principles.

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

07–209 ELLIS, ROD (U Auckland, New Zealand; r.ellis@auckland.ac.nz), **Modelling learning difficulty and second language proficiency: The differential contributions of implicit and explicit knowledge.** *Applied Linguistics* (Oxford University Press) 27.3 (2006), 431–463. doi:10.1093/applin/aml022

This article re-examines the question of what makes some grammatical structures more difficult to learn than others, arguing that this question can only be properly understood and investigated with reference to the distinction between implicit and explicit knowledge of a second language. Using a battery of tests that were designed to measure implicit and explicit L2 grammatical knowledge of seventeen grammatical structures (Ellis 2005), learning difficulty in relation to these two types of knowledge was investigated. The results showed that structures that were easy in terms of implicit knowledge were often difficult in terms of explicit knowledge and sometimes vice versa and that, overall, there was no correlation between the rank orders of difficulty of seventeen grammatical structures for the two types of knowledge. A correlational analysis showed that the structures varied as to whether it was implicit or explicit knowledge of them that was

related to a measure of general language proficiency. A regression analysis demonstrated that both types of knowledge predict general language proficiency.

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

07–210 ELLIS, ROD (U Auckland, New Zealand; r.ellis@auckland.ac.nz) & **YOUNGHEE SHEEN**, **Reexamining the role of recasts in second language acquisition.** *Studies in Second Language Acquisition* (Cambridge University Press) 28.4 (2006), 575–600. doi:10.1017/S027226310606027X

Recasts have continued to be the object of intensive empirical and theoretical inquiry following Nicholas, Lightbown & Spada’s (2001) review. The current article identifies a number of problems with this research and the supporting theory. These problems concern the fact that recasts can take many different forms and perform a variety of functions (not all corrective), which makes definition difficult. Also, recasts, when corrective, can vary in terms of whether they constitute an implicit or explicit corrective strategy and in whether they afford negative or positive evidence. Researchers have almost exclusively examined recasts from a cognitive perspective, ignoring their social and sociocognitive aspects. The significance of learner repair following recasts also remains controversial. Little is currently known about the role that the learner’s developmental readiness plays in determining whether recasts work for acquisition. Researchers have not clearly distinguished between intensive and extensive recasts, nor have they considered their differential benefits. The acquisitional value of recasts in comparison to other forms of corrective feedback might have been overestimated. This article emphasizes the need for research that examines the specific properties of recasts and the social and instructional conditions in which they occur.

http://journals.cambridge.org/jid_SLA

07–211 ERLAM, R. (U Auckland, New Zealand), **Elicited imitation as a measure of L2 implicit knowledge: An empirical validation study.** *Applied Linguistics* (Oxford University Press) 27.3 (2006), 464–491. doi:10.1093/applin/aml001

A key issue in the field of second language acquisition has been the difficulty of specifying accurate measures of implicit language knowledge. This paper describes the development of an elicited imitation test. Its design differs from that of most other elicited imitation tests in that it (a) requires test takers to focus attention first on the meaning of the utterance before repeating it and (b) some of the sentences that test takers are presented with are grammatical and others are ungrammatical. Test takers are asked to repeat sentences in correct English. It is hypothesized that (a) requiring test takers to respond to the meaning of an utterance reduces the likelihood that they will explicitly focus on linguistic

form and thus access explicit language knowledge and that (b) spontaneous correction of incorrect sentences is a powerful indication of participants' constraints on internal grammar (Munnich et al. 1994). The test is trialled on a baseline group of 20 native speakers and a sample of 95 second language learners. Evidence which would suggest that this test is a likely measure of implicit language knowledge is presented.

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

07-212 FARRELL, THOMAS S. C. (Brock U, Canada; tfarrell@brocku.ca) & **CHRISTOPHE MALLARD, The use of reception strategies by learners of French as a foreign language.** *The Modern Language Journal* (Blackwell) 90.3 (2006), 338–352. doi:10.1111/j.1540-4781.2006.00426.x

Listening in a second or foreign language is a very demanding task because it involves both correctly interpreting incoming speech and responding appropriately to the speaker. This qualitative classroom-based investigation describes the types and frequency of reception strategies used by learners at three different proficiency levels in French while engaged in a two-way information-gap task. Results indicate that the learners used various strategies in order to achieve understanding while interacting with one another. These strategies were used either to obtain new information from interlocutors, to confirm information, or to repair comprehension problems. The results also suggest that learners at all proficiency levels were able to use these strategies when needed and evidently without prior training in strategy use.

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

07-213 FOLSE, KEITH S. (U Central Florida, USA), **The effect of type of written exercise on L2 vocabulary retention.** *TESOL Quarterly* 40.2 (2006), 273–293.

The present study used a within-subjects design to examine the effect of the type of written exercise on L2 vocabulary retention. Using input for the meaning and usage of the new words from a specially prepared minidictionary, university intensive English program students ($n = 154$) practiced target vocabulary in three types of written exercises conditions: one fill-in-the-blank exercise, three fill-in-the-blank exercises, and one original-sentence-writing exercise. An unannounced posttest using a modified version of the vocabulary knowledge scale tested the meaning of the word (L1 translation or L2 synonym) and usage of the word in a student-written sentence. A repeated measures ANOVA revealed that mean scores for the three exercise types were significantly different from each other, with words practiced under the three fill-in-the-blank exercises condition retained much better than those practiced under either of the other two exercise conditions. The findings suggest the important feature of a given L2 vocabulary exercise is not depth of word processing

but number of word retrievals required. This result has implications for language teachers, curriculum designers, and, in particular, materials writers of traditional workbooks and CALL materials.

<http://www.tesol.org>

07-214 GOAD, HEATHER (McGill U, Montreal, Canada) & **LYDIA WHITE, Ultimate attainment in interlanguage grammars: A prosodic approach.** *Second Language Research* (Sage) 22.3 (2006), 243–268. doi:10.1191/0267658306sr268oa

In this article, we argue against the Representational Deficit Hypothesis, according to which second language (L2) speakers can never acquire functional categories or features that are absent in the first language (L1), suggesting that fossilization is inevitable. Instead, we support the Prosodic Transfer Hypothesis, which argues that the ultimate attainment of L2 speakers is constrained by L1 prosodic representations; these representations can, however, be minimally adapted to accommodate the needs of the L2 under certain conditions. We investigate the L2 acquisition of English by 10 Mandarin speakers, by means of an experiment involving judgement and production of tense and participial morphology. Mandarin lacks overt tense inflection, while English inflection is represented by adjunction to the Prosodic Word, an option not available in Mandarin. We show that Mandarin speakers have few problems interpreting English tense appropriately, contrary to the predictions of the Representational Deficit Hypothesis. A detailed analysis is offered of their production of the morphology, which motivates the claim that the prosodic representation required for regular inflection in English can be built by combining licensing relations available in Mandarin. We conclude that target-like prosodic representations are ultimately attainable for at least some functional material which is absent from the L1.

<http://slr.sagepub.com>

07-215 GULLBERG, MARIANNE (Max Planck Institute for Psycholinguistics, Germany; marianne.gullberg@mpi.nl), **Some reasons for studying gesture and second language acquisition (Homage à Adam Kendon).** *International Review of Applied Linguistics in Language Teaching* (Walter de Gruyter) 44.2 (2006), 103–124. doi:10.1515/iral.2006.004

This paper outlines some reasons for why gestures are relevant to the study of SLA. First, given cross-cultural and cross-linguistic gestural repertoires, gestures can be treated as part of what learners can acquire in a target language. Gestures can therefore be studied as a developing system in their own right both in L2 production and comprehension. Second, because of the close link between gestures, language, and

speech, learners' gestures as deployed in L2 usage and interaction can offer valuable insights into the processes of acquisition, such as the handling of expressive difficulties, the influence of the first language, interlanguage phenomena, and possibly even into planning and processing difficulties. As a form of input to learners and to their interlocutors alike, finally, gestures also play a potential role for comprehension and learning.

