

Linguistic Competence across Learner Varieties of Spanish

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

The book consists of eight chapters: Chapter 1 (Introduction), Chapter 2 (Verb Lexis), Chapter 3 (Sentence Formation), Chapter 4 (Metalinguistic Judgments of Grammaticality), Chapter 5 (Conversational Discourse), Chapter 6 (Descriptive Discourse), Chapter 7 (Narrative Discourse), and Chapter 8 (Linguistic Competence across Language Measures). Chapters 2 to 7 follow a similar pattern, beginning with a (1) review of major theoretical concerns, (2) methods/procedures for studying the particular aspects of linguistic competence addressed in the chapter, (3) categories for analyzing the linguistic data, (4) quantitative/qualitative description of the performance of each language group, and (5) Summary and Conclusion. Chapter 8 establishes linguistic profiles for each language group and selected individuals by contrasting the variable performance across the six dimensions of linguistic competence.

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considérer comme une pratique qui pourrait non pas résoudre tous les problèmes, mais favoriser la réalisation d'objectifs précis visant une communication orale et écrite satisfaisante en langue étrangère. Ce choix trouve sa justification dans le fait que l'étude du domaine grammatical a connu un certain développement suite à une évolution linguistique indéniable. Cette évolution s'est traduite par l'apport judicieux de différentes théories. D'abord la grammaire générative qui fait de la syntaxe un élément incontournable ensuite la théorie de l'énonciation qui, à notre sens, se présente comme un autre élément de progrès. En effet, en faisant apparaître différents paramètres qui interviennent dans la conversion de la langue en discours, l'énonciation a rétabli le rôle essentiel du contexte linguistique et extralinguistique. Ce dernier est perçu comme une mise en exercice de la maîtrise des règles dans une situation déterminée. Le troisième palier est celui de la pragmatique. Cette perspective s'est intéressée à l'étude de la relation des phrases aux locuteurs. Elle a mis en évidence des formes linguistiques qui n'ont de sens que dans un contexte. Ce phénomène a mis le concept de « contexte » au centre des préoccupations des linguistes.

Les théories linguistiques et didactiques sont donc mises à contribution afin de cerner la question du « contexte ». L'idée qui ressort de cette association reflète une conception élargie de l'enseignement de la grammaire, à savoir l'articulation de différents cadres : grammaire de la phrase /grammaire du texte /grammaire du discours. C'est une conception étendue puisqu'elle tend à être compréhensive, donc beaucoup plus productive.

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The Second Language Acquisition of Spanish Gender Agreement

The Effects of Linguistic Variables on Accuracy

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This study examines gender agreement between a complex sentential subject (containing two nouns) and a predicate adjective in second language Spanish. The data were collected using a computerized sentence completion task that measured gender agreement accuracy (correct or incorrect). Seven binary linguistic variables were analyzed: noun class of the head and attractor nouns (semantic or non-semantic), head noun morphology (overt or non-overt), gender of the head and attractor nouns (feminine or masculine), and noun class and gender congruencies (matched or mismatched). All possible combinations of the variables were considered. To date, no study has examined all of these variables in a single experimental design assessing the second language acquisition of Spanish gender agreement. Participants were learners at three different levels of proficiency, and Spanish native speakers. Grammar and vocabulary knowledge were also examined as independent variables. Findings reveal that noun class does not affect accuracy of gender agreement. In contrast, both

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

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

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

fossilization and achievement motivation, i.e., high achievement motive is correlated to TL competency and descending levels of achievement motive are correlated to ascending levels of IL fossilization.

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

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« LA GRAMMAIRE EN CONTEXTE »

Genèse du concept dans les théories linguistiques contemporaines et son introduction dans l'enseignement du français au Maroc.

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L'enseignement d'une langue étrangère a suscité et suscite toujours un intérêt certains chez les didacticiens. Au Maroc comme partout ailleurs cet enseignement a connu différentes approches et méthodes. Notre perception de cet enseignement s'insère dans le contexte des exigences que révèle l'enseignement /apprentissage du français dans le système d'enseignement marocain et qui ne dissocient nullement le communicatif du grammatical.