<http://www.degruyter.de/journals>

07-216 HALL, JOAN KELLY, AN CHENG & MATTHEW CARLSON (Pennsylvania State U, USA), **Reconceptualizing multicompetence as a theory of language knowledge.** *Applied Linguistics* (Oxford University Press) 27.2 (2006), 220–204. doi:10.1093/applin/aml013

Over the last decade or so, the concept of multicompetence has attracted significant research attention in the field of applied linguistics and in particular in the study of multiple language use and learning. We argue that while research efforts concerned with multicompetence have been useful in advancing a more positive view of second language learners, they have been less successful in transforming understandings of language knowledge. One reason for their lack of success is the fact that these efforts have been mired in a state of theoretical confusion arising from a continued reliance on three assumptions. These assumptions include (1) a view of L1 and L2 language knowledge as distinct systems; (2) the presumption of a qualitative distinction between multicompetence and monocompetence; and (3) the assumption of homogeneity of language knowledge across speakers and contexts. Our intent here is to redress these theoretical inadequacies by making a case for a usage-based view of multicompetence. We do so by drawing on empirical evidence and theoretical insights from other areas concerned with language and language development that expose the theoretical flaws in current research efforts on multicompetence. We then use these new understandings of language to reconsider findings on the language knowledge of multiple language users and to offer new directions for research on multicompetence.

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

07-217 HARADA, TETSUO (Waseda U, Japan; tharada@waseda.jp), **The acquisition of single and geminate stops by English-speaking children in a Japanese immersion program.** *Studies in Second Language Acquisition* (Cambridge University Press) 28.4 (2006), 601–632. doi:10.1017/S0272263106060281

This study acoustically analyzed the production of single and geminate stops in Japanese by English-speaking children ($N = 19$) at three different grade levels in a Japanese immersion program. Results show that

both their singletons and geminates were significantly longer than those of Japanese monolinguals and the bilinguals' immersion teachers, but all of the immersion groups have acquired the contrast between the two types of stop. This finding supports Flege's (1995) hypothesis that a phonetic category established for second language sounds by a bilingual might differ from that of a monolingual. Additionally, 52 native speakers of Japanese rated the contrast between the two stops produced by all of the bilingual children and a subset of the monolingual children. The accent ratings suggest that the contrast made by the immersion children was not nativelike despite some individual differences in their performance and that there was no statistical difference in accent ratings across the grade levels. The degree of the contrast correlated fairly highly with the closure duration ratio of geminates to singletons.

http://journals.cambridge.org/jid_SLA

07-218 HAWKEY, ROGER (U Bristol, UK; roger@hawkey58.freemove.co.uk), **Teacher and learner perceptions of language learning activity.** *ELT Journal* (Oxford University Press) 60.3 (2006), 242–252. doi:10.1093/elt/ccl004

A study of the impact of a major recent language education reform project in Italy employed a combination of qualitative and quantitative data collection methods, some of which could inform other studies of language learning and teaching. Impact study findings suggested interesting differences between the perceptions of learners and teachers on some of the activities in their foreign language classes. While both sides agreed in general on the virtues of communicative approaches to language teaching, there were interesting differences in the perceptions of learners and teachers on the prominence of grammar and pair-work in their classes. These differences may indicate potential problem areas of lesson planning and implementation which could usefully be given attention on teacher support programmes.

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

07-219 HAWKINS, ROGER (U Essex, UK) & **HAJIME HATTORI, Interpretation of English multiple wh-questions by Japanese speakers: A missing uninterpretable feature account.** *Second Language Research* (Sage) 22.3 (2006), 269–301. doi:10.1191/0267658306sr269oa

In recent work by Tsimpli (2003) and Tsimpli and Dimitrakopoulou (to appear) an explicit claim is made about the nature of end-state grammars in older second language (L2) learners: uninterpretable syntactic features that have not been selected during first language (L1) acquisition will not be available for L2 grammar construction. Interpretable syntactic features, on the other hand, remain available (as well as the computational procedures and principles of the

language faculty), even those not selected by the L1. The present study investigates this hypothesis in relation to the acquisition of the uninterpretable feature that forces *wh*-movement in interrogatives in English. Nineteen L1 speakers of Japanese (a *wh*-in-situ language that lacks the movement-forcing feature) who are highly proficient speakers of English were asked to interpret bi-clausal multiple *wh*-questions in English (like *Where did the professor say the students studied when?*). Their responses were compared with those of a native speaker control group. It is argued that the results are consistent with the unavailability of the uninterpretable feature. Two conclusions are drawn: first, that there is a critical period for the selection of uninterpretable syntactic features for the construction of mental grammars; second, that despite the observation of target-like performance by L1 Japanese speakers on English *wh*-interrogatives reported in a number of existing studies, caution is required in interpreting target-like performance as evidence that L2 speakers have the same underlying grammatical representations as native speakers.

<http://slr.sagepub.com>

07–220 HAYES-HARB, RACHEL (U Utah, USA), **Native speakers of Arabic and ESL texts: Evidence for the transfer of written word identification processes.** *TESOL Quarterly* 40.2 (2006), 321–339.

English as a second language (ESL) teachers have long noted that native speakers of Arabic exhibit exceptional difficulty with English reading comprehension (e.g. Thompson-Panos & Thomas-Ruzic 1983). Most existing work in this area has looked to higher level aspects of reading such as familiarity with discourse structure and cultural knowledge to explain native Arabic speakers' ESL reading difficulties (Abu Rabia 1996). However, higher level processes often depend on lower level processes, such as letter and word identification, and deficient lower level processing can inhibit reading comprehension (Koda 1990). Given important differences in the written representation of vowel information in English and Arabic writing, it was hypothesized that the English reading comprehension difficulties experienced by Arabic speakers might also reflect nontarget-like lower level processing of letters and words. Two experiments compare the reading processes of native Arabic speakers to the reading processes of native English speakers and non-Arabic ESL learners and provide some evidence that native Arabic speakers are less aware of vowel letters in English texts than either control group. This differential awareness of vowel letters may contribute to native Arabic speakers' ESL reading comprehension difficulties. The implications of this research for ESL pedagogy are discussed.

<http://www.tesol.org>

07–221 HIRVELA, ALAN (Ohio State U, USA; hirvela.1@osu.edu), **Computer-mediated communication in ESL teacher education.** *ELT*

Journal (Oxford University Press) 60.3 (2006), 233–241.

doi:10.1093/elt/ccl003

This article looks at the use of computer-mediated communication in an ESL teacher education course. A course listserv was established so as to facilitate increased interaction between students on the premise that community building and student collaboration in the construction of knowledge and understanding play important roles in the training of language teachers. The article explores how opportunities for professional growth were enhanced through a process of electronically negotiated understanding as students shared topics of interest and posted comments on those topics.

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

07–222 HONG-NAM, KYUNGSIM (U North Texas, USA; ksh0030@unt.edu) & **ALEXANDRA LEAVELL**, **Language learning strategy use of ESL students in an intensive English learning context.** *System* (Elsevier) 34.3 (2006), 399–415.
doi:10.1016/j.system.2006.02.002

This study investigated the language learning strategy use of 55 ESL students with differing cultural and linguistic backgrounds enrolled in a college Intensive English Program (IEP). The IEP is a language learning institute for pre-admissions university ESL students, and is an important step in developing not only students' basic Interpersonal Communications Skills (BICS), but more importantly their Cognitive Academic Language Proficiency (CALP). Proficiency with academic English is a key contributor to students' success in learning in their second language. Using the Strategy Inventory for Language Learning (SILL), the study examines the relationship between language learning strategy use and second language proficiency, focusing on differences in strategy use across gender and nationality. The study found a curvilinear relationship between strategy use and English proficiency, revealing that students in the intermediate level reported more use of learning strategies than beginning and advanced levels. More strategic language learners advance along the proficiency continuum faster than less strategic ones. The study found that the students preferred to use metacognitive strategies most, whereas they showed the least use of affective and memory strategies. Females tended to use affective and social strategies more frequently than males. Conclusions and pedagogical implications of the findings are discussed.

<http://www.elsevier.com>

07–223 HOPP, HOLGER (U Groningen, the Netherlands), **Syntactic features and reanalysis in near-native processing.** *Second Language Research* (Sage) 22.3 (2006), 369–397.
doi:10.1191/0267658306sr2720a

In order to investigate second language (L2) processing at ultimate attainment, 20 first language (L1) English

and 20 L1 Dutch advanced to near-native speakers of German as well as 20 native Germans were tested in two experiments on subject-object ambiguities in German. The results from a self-paced reading task and a speeded acceptability judgement task show that the lower-proficient advanced learners in this study display the same processing preferences as natives in reading accuracy yet fail to demonstrate differential response latencies associated with native syntactic reanalysis. By contrast, near-native speakers of either L1 converge on incremental native reanalysis patterns. Together, the findings highlight the role of proficiency for processing the target language since it is only at near-native levels of proficiency that non-natives converge on native-like parsing. The results support the view that endstate non-native processing and native processing are qualitatively identical.

<http://slr.sagepub.com>

07-224 JUNGHEIM, NICHOLAS (Waseda U, Japan; jungheim@waseda.jp), **Learner and native speaker perspectives on a culturally-specific Japanese refusal.** *International Review of Applied Linguistics in Language Teaching* (Walter de Gruyter) 44.2 (2006), 125–143. doi:10.1515/iral.2006.005

The purpose of this study is to investigate how learners of Japanese as a second language ($n = 16$) and Japanese native speakers ($n = 17$) interpret a Japanese refusal gesture, the so-called Hand Fan, to observe how these interpretations are accompanied by similar manual gestures, and to see how participants perceive its comprehensibility. Results indicate that learners are significantly poorer than native speakers at interpreting this uniquely Japanese refusal gesture, although there was no significant difference between the two groups in their judgments of the difficulty to interpret the Hand Fan gesture. This suggests that the acquisition of allegedly simple conventional gestures may not be so easy for language learners either for reception or production.

<http://www.degruyter.de/journals>

07-225 KIM, YOUNGKYU (Ewha Womens U, Korea), **Effects of input elaboration on vocabulary acquisition through reading by Korean learners of English as a Foreign Language.** *TESOL Quarterly* 40.2 (2006), 341–373.

This article investigates whether (a) lexical elaboration (LE), typographical enhancement (TE), or a combination, and (b) explicit or implicit LE affect 297 Korean learners' acquisition of English vocabulary. The learners were asked to read one of six versions of an experimental text that contained 26 target words. The study adopted a 2×3 MANOVA design with TE and LE as two independent variables and form- and meaning-recognition vocabulary posttests as two dependent variables. The TE had two levels, enhanced and unenhanced, and the LE had three levels, explicit,

implicit, and unelaborated. The results were (a) LE alone did not aid form recognition of vocabulary, (b) explicit LE alone aided meaning recognition of vocabulary, (c) TE alone did not aid form and meaning recognition of vocabulary, (d) LE and TE combined did not aid form recognition of vocabulary, (e) both explicit and implicit LE aided meaning recognition of vocabulary, (f) explicit and implicit LE did not differ in their effect on form and meaning recognition of vocabulary, and (g) whether a text was further enhanced in addition to either explicit or implicit LE did not seem to affect the acquisition of the previously unknown words' forms or meanings.

<http://www.tesol.org>

07-226 LAI, CHUN & YONG ZHAO (Michigan State U, USA; laichun1@msu.edu), **Noticing and text-based chat.** *Language Learning & Technology* (University of Hawaii) 10.3 (2006), 102–120.

This study examined the capacity of text-based online chat to promote learners' noticing of their problematic language productions and of the interactional feedback from their interlocutors. In this study, twelve ESL learners formed six mixed-proficiency dyads. The same dyads worked on two spot-the-difference tasks, one via online chat and the other through face-to-face conversation. Stimulated recall sessions were held subsequently to identify instances of noticing. It was found that text-based online chat promotes noticing more than face-to-face conversations, especially in terms of learners' noticing of their own linguistic mistakes.

<http://lt.msu.edu>

07-227 LEE, SIOK H. & JAMES MUNCIE (Simon Fraser U, Canada), **From receptive to productive: Improving ESL learners' use of vocabulary in a postreading composition task.** *TESOL Quarterly* 40.2 (2006), 295–320.

Limited research on ESL learners' use of vocabulary in writing prompted our investigation of vocabulary use in composition by secondary school multi-L1 intermediate ESL learners in Greater Vancouver ($n = 48$). This study showed that though intermediate learners' use of 1,000–2,000-word-level vocabulary tended to remain constant, their productive use of higher level target vocabulary improved in postreading composition and was largely maintained in delayed writing. It also showed how, in so doing, their lexical frequency profile (LFP) improved. We attribute this improvement to the teacher's use of interactive elicitation of vocabulary and a writing frame, and specific instruction to learners to use target vocabulary. Though the exact factor or factors of vocabulary acquisition in this study is unclear, it is obvious that teacher elicitation, explicit explanation, discussion and negotiation, and multimode exposure to target vocabulary are all means of scaffolding and manipulating vocabulary that increased learners' use of target

vocabulary. All these strategies in turn improve LFP in writing. The results suggest that this approach also makes vocabulary learning durable. Increased productive vocabulary acquisition also implies a much larger increase in recognition vocabulary, improving overall classroom language performance. Hinkel (2006: 109) calls for integrated and contextualized teaching of multiple language skills, in this case, reading, writing, and vocabulary instruction.

<http://www.tesol.org>

07-228 LEE, Y. (DePaul U, USA; ylee19@depaul.edu), **Towards respecification of communicative competence: Condition of L2 Instruction or its objective?** *Applied Linguistics* (Oxford University Press) 27.3 (2006), 349–376. doi:10.1093/applin/aml011

The concept of COMMUNICATIVE COMPETENCE is one of the most influential theoretical developments in language education as it helped redefine the objectives of L2 instruction and the target language proficiency. While acknowledging these contributions, this paper asks if the conceptual formulation of COMMUNICATIVE COMPETENCE has other relevancies for our understanding of the realities of language use in L2 instructional settings. Classroom interaction itself is an occasion of language use that relies on the competence of the parties to the interaction; the competence that is already in the room is then a constitutive feature of the work-practices of teaching and learning. Informed by Ethnomethodology and Conversation Analysis, this paper proposes that communicative competence may be as much the condition of L2 instruction, one that makes L2 instruction possible in the first place, as its target outcome. Brief analyses of transcripts from ESL classrooms are offered to demonstrate how the communicative competence found in L2 classrooms is a contingent resource for language teaching and learning.

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

07-229 LEW, ROBERT (Adam Mickiewicz U, Poznań, Poland; rlew@amu.edu.pl) & **ANNA DZIEMIANKO, A new type of folk-inspired definition in English monolingual learners' dictionaries and its usefulness for conveying syntactic information.** *International Journal of Lexicography* (Oxford University Press) 19.3 (2006), 225–242. doi:10.1093/ijl/ecl011

A new type of definition of abstract noun headwords, the single-clause *when*-definition, has recently found its way into major English monolingual learners' dictionaries. In line with a current broad tendency in pedagogical lexicography, the new definition format seems to be modeled after (English) folk defining, although in fact the latter has so far received little systematic study. The present contribution focuses on the usefulness of the new definition format for

conveying syntactic class information to the foreign learner, who may be unfamiliar with the English folk defining tradition. The new definition is tested empirically against the traditional analytical definition.