Ce travail a pour objectif de vérifier si un enseignement grammatical contextualisé est à même de favoriser l'acquisition des compétences communicatives. le recours à la grammaire en contexte, dans l'optique de cette recherche, est à

The L1 in L2 learning – Teachers' beliefs and practices

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

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

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community: Teachers (challenges for initial teacher training programmes, the perspectives of various groups in in-service teacher education program, pre-service teachers' beliefs about EFL materials, uncertainties and challenges of EFL teachers, pre-service teachers' reflections of journal writing and language teacher competency), Learners (their learning style preferences, andragogical and pedagogical orientations, needs, and beliefs), European Language Portfolio (its potential benefits, implementations, implications and limitations, and promoting process and context awareness), and Language culture and classroom pedagogy. We believe that the issues treated in this collection challenge all of us who are the members of language teaching community.

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Learning to give and respond to peer-feedback in the L2 the case of EFL criticisms and responses to criticism

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

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

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Interlanguage Lexical Innovation

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Lexical innovation has been dealt with both in studies of second language lexical acquisition and communication, the former often trying to determine the principles that govern the acquisition of the word formation system of a language, the latter studying the application of these processes to compensate for deficiencies in interlanguage vocabulary during communication.

Both approaches are combined in the present work, which focuses on lexical innovation in the

learners and native speakers are sensitive to the gender and morphology of the head noun, and gender congruency: participants were more accurate when the head noun was masculine and overtly marked for gender, and when the two subject nouns were of the same gender.

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The Acquisition of Vowels in Spanish and English as Second Language

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

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

English NS learning Spanish (n= 54) and Spanish NS learning English (n= 17) completed four tasks in Spanish and four in English whereby they were exposed to both natural and synthesized data (330 synthesized vowels, as in Johnson *et al.* 1993) in order to analyze spectral differences in the perception of both sound systems, and how the learners' system may vary from that of the NS. In the natural speech tasks they had to identify the vowels with which they

were provided from list of written words, one of which contained the target vowel. In addition, they were asked to select which synthesized vowel sounds resembled the most the ones whose spelling was presented to them in the MOA task similar to the one developed by Johnson *et al.* (1993).

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

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ELT Profession: Challenges & Prospects

The Proceedings of the 2nd International conference on ELT, 2006, Eastern Mediterranean University, Turkish Republic of Northern Cyprus

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Eastern Mediterranean University

This is a collection of selected papers contributed to The 2nd International ELT Conference held in North Cyprus in 2006, which placed special emphasis on challenges and prospects in ELT profession. Part 1 includes papers presented by the plenary speakers like Cem Alptekin who focused on topical structure analysis of compositions, Deniz Kurtoglu Eken with her paper devoted to teacher training and A. Suresh Canagarajah with his paper about changing pedagogical priorities. Part 2, which consists of the selected papers, addresses various issues that challenge the foreign language teaching

oral production of Spanish learners of L2 English. The analysis and classification of the examples of lexical innovation spotted in the corpus provides a linguistic description of the word formation system of these learners' interlanguage, by determining the frequency of application of these mechanisms as well as the influence of linguistic, contextual and individual variables.

The participation of subjects of different proficiency levels in the L2 allows checking whether the principles of productivity, transparency and simplicity have any influence on the acquisition of L2 word formation. Finally, the detailed analysis of a selection of examples in context allows us to trace the psychological processes that take place during communication, and to ascertain the extent to which some contextual variables influence process selection.

ISBN 3 89586 541 9. **LINCOM Studies in Language Acquisition 11.** 220pp. USD 101.90 / EUR 75.50 / GBP 71.70. 2004.

A Neurobiological Theory and Method of Language Acquisition

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This monograph is NOT about teaching - it's about EFFECTIVE LEARNING from a perspective that leads to an entirely new form of learning and language acquisition involving transformational discovery, mentorship and interpretation.