<http://ijl.oxfordjournals.org>

07-230 LIAW, MEEI-LING (National Taichung U, Taiwan; meeilingliaw@gmail.com), **E-learning and the development of intercultural competence.** *Language Learning & Technology* (University of Hawaii) 10.3 (2006), 49–64.

This study presents findings on the efficacy of an online learning environment developed to foster EFL students' intercultural competence via reading articles on topics of their own culture and communicating their responses with speakers of another culture. The project offered opportunities for EFL students to use their own societal and cultural practices as the focus for EFL learning. In addition, with the help of an e-forum, the learning environment allowed the students to exchange their views with speakers of the target language. Two e-referencing tools were made available in the system while students were reading and writing. The findings showed that all EFL participants were able to communicate fluently in the target language without much help from corpora-based e-referencing tools provided in the system. The use of the online dictionary decreased drastically after the first two readings. The online concordancer, instead of being used for learning different kinds of cultural meaning on the levels of lexical, syntactic, and textual organization as originally intended, was used by the students to link to articles of similar topics for further explorations of culture and language learning opportunities. Despite some technical difficulties with the computers, the collaboration between the two groups of students was successful, as can be seen from the positive and complimentary comments from the participants. The students' e-forum entries demonstrated four types of intercultural competences: (A) interest in knowing other people's way of life and introducing one's own culture to others, (B) ability to change perspective, (C) knowledge about one's own and others' culture for intercultural communication, and (D) knowledge about intercultural communication processes.

<http://llt.msu.edu>

07-231 LIEBERMAN, MOTI (American U, USA; aoshima@american.edu), **SACHIKO AOSHIMA & COLIN PHILLIPS, Nativelike biases in generation of wh-questions by nonnative speakers of Japanese.** *Studies in Second Language Acquisition* (Cambridge University Press) 28.3 (2006), 423–448. doi:10.1017/S0272263106060189

A number of studies of second language (L2) sentence processing have investigated whether ambiguity resolution biases in the native language (L1) transfer to superficially similar cognate structures in the L2. When

transfer effects are found in such cases, it is difficult to determine whether they reflect surface parallels between the languages or the operation of more abstract processing mechanisms. *Wh*-questions in English and Japanese present a valuable test case for investigating the relation between L1 and L2 sentence processing. Native speakers (NSs) of English and Japanese both show strong locality biases in processing *wh*-questions, but these locality biases are realized in rather different ways in the two languages, due to differences in word order and scope marking. Results from a sentence generation study with NSs of Japanese and advanced English-speaking L2 learners of Japanese show that the L2 learners show a strongly nativelike locality bias in the resolution of scope ambiguities for in situ *wh*-phrases, despite the fact that the closest analogue of such an interpretation is impossible in English. This indicates that L2 learners are guided by abstract processing mechanisms and not just by superficial transfer from the L1.

http://journals.cambridge.org/jid_SLA

07-232 LIN, HUIFEN (Kun Shan U, China; huifen5612@yahoo.com.tw) & **TSUIPING CHEN**, **Decreasing cognitive load for novice EFL learners: Effects of question and descriptive advance organisers in facilitating EFL learners' comprehension of an animation-based content lesson.** *System* (Elsevier) 34.3 (2006), 416–431. doi:10.1016/j.system.2006.04.008

Cognitive load can be defined as the amount of mental effort that performing a specific task imposes on a learner's cognitive system. It can be measured by the number of new concepts embedded in a learning task. English as a Foreign Language (EFL) learners, with their limited English proficiency and minimal entry knowledge of a subject matter, always find it incomprehensible or overwhelming to comprehend a content lesson delivered in English. This study investigated the effect of two types of advance organizers, e.g., question and descriptive advance organizers in enhancing EFL learners' comprehension of an animation-based content lesson. Eighty-six EFL learners in a university of technology in Taiwan participated voluntarily in this study. After taking the reading comprehension subtest of Test of English as a Foreign Language (TOEFL), students were randomly assigned to three treatment lessons: (1) an animated lesson; (2) an animation lesson embedded with question advance organizers; and (3) an animation lesson embedded with descriptive advance organizers. The results showed that the question advance organizer is the most effective cognitive strategy to enhance EFL learners' comprehension of the content-based lesson. No significant difference was found between animation alone and animation embedded with descriptive advance organizers with regard to students' achievement.

<http://www.elsevier.com>

07-233 LIU, MEIHUA (Tsinghua U, China; ellenlmh@yahoo.com), **Anxiety in Chinese EFL students at different proficiency levels.** *System* (Elsevier) 34.3 (2006), 301–316. doi:10.1016/j.system.2006.04.004

This paper reports a study on anxiety in Chinese undergraduate non-English majors at three different proficiency levels. By way of survey, observations, reflective journals and interviews, the study revealed that (1) a considerable number of students at each level felt anxious when speaking English in class, (2) the more proficient students tended to be less anxious, (3) the students felt the most anxious when they responded to the teacher or were singled out to speak English in class. They felt the least anxious during pair work, and (4) with increasing exposure to oral English, the students felt less and less anxious about using the target language in speech communication. Based on the findings, some suggestions for future research are proposed.

<http://www.elsevier.com>

07-234 LOTZ, ANJA (Philipps-Universität Marburg, Germany) & **ANNETTE KINDER**, **Transfer in artificial grammar learning: The role of repetition information.** *Journal of Experimental Psychology: Learning, Memory, and Cognition* (American Psychological Association) 32.4 (2006), 707–715.

In this article, the authors report 2 experiments that investigated the sources of information used in transfer and nontransfer tasks in artificial grammar learning. Multiple regression analyses indicated that 2 types of information about repeating elements were crucial for performance in both tasks: information about the repetition of adjacent elements and information about repetition of elements in the whole item. Similarity of test items to specific training items and chunk information influenced participants' judgments only in nontransfer tasks.

<http://www.apa.org>

07-235 LOZANO, CRISTOBAL (Universidad Autónoma de Madrid, Spain), **Focus and split-intransitivity: The acquisition of word order alternations in non-native Spanish.** *Second Language Research* (Sage) 22.2 (2006), 145–187. doi:10.1191/0267658306sr2640a

Recent unrelated studies reveal what appears to be a common acquisitional pattern in second language acquisition (SLA). While some findings show that advanced learners can indeed achieve convergent, native-like competence with formal syntactic properties (even when these are underdetermined by the input), other findings suggest that they can display divergent and even optional competence at the syntax–discourse interface with discursive properties like focus and

topic. These apparently contradictory observations are not coincidental, as they can also be traced in other acquisitional studies on L1 acquisition, L1 attrition in bilinguals, child SLA and SLI (specific language impairment). If this pattern is correct, it should be observed in the L2 acquisition of any given property that is simultaneously governed by both a formal grammatical constraint and a discursive constraint. I tested whether this is the case in advanced non-native Spanish acquisition of the syntactic distribution of subject-verb (SV) and verb-subject (VS) word order, which is constrained by both a formal syntactic property (the Unaccusative Hypothesis or Split-intransitivity Hypothesis) and a property at the syntax-discourse interface (presentational focus). Results show that the interlanguage grammars (ILGs) of both English ($n = 17$) and Greek ($n = 18$) learners of Spanish converge with the grammars of native Spanish speakers ($n = 14$) when formal properties are involved, yet they diverge (in particular by showing optionality) with discursive focus. These results confirm the emerging view that acquisition of formal syntactic properties is more readily acquired than discursive properties, which are persistently problematic.

<http://slr.sagepub.com>

07-236 MACARO, ERNESTO (U Oxford; ernesto.macaro@edstud.ox.ac.uk), **Strategies for language learning and for language use: Revising the theoretical framework.** *The Modern Language Journal* (Blackwell) 90.3 (2006), 320-337. doi:10.1111/j.1540-4781.2006.00425.x

Since the late 1970s, there has been widespread research interest in the strategies that learners use in learning and using second languages. This interest has generated a parallel research effort in language learner strategy instruction. The body of work to date suggests a possible relationship between strategy use and second language learning success. It also provides some evidence that learners can be helped to use strategies more effectively. Several criticisms, however, have been made of this field of research, particularly pertaining to a lack of theoretical rigour. This article reviews the problems related to strategy research and proposes a revised theoretical framework in which strategies are differentiated from skills, processes, and styles. Rather than offering an all-encompassing definition of a strategy, the article proposes a series of features essential to describing a strategy. The framework aims to enhance current theory.

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

07-237 McCAFFERTY, STEVEN (U Nevada, USA; mccaffes@unlv.nevada.edu), **Gesture and the materialization of second language prosody.** *International Review of Applied Linguistics in Language Teaching* (Walter de Gruyter) 44.2 (2006), 197-209. doi:10.1515/IRAL.2006.008

This study investigated the use of beat gestures (typically the sharp up-and-down movement of the hand) in conjunction with L2 speech production. The L2 participant, although in conversation with another person, synchronized his beats with the parsing of his words into syllables. Based on Gal'perin's formulation for the process of internalization, that the ideal or mental plane is built upon activity in the physical world (material plane), it is argued that the L2 participant deployed this metaphoric form of gesture as a multimodal, actional representation of syllabification to both externalize the phenomena to gain control over it (self-regulation) and to help solidify a conceptual foundation for this aspect of the underlying rhythmic pulse of English. Moreover, it is speculated that movement itself might prove to be part of SLA, that it establishes a physicalized (kinesic) sense of prosodic features of the L2, promoting automaticity and fluency.

<http://www.degruyter.de/journals>

07-238 NASSAJI, HOSSEIN (U Victoria, Canada; nassaji@uvic.ca), **The relationship between depth of vocabulary knowledge and L2 learners' lexical inferencing strategy use and success.** *The Modern Language Journal* (Blackwell) 90.3 (2006), 387-401. doi:10.1111/j.1540-4781.2006.00431.x

This study examines the relationship between English as a second language (ESL) learners' depth of vocabulary knowledge, their lexical inferencing strategy use, and their success in deriving word meaning from context. Participants read a passage containing 10 unknown words and attempted to derive the meanings of the unknown words from context. Introspective think-aloud protocols were used to discover the degree and types of inferencing strategies learners used. The Word-Associate Test (WAT) was used to measure the learner's depth of vocabulary knowledge. Results indicate a significant relationship between depth of vocabulary knowledge and the degree and type of strategy use and success. They reveal that (a) those who had stronger depth of vocabulary knowledge used certain strategies more frequently than those who had weaker depth of vocabulary knowledge; (b) the stronger students made more effective use of certain types of lexical inferencing strategies than their weaker counterparts; and (c) depth of vocabulary knowledge made a significant contribution to inferential success over and above the contribution made by the learner's degree of strategy use. These findings provide empirical support for the centrality of depth of vocabulary knowledge in lexical inferencing and the hypothesis that lexical inferencing is a meaning construction process that is significantly influenced by the richness of the learner's preexisting semantic system.

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

07-239 PALFREYMAN, DAVID (Zayed U, United Arab Emirates; David.Palfreyman@zu.ac.ae), **Social**

context and resources for language learning.

System (Elsevier) 34.3 (2006), 352–370.

doi:10.1016/j.system.2006.05.001

Until recently, research in applied linguistics has tended to treat learners in relative isolation from their context, and to study primarily classroom and other educational contexts. This paper in contrast focuses on the contexts which frame learning, and in particular the resources which these contexts provide. A model is outlined which includes both material and social resources for language learning, and the interactions between them. This model is then applied to the learning resources used by a group of female university students in the United Arab Emirates. Students were found to make use of various opportunities in their life outside the university, to practise English and to clarify problems in using the language. Social networks were found to influence the accessibility and use of these resources, with gender and perceived expertise in English affecting students' use of resources. In addition, students were found to act as sources of English expertise for other members of their family, in ways that contribute to their social identity within the family.

<http://www.elsevier.com>

07–240 QING MA (U Louvain, Belgium) & **PETER KELLY**, **Computer assisted vocabulary learning:**

Design and evaluation. *Computer Assisted Language Learning* (Routledge/Taylor & Francis) 19.1 (2006), 15–45.

doi:10.1080/09588220600803998

This paper focuses on the design and evaluation of the computer-assisted vocabulary learning (CAVL) software WUFUN. It draws on the current research findings of vocabulary acquisition and CALL, aiming to help Chinese university students to improve their learning of English vocabulary, particularly that with which they experience most difficulty. It is argued that vocabulary should be learned explicitly as well as implicitly; learners need to be trained to become good learners, e.g., by being instructed in useful learning strategies, to enable them to learn vocabulary more efficiently and effectively. A design model of CALL efficacy is constructed to ensure the quality of vocabulary learning in CALL programs; it is employed in the design of the software WUFUN. Finally, the preliminary results of the software evaluation are reported and discussed.

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

07–241 REINDERS, HAYO & MARILYN LEWIS (U Auckland, NZ), **An evaluative checklist for self-access materials.** *ELT Journal* (Oxford University Press) 60.3 (2006), 272–278.

doi:10.1093/elt/ccl007

Self-access centres (SACs) are playing an increasingly pivotal role in supporting the (self-) study of languages. Selecting suitable resources thus becomes more and

more important. At the selection stage, identifying problems with available resources is not an easy task, and is made more difficult by a lack of published guidelines. Linked with this difficulty is the wide range of skills, topics, and levels that self-access resources cater for, making it difficult to have a precisely defined list of criteria. Starting with the premise that evaluation criteria for self-access resources are different from those developed for classroom materials this study worked through two stages. First, existing evaluative criteria for self-instructional materials in general education and language learning were reviewed. Based on this review, a new evaluation tool was developed to guide self-access in the selection of materials.

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

07–242 RULE, SARAH (U Southampton, UK) & **EMMA MARSDEN**, **The acquisition of functional categories in early French second language grammars: The use of finite and non-finite verbs in negative contexts.** *Second Language Research* (Sage) 22.2 (2006), 188–218.

doi:10.1191/0267658306sr2650a

This cross-sectional study of first language (L1) English adolescents learning French as a second language (L2) uses their development of negatives in relation to finite and non-finite verbs to investigate the status and nature of functional categories in these learners' emerging grammars. Analysing oral data from elicited production tasks from instructed learners, it provides evidence for a lack of functional categories in the Initial State and the earliest L2 grammars (Vainikka and Young-Scholten, 1996; Hawkins, 2001). However, the results from the study also indicate that the functional category I (or T) then emerges reasonably rapidly. The pattern of development of negation and finite and non-finite verbs in these learners' grammars also suggests that feature values are in place for the functional categories once they are projected, as learners consistently raise the verb. The learners do use root infinitives but the properties of these root infinitives differ to those found in L1 acquisition (Pierce, 1992; Wexler, 1994; 1998), thus supporting Wexler's maturational account of Optional Infinitives in L1 acquisition. Additionally, the rare occurrence of raised non-finite verbs would indicate that there is a problem with the realization of surface morphology in accordance with the Missing Surface Inflection Hypothesis of Prévost and White (2000a) rather than an impairment in the grammar (Meisel, 1997; Hawkins, 2000).