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

In this seminal work, the author has drawn from contemporary clinical and experimental data beginning with effective traumatic learning to develop a Neurobiological theory of learning, including methodology and tenets. When applied in a traditional language classroom setting, the results have been nothing short of astounding.

With its focus on language acquisition and learning, this monograph is a treasure-trove of new information for educators, linguists, "teachers," tutors, psychologists, physicians and researchers interested in transforming a field that has remained in the "dark ages" for too long.

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The Acquisition of Malay Wh-Questions

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The purpose of this study is to provide an account of children's acquisition of wh-questions in the variety of Malay spoken in Singapore. The work examines how children acquire colloquial Malay, the language to which they are exposed at home and in the speech community before they are taught the standard, formal language in school. It is intended to be a contribution to the study of how children acquire typologically distinct language. In addition, it is a contribution to the examination of the grammar of colloquial Malay, a topic which has not been given much attention in studies of the Malay language. The following issues are examined: children's knowledge of the different options for asking simple questions (wh- in situ, questions employing wh-movement and focus questions), their knowledge of these question types in long-distance questions, and the role of island constraints in the syntax of these question types in the Malay of young children. The study uses two experimental methodologies; a comprehension task (the picture-story method) and a production task (elicited imitation). It is also based on a longitudinal spontaneous production study of two Malay-speaking children. In addition to its descriptive value, the thesis

is of theoretical interest. According to the innateness hypothesis, children have a biologically determined knowledge of Universal Grammar, and universals like the island constraints on movement are respected by all languages. Contrary to these expectations, the empirical evidence discussed in this thesis shows that Malay-speaking children, ages 4;5-6;5, appear not to respect island constraints on wh-movement. A careful analysis of the results, however, shows that this seeming challenge to Universal Grammar is more apparent than real, and that the island violations are the result of a processing effect in which in situ wh-questions, which are not subject to islands, prime the responses for the fully moved questions.

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The Acquisition of L2-English Spelling

SUSANA M. DOVAL-SUÁREZ

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The present study describes the orthographic interlanguage of Galician-Spanish undergraduates and pays special attention to the exploration of spelling errors in as far as they are indicators of the learners' use of strategies. The author's main assumption is that writing processes are also ruled by a grammar, and as a consequence, that learning to spell is a hypotheses-testing process.

The first part of the study provides the theoretical background of the book. Chapter 1 examines the linguistic approaches to the relationship between speech and writing. Chapter 2 presents a contrastive analysis of the different orthographic systems involved in the research. Chapter 3 provides the psycholinguistic background.

The second part of the study concentrates on the empirical analysis of the spelling data taken from 95 compositions and 30 dictations. Chapter 4 classifies, describes and explains the misspelling types identified in the composition sample, and is mainly devoted to the cross-sectional analysis of the four types of error mechanism (*displacements, additions, omissions and substitutions*), although a more detailed analysis of *substitutions* is attempted in terms of strategies. Finally, Chapter 5 is an attempt to ascertain the psychological reality of the strategies of *overgeneralisation* by means of a dictation-test consisting of 20 non-words. The study closes with a summary of the main conclusions that can be drawn from the different chapters.

By providing the first full description of the orthographic interlanguage of Spanish learners of English, the book could contribute to establishing a typology of mechanisms and strategies of misspellings made by L2-English learners in general, and so it may serve to answer questions such as: how do subjects who have learned to read and write using a regular system cope with an irregular system such as the English one? or how does L1-orthographic knowledge interact with L2-orthography learning?

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The Acquisition of the Chinese ba-construction

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The ba-construction is probably the best-known syntactic construction in Modern Standard Chinese, but little has been done on the acquisition of it by second language learners. My study fills this gap. The theoretical framework is Liu's (1997) aspectual analysis of ba. The study is experimental. The constraint on the ba-NP and the constraint on the ba-VP were investigated. The subjects were 65 students learning Chinese in the intensive Chinese program at the Defense Language Institute (DLI) in Monterey, California. They were in three proficiency groups. A group of 20 native speakers of Chinese also participated as a control group. The study involved two experiments based on video clips: production and grammaticality judgments. I also asked the subjects to indicate their confidence in their judgments. Results were that even though the learners generally produced fewer ba-constructions than the native speakers, their judgments of most of the sentences were as good as those of native speakers, indicating that they had some good knowledge of the construction. Moreover, learners with similar production patterns showed different patterns in their grammaticality judgments, suggesting that the two kinds of data complement each other in our understanding of language acquisition. Results also show that the confidence dimension captured subtle differences that would not have been captured by the judgments of grammaticality alone. Production patterns used by learners to substitute for the ba-construction and error patterns have also been identified. Finally, the variation among native speakers in their judgments of the ba-construction calls for a more systematic study of exactly how native speakers of Standard Chinese use the ba-construction, especially those who have been exposed to other Chinese dialects.

ISBN 3 89586 478 1. **LINCOM Studies in Language Acquisition 16.** 193pp. USD 88.40 / EUR 65.50 / GBP 62.20. 2006.

Crossing Disciplinary Boundaries to Improve the Analysis of Second Language Data

A Study of Copula Choice with Adjectives in Spanish

KIMBERLY L. GEESLIN
Indiana University

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

The first section of this book critically examines studies in theoretical and sociolinguistics. The second section includes an in-depth review of previous research on the second language acquisition of copula choice, followed by the presentation and application of a new model of analysis to data from novice,

intermediate and advanced learners, and native Spanish speakers. The final section addresses pedagogical and theoretical implications, and outlines future research goals.

Kimberly L. Geeslin is an Assistant Professor of Hispanic Linguistics at Indiana University. Her work on the second language acquisition of Spanish has appeared in *Studies in Second Language Acquisition*, *Linguistics*, *Language Learning* and *Hispania*.

ISBN 3 89586 373 4. **LINCOM Studies in Language Acquisition 15.** 181 pp. USD 95.10 / EUR 70.50 / GBP 66.90. 2005.

Developing Aspects of Second Language Discourse Competence

KATHERINE REHNER
University of Toronto

This work explores the development of aspects of discourse competence by French immersion students in Ontario, Canada. It represents a new front for second language acquisition and immersion research in that, firstly, it provides an in-depth analysis of the mastery by immersion students of several polysemous and poly-functional words (i.e., *comme/like*; *donc/alors/(ça) fait que/so*; *bon*; and *là*), words playing key roles in the expression of fundamental semantic notions (e.g., comparison, consequence, location) and discursive functions (e.g., emphasis, topic shifting, turn yielding). Secondly, it offers insight into the use of discourse markers by immersion students, an as yet under-researched area. Finally, it documents the influence on second language learners' discourse competence exerted by a range of independent factors, many of which have not before been applied to research on the development of this competence.

Katherine Rehner completed her Ph.D. in Second Language Education at the Ontario Institute for Studies in Education at the University of Toronto and held a two-year federally-funded Canadian post-doctoral fellowship in the Department of French Studies and the Department of Languages, Literatures and Linguistics at York University. Her research to date has focused primarily on the development of sociolinguistic and discourse competencies by advanced second language learners of French.

ISBN 3 89586 372 6. **LINCOM Studies in Language Acquisition 13.** 152pp. USD 84.60 / EUR 62.70 / GBP 59.50. 2005.

Bilingualism and Education:

From the Family to the School

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

This volume (whose title reflects the central theme of the *Second University of Vigo International Symposium on Bilingualism*, held in Vigo, Spain, in October 2002) deals with the relations between bilingualism and education through three major approaches, preceded by way of introduction by five texts of well-known authors in this field of study (*Part One*). The first of these perspectives (*Part two: Bilingual socialization in the family*) undertakes the processes of constitution of the bilingual child, through the child linguistic socialization within the family. This is an approach that in few occasions has been related with the necessary

depth, as we aspire to do in this book, to bilingualism in the formal educative and school domains. The second of these perspectives (*Part Three: Plurilingualism in education*) takes on the specific problems of bilingualism in the international institutional educative domain, with proposals of innovative models on multilingual/plurilingual education, reconsiderations on the role of plurilingual education in the maintenance of languages, as well as on the scope that these initiatives can have in their social environment. Finally, the third perspective (*Part Four: Bilingualism and education in contemporary Spain*) discusses the status of the languages in the educative systems of different Spanish communities.