<http://slr.sagepub.com>

07–243 SHIN, DONG-SHIN (U Massachusetts, Amherst, USA; dongshin@educ.umass.edu), **ESL students' computer-mediated communication practices: Context configuration.** *Language Learning & Technology* (University of Hawaii) 10.3 (2006), 65–84.

This paper examines how context is configured in ESL students' language learning practices through computer-mediated communication (CMC). Specifically, I focus on how a group of ESL students jointly constructed the context of their CMC activities through interactional patterns and norms, and how configured affordances within the CMC environment mediated their learning experiences. After a brief review of relevant studies of CMC in the literature, I discuss ecological perspectives of language learning as a core construct of this study, to explain contextual fluidity in relation to learners' agency in their learning. Next, I present an ethnographic study of how members of an ESL class constructed a community of social practices through synchronous CMC. The findings indicate that (a) the constructed interactional patterns and norms of the students' CMC activities represented group dynamics among the participants, (b) the participants' roles in joint construction of the activities reflected their language socialization experiences, and (c) the activities provided a way for spousal participants to assume academic identities, while becoming a social space for academic gatherings. This study highlights the fluidity of CMC language learning contexts; fluid contexts entail learners' agency in dialogic engagements with the contextual elements of the learning environment as language socialization processes.

<http://llt.msu.edu>

07-244 SIME, DANIELA (U Strathclyde, UK; daniela.sime@strath.ac.uk), **What do learners make of teachers' gestures in the language classroom?** *International Review of Applied Linguistics in Language Teaching* (Walter de Gruyter) 44.2 (2006), 211–230.
doi:10.1515/IRAL.2006.009

This study explores the meanings that learners of English as a foreign language give to teachers' gestures. It is a qualitative, descriptive study of the perceived functions that gestures perform in the EFL classroom, viewed mainly from the language learners' perspective. The data for the study was collected through interviews with twenty-two adult learners based on a stimulated recall methodology (Gass and Mackay, 2000). Findings indicate that learners generally believed that gestures and other non-verbal behaviours play a key role in the language learning process. Learners identified three types of functions that gestures play in EFL classroom interaction: (i) cognitive, i.e., gestures which work as enhancers of the learning processes, (ii) emotional, i.e., gestures that function as reliable communicative devices of teachers' emotions and attitudes and (iii) organisational, i.e., gestures which serve as tools of classroom management. These findings suggest that learners interpret teachers' gestures in a functional manner and use these and other non-verbal messages and cues in their learning and social interaction with the teacher.

<http://www.degruyter.de/journals>

07-245 SLABAKOVA, ROUMYANA (U Iowa, USA), **Is there a critical period for semantics?** *Second Language Research* (Sage) 22.3 (2006), 302–338.
doi:10.1191/0267658306sr270oa

This article reviews recent research on the second language acquisition of meaning with a view to establishing whether there is a critical period for the acquisition of compositional semantics. It is claimed that the functional lexicon presents the most formidable challenge, while syntax and phrasal semantics pose less difficulty to learners. Findings from the neurofunctional imaging (PET, fMRI) and electrophysiology (ERPs) of L2 comprehension are reviewed and critically examined. Since it is argued that experimental tasks suggesting differential acquisition of L2 syntax and semantics are in need of linguistic refinement, further evidence is marshalled from behavioural studies of L2 acquisition of semantics to fill in the current gap in L2 comprehension modelling. The 15 studies reviewed here point to no apparent barrier to ultimate success in the acquisition of phrasal semantics.

<http://slr.sagepub.com>

07-246 SLEVC, L. ROBERT (U California, San Diego, USA; slevc@psy.ucsd.edu) & **AKIRA MIYAKE**, **Individual differences in second-language proficiency: Does musical ability matter?** *Psychological Science* (Blackwell) 17.8 (2006), 675–681.
doi:10.1111/j.1467-9280.2006.01765.x

This study examined the relation between musical ability and second-language (L2) proficiency in adult learners. L2 ability was assessed in four domains: receptive phonology, productive phonology, syntax, and lexical knowledge. Also assessed were various other factors that might explain individual differences in L2 ability, including age of L2 immersion, patterns of language use and exposure, and phonological short-term memory. Hierarchical regression analyses were conducted to determine if musical ability explained any unique variance in each domain of L2 ability after controlling for other relevant factors. Musical ability predicted L2 phonological ability (both receptive and productive) even when controlling for other factors, but did not explain unique variance in L2 syntax or lexical knowledge. These results suggest that musical skills may facilitate the acquisition of L2 sound structure and add to a growing body of evidence linking language and music.

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

07-247 SORACE, ANTONELLA (U Edinburgh, UK) & **FRANCESCA FILIACI**, **Anaphora resolution in near-native speakers of Italian.** *Second Language Research* (Sage) 22.3 (2006), 339–368.
doi:10.1191/0267658306sr271oa

This study presents data from an experiment on the interpretation of intrasentential anaphora in Italian

by native Italian speakers and by English speakers who have learned Italian as adults and have reached a near-native level of proficiency in this language. The two groups of speakers were presented with complex sentences consisting of a main clause and a subordinate clause, in which the subordinate clause had either an overt pronoun or a null subject pronoun. In half of the sentences the main clause preceded the subordinate clause (forward anaphora) and in the other half the subordinate clause preceded the main clause (backward anaphora). Participants performed in a picture verification task in which they had to indicate the picture(s) that corresponded to the meaning of the subordinate clause, thus identifying the possible antecedents of the null or overt subject pronouns. The patterns of responses of the two groups were very similar with respect to the null subject pronouns in both the forward and backward anaphora conditions. Compared to native monolingual speakers, however, the near-natives had a significantly higher preference for the subject of the matrix clause as a possible antecedent of overt subject pronouns, particularly in the backward anaphora condition. The results indicate that near-native speakers have acquired the syntactic constraints on pronominal subjects in Italian, but may have residual indeterminacy in the interface processing strategies they employ in interpreting pronominal forms.

<http://slr.sagepub.com>

07-248 STAM, GALE (National-Louis U, USA; gstam@nl.edu), **Thinking for speaking about motion: L1 and L2 speech and gesture.**

International Review of Applied Linguistics in Language Teaching (Walter de Gruyter) 44.2 (2006), 145–171.

doi:10.1515/IRAL.2006.006

It has been claimed that speakers of Spanish and English have different patterns of thinking for speaking about motion both linguistically and gesturally (Stam 1998; McNeill 2000; McNeill & Duncan 2000; Kellerman & van Hoof 2003; Neguerela et al. 2004). For example, Spanish speakers' path gestures tend to occur with path verbs, while English speakers tend to occur with satellites (adverbs or prepositions) and verbs + satellites. What happens when Spanish speakers learn English, where do their gestures occur? Also, what do their gestures tell us that their speech alone does not? To investigate these questions, this study examines the use of 'path' gestures in motion event narrations of a group of native Spanish speakers, a group of native English speakers, and two groups of Spanish learners of English (intermediate and advanced). L2 learners' gestures revealed L1 thinking for speaking patterns with grammatically correct and fluent L2 speech.

<http://www.degruyter.de/journals>

07-249 SUBRAHMANYAM, KAVERI (California State U, Los Angeles, USA) & **HSIN-HUA NANCY CHEN, A crosslinguistic study of children's noun learning:**

The case of object and substance words.

First Language (Sage) 26.2 (2006), 141–160.

doi:10.1177/0142723706060744

The study reported in this paper uses a crosslinguistic approach to investigate universal versus language-specific influences on children's attention when learning object and substance names. We compared English- and Mandarin Chinese-speaking 3- and 4-year-old children and adults' attention to shape versus material in a labeling and non-labeling task. Participants saw either an object or substance standard in the context of either a labeling ('Is this also the ruff?') or non-labeling task ('Is this the same as this?'). On the labeling task, 3-year-old Chinese speakers attended to shape, whereas 4-year-old and adult Chinese speakers attended to material, regardless of whether the standard was an object or a substance. Among English speakers, 3-year-olds attended to shape when labeling the object and substance standards, 4-year-olds showed a preference for shape when labeling the object but no preference between shape and material when labeling the substance standard. English-speaking adults showed a preference toward shape when labeling the object standard and material when labeling the substance standard. On the non-labeling task, 4-year-old and adult Chinese speakers attended to material, whereas younger Chinese speakers attended to shape; English speakers of all ages attended to shape, with 4-year-olds and adults showing greater attention to shape in the non-labeling task compared to the labeling task. The results are discussed in terms of language-general and language-specific processes in word learning.

<http://fla.sagepub.com>

07-250 SUNDERMAN, GRETCHEN (Florida State U, USA; gsunderm@fsu.edu) & **JUDITH F. KROLL, First language activation during second language lexical processing: An investigation of lexical form, meaning, and grammatical class.** *Studies in Second Language Acquisition* (Cambridge University Press) 28.3 (2006), 387–422.

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This study places the predictions of the bilingual interactive activation model (and the revised hierarchical model in the same context) to investigate lexical processing in a second language (L2). The performances of two groups of native English speakers, one less proficient and the other more proficient in Spanish, were compared on translation recognition. In this task, participants decided whether two words, one in each language, are translation equivalents. The items in the critical conditions were not translation equivalents and therefore required a 'no' response, but were similar to the correct translation in either form or meaning. For example, for translation equivalents such as *cara-face*, critical distracters included (a) a form-related neighbor to the first word of the pair (e.g. *cara-card*), (b) a form-related neighbor to the second word of the pair, the translation equivalent (*cara-fact*), or (c) a

meaning-related word (*cara-head*). The results showed that all learners, regardless of proficiency, experienced interference for lexical neighbors and for meaning-related pairs. However, only the less proficient learners also showed effects of form relatedness via the translation equivalent. Moreover, all participants were sensitive to cues to grammatical class, such that lexical interference was reduced or eliminated when the two words of each pair were drawn from different grammatical classes. We consider the implications of these results for L2 lexical processing and for models of the bilingual lexicon.

http://journals.cambridge.org/jid_SLA

07-251 TEN HACKEN, PIUS (Swansea U, UK; p.ten-hacken@swansea.ac.uk), **ANDREA ABEL & JUDITH KNAPP**, **Word formation in an electronic learners' dictionary: ELDIT**. *International Journal of Lexicography* (Oxford University Press) 19.3 (2006), 243–256.
doi:10.1093/ijl/ecl012

New words are formed when new concepts need to be named. Word formation is one of the major mechanisms for the expansion of the vocabulary. In second language acquisition, word formation is important for the decoding of words the learner does not know, for the production of regular new words when the learner has not acquired the standard word, and for the creation of a tighter network structure in the mental lexicon, which facilitates vocabulary acquisition. In existing learners' dictionaries, the treatment of word formation does not support the acquisition of word formation rules in a way that would exploit these possible advantages. Optimizing the support of the acquisition of word formation in electronic learners' dictionaries requires a reconceptualization of the task of the dictionary. ELDIT, an electronic German and Italian learners' dictionary of a non-traditional type, takes up the challenge of representing word formation in such a way that its potential for the second language learner can be fully exploited. The implementation of word formation is based on collaboration with Word Manager, a system for morphological dictionaries.

<http://ijl.oxfordjournals.org>

07-252 THI HOANG OANH, DUONG (Hue U, Vietnam; dthoangoahn@gmail.com) & **NGUYEN THU HIEN**, **Memorization and EFL students' strategies at university level in Vietnam**. *TESL-EJ* (<http://www.tesl-ej.org>) 10.2 (2006), 17 pp.

Experience and observation as a learners and teachers of English as a foreign language (EFL) convince us that memorization is one of the learning methods that helps EFL students learn and use the English language, provided that memorization is used appropriately to help learners to internalise what they have learned in order to apply it in actual communication. However, some teachers argue that memorization and communication cannot coexist in an

academic environment. This controversy inspired this investigation into whether memorization is accepted by both EFL students and teachers as a strategy in the process of learning EFL, and, if so, what role memorization plays. The research aims to identify learners' and teachers' beliefs about learning EFL in relation to memorization as well as to provide an insight into the possible effectiveness of memorization. Gleaned from questionnaires and interviews, the data were analysed by using ethnographic methods. Memorization is a mental process, so the choice of qualitative method as the main data collection and analysis tool is appropriate, but to carry out qualitative research in Vietnam is undeniably challenging. These challenges are discussed. Nonetheless, it was found that both teachers and learners differentiated between 'good' and 'bad' memorization in terms of a specific, commonly used task in Vietnamese universities, that of giving speeches in English.

<http://tesl-ej.org>

07-253 WATERS, A. (U Lancaster, UK; A.Waters@lancaster.ac.uk), **Thinking and language learning**. *ELT Journal* (Oxford University Press) 60.4 (2006), 319–327.
doi:10.1093/elt/ccl022

The importance of thinking for language learning has been recognized for some time. ELT activities which encourage active mental processing have become increasingly common. However, there is evidence that the use of such activities has still not become widespread in a number of ELT situations. One reason for this may be lack of awareness about how levels of thinking can be conceptualized in ELT activities. This paper therefore attempts to clarify the types of thinking that ELT activities can promote, and how they can be integrated in a basic learning cycle. In particular, it focuses on the possibility (and importance) of providing learners who have only a limited knowledge of English with activities that nevertheless involve creative thinking. The ideas are illustrated via a series of sample activities.

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

07-254 WILLIAMS, PETER (U East London, UK; pete.williams@rixcentre.org), **Developing methods to evaluate web usability with people with learning difficulties**. *British Journal of Special Education* (Blackwell) 33.4 (2006), 173–179.
doi:10.1111/j.1467-8578.2006.00436.x

Use of the Internet and other forms of information and communications technology (ICT) by people with learning difficulties has not been extensively researched. This article by Peter Williams of the Rix Centre at the University of East London reports some of the findings from 'Project @pple', a major ESRC-funded programme exploring the ways in which people with learning difficulties access and use information and communication technologies. Using observations,

interviews and formal usability tests, project researchers built up a multi-layered view of computer use, Internet access and interaction with software among people with learning difficulties. A number of key themes emerged, including the nature of the tasks encountered, engagement, relevance to needs and the role of supporters. Peter Williams summarises these issues and indicates avenues for the future development of targeted products and for further research.

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

07-255 WOODROW, LINDY J. (U Sydney, Australia; l.woodrow@edfac.usyd.edu.au), **A model of adaptive language learning.** *The Modern Language Journal* (Blackwell) 90.3 (2006), 297–319. doi:10.1111/j.1540-4781.2006.00424.x

This study applies theorizing from educational psychology and language learning to hypothesize a model of language learning that takes into account affect, motivation, and language learning strategies. The study employed a questionnaire to assess variables of motivation, self-efficacy, anxiety, and language learning strategies. The sample consisted of 275 advanced learners studying English for academic purposes prior to entering Australian universities. The data were analyzed using both variable- and person-centered approaches. The variable-centered approaches included correlational analysis and structural equation modeling, whereas the person-centered approaches utilized cluster analysis and profile analysis using multidimensional scaling (PAMS). The findings supported the hypothesized model of adaptive learning and highlighted the relevance of research in educational psychology for informing language learning research.

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07-256 YOSHII, MAKOTO (Prefectural U Kumamoto, Japan; yoshii@pu-kumamoto.ac.jp), **L1 and L2 glosses: Their effects on incidental vocabulary learning.** *Language Learning & Technology* (University of Hawaii) 10.3 (2006), 85–101.

This study examined the effectiveness of L1 and L2 glosses on incidental vocabulary learning in a multimedia environment. The investigation included the effects of additional pictorial cues in L1 and L2 glosses, and how these additions affect vocabulary learning. The analyses of a mixed design repeated measures 2 (L1, L2) X 2 (picture, no picture) X 2 (immediate test, delayed test) analysis of variance (ANOVA) indicated no significant differences between L1 and L2 glosses for definition-supply and recognition tasks and showed significant differences between picture (text-plus-picture) and no-picture (text-only) glosses for definition-supply test only. The results also revealed significant interaction effects between languages and tests indicating that L1 and L2 groups showed different patterns of vocabulary retention over time. Findings

suggest that both L1 and L2 glosses are effective for incidental vocabulary learning, but long-term retention may differ between the two types; and that the effect of additional visual cues on vocabulary learning may rely on the nature of the tasks given.

<http://ilt.msu.edu>

07-257 YOSHIOKA, KEIKO (Leiden U, the Netherlands; k.yoshioka@let.leidenuniv.nl) & **ERIC KELLERMAN, Gestural introduction of ground reference in L2 narrative discourse.** *International Review of Applied Linguistics in Language Teaching* (Walter de Gruyter) 44.2 (2006), 173–195. doi:10.1515/IRAL.2006.007

In the field of second language acquisition (SLA) and use, learners' gestures have mainly been regarded as a type of communication strategy produced to replace missing words. However, the results of the analyses conducted here on the way in which Dutch learners of Japanese introduce Ground reference in speech and gesture in narrative show that the two modes of expression are closely related in L1 as well as in L2. First, cross-linguistic variation is observed in both modes of expression, with a tendency for native speakers of Japanese to allocate on-line attention to Ground in both speech and gesture. Second, Dutch learners of Japanese prefer to adopt rhetorical styles more similar to their L1 than the L2 target, and the accompanying gestures are more L1-like. Transfer of L1 to L2 in narrative and the relationship between speech and gesture will be discussed.

<http://www.degruyter.de/journals>

07-258 ZYLIK, EVE (Michigan State U, USA; zyzik@msu.edu), **Transitivity alternations and sequence learning: Insights from L2 Spanish production data.** *Studies in Second Language Acquisition* (Cambridge University Press) 28.3 (2006), 449–485. doi:10.1017/S0272263106060190

This article examines alternating verbs (such as *quemar(se)* 'to burn') in second language (L2) Spanish by considering the learnability problem from a sequence learning perspective. In Spanish, verbs of the alternating class are obligatorily marked with the clitic *se* in their intransitive form. Errors of omission among English-speaking learners, who transfer zero-derived morphology from their native language, have been previously documented. This study also examines a different kind of error – overgeneralization of *se* to transitive event scenes – that is hypothesized to result from chunking *se* with particular lexical items. The results of a picture description task reveal that learners frequently make this type of overgeneralization error, but that they are able to recover from it at more advanced levels of proficiency. These findings suggest that the acquisition of L2 morphosyntax is shaped by

learners' familiarity with individual lexical items and the sequences in which they tend to appear.

http://journals.cambridge.org/jid_SLA

Reading & writing

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07–259 ABASI, ALI R., NAHAL AKBARI & BARBARA GRAVES (U Ottawa, Canada), **Discourse appropriation, construction of identities, and the complex issue of plagiarism: ESL students writing in graduate school.** *Journal of Second Language Writing* (Elsevier) 15.2 (2006), 102–117. doi:10.1016/j.jslw.2006.05.001

Recent research on academic writing has established the intersection of writing and identity. However, it is not clear whether writers themselves are aware of this link. In this study, we investigated five ESL graduate students' awareness of the identities that they constructed through the appropriation of others' words and ideas in their texts. Moving beyond prevalent moral explanations, we further sought alternative reasons for students' inappropriate textual borrowing practices, often categorized as plagiarism. Our findings suggest that, depending on their enculturation into disciplinary discourses, students exhibit different levels of awareness of the available and privileged identity options in the social contexts of writing. We argue that student textual plagiarism can best be viewed as an issue of authorial identity construction. The findings indicate that the roots of students' production of institutionally unacceptable texts lie in their epistemological orientation as well as their authoritative view of source texts. We finally reflect on the implications of the findings for academic writing instruction. Drawing on the notion of students-as-ethnographers, we suggest that writing instruction can raise students' awareness of the link between writing and self-representation as well as the epistemology underpinning academic authorship, as two important dimensions of successful writing.

<http://www.elsevier.com>

07–260 BRANTMEIER, CINDY (Washington U, St Louis, USA), **Toward a multicomponent model of interest and L2 reading: Sources of interest, perceived situational interest, and comprehension.** *Reading in a Foreign Language* (U Hawaii, USA) 18.2 (2006), 89–115.

Using 104 advanced second language (L2) readers, this investigation seeks to construct a multi-component model of interest and L2 reading. Sources of interest (SI) refer to variables that induce feelings of interest in a text. Perceived interest (PI) refers to the feeling of interest itself (Schraw, Bruning, & Svoboda, 1995). A factor analysis revealed the following five SI in order

of variance: (1) cohesion (31%), (2) prior knowledge (13%), (3) engagement (12%), (4) ease of recollection (10%), and (5) emotiveness (6%). PI accounted for 68% of the total sample variation. Of the five factors on the SI questionnaire, three were uniquely related to PI: cohesion, engagement, and ease of recollection. PI was related to sentence completion items and multiple choice items, but not recall. Five factors from the SI questionnaire were regressed on comprehension scores after first removing the variance explained by perceived interest. Ease of recollection positively related to all three comprehension tasks. Findings provide a construct of interest for L2 reading and serve as an attempt to develop an instrument to assess different sources of interest in L2 reading. A preliminary understanding of these dimensions of interest as predictors of L2 reading comprehension is presented.

<http://www.nflrc.hawaii.edu>

07–261 BREMNER, STEPHEN (City U Hong Kong, China), **Politeness, power, and activity systems: Written requests and multiple audiences in an institutional setting.** *Written Communication* (Sage) 23.4 (2006), 397–423. doi:10.1177/0741088306293707

This article, using data from a year-long study of writing processes in an institutional context, looks at the demands made on writers in workplace environments as they make requests of their colleagues. Building on Brown & Levinson's politeness theory, the study takes a view of context as being a key factor in framing requests, in addition subscribing to the notion of context as an ongoing dynamic, or mutually constitutive activity system. Although the variables of relative power and degree of imposition are important factors in the choices writers make, a further consideration is the need to balance their own relational needs with the expectations of the institution as they create texts for multiple audiences. In addition, the linguistic choices writers make in such contexts as they position themselves in relation to their peers and those further up the hierarchy may also serve to define and reinforce their identity within the institution.

<http://wcx.sagepub.com>

07–262 CARGILL, MARGARET (U Adelaide, Australia) & **PATRICK O'CONNOR, Developing Chinese scientists' skills for publishing in English: Evaluating collaborating-colleague workshops based on genre analysis.** *Journal of English for Academic Purposes* (Elsevier) 5.3 (2006), 207–221. doi:10.1016/j.jeap.2006.07.002

Getting papers published in the (largely English-language) international literature is important for individual researchers, their institutions, and the academic community, and the resulting pressure is being felt increasingly in China as a result of top-down policy initiatives. For many researchers, reaching this goal