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

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Pablo Sotés & Nekane Oroz: El tratamiento de las lenguas en Navarra

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ISBN 3 89586 735 7. **LINCOM Studies in Language Acquisition 12.** 580pp. USD 133.70 / EUR 99.10 / GBP 94.10. 2005.

Academic Attainments and Cultural Values

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University of the West Indies

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

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

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

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

This study evidences the paramount influence of cultural expectations on differential educational attainments in multicultural societies.

ISBN 3 89586 711 X. **LINCOM Studies in Second Language Teaching 01.** 332pp. USD 107.30 / EUR 79.50 / GBP 75.50. 2003.

Ethics and Education in Linguistically Diverse Classrooms

JOHN IPPOLITO
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This ethnography of language and education considers the ethics of pedagogy for linguistically and culturally diverse students. It does so by drawing on the existentialist ethics of the philosopher Emmanuel Levinas. Following the Levinasian connection between ethics and language, the study explores the ethical challenges and possibilities confronting teachers of junior school students (ages 6-10) who speak languages in addition to or other than the dominant language which, in this study's Canadian context, is English.

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

CH 1: PROBLEMATIC: ETHICAL PRACTICE IN LINGUISTICALLY DIVERSE CLASSROOMS

CH 2: PEDAGOGICAL RESPONSIBILITY AS ETHICAL ENGENDERMENT: EMMANUEL LEVINAS

CH 3: AN EMPIRICAL INQUIRY INTO IMAGES OF SELF AND OTHER IN LINGUISTICALLY DIVERSE CLASSROOMS

CH 4: TEACHING LINGUISTICALLY DIVERSE STUDENTS: IMAGES OF SELF AND OTHER IN LANGUAGE

CH 5: TEACHING LINGUISTICALLY DIVERSE STUDENTS: IMAGES OF SELF AND OTHER IN PEDAGOGY

CH 6: THE INTERPLAY OF SELF AND OTHER

Works Cited, Notes

ISBN 3 89586 833 7. **LINCOM Studies in Language Acquisition 14.** 136pp. USD 79.20 / EUR 58.70 / GBP 55.70. 2005.

Critical Discourse Analysis & Classroom Discursive Practices

EL MUSTAPHA LAHLALI
University of Leeds

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

In order to examine teaching/learning relations between teachers and students, this research presents a detailed analysis of the linguistic features used by teachers.

Such discourse features are IRF patterns, modality, politeness, Q/A and interruption. A comprehensive analysis of these features requires a focus on the social and cultural practices of which classroom practice is a part. This book demonstrates comprehensively the inextricable link between the participants' classroom discursive practices and their social and cultural practices.

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

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

ISBN 978 3 89586 253 3. **LINCOM Studies in Classroom Discourse 01.** 213pp. USD 89.80 / EUR 66.50 / GBP 63.10. 2007.

Investigating Reconstruction in a Second Language

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University of Colorado at Denver

Highly significant in current linguistic research (e.g., Barss, 2001; Lasnik, 2001), but not fully investigated in second language (L2) acquisition research (see Ying, 1999 for discussion), reconstruction refers to structures with a reflexive inside a moved noun phrase (e.g., John_i wonders which pictures of himself_{i/j} Bill_j likes.) or predicate (e.g., How proud of herself_i does Mary_j think that Jane_i is t_{i/*j}?). This research monograph examined L2 learners' interpretation of reconstruction in three separate studies.

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

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- Ch. 4 Timed Sentence Judgments on Reconstruction in English
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- Ch. 6 English Learners' Interpretation of Reconstruction in Chinese
- Ch. 7 Summary and Conclusion

ISBN 3 89586 842 6. **LINCOM Studies in Language Acquisition 09.** 250pp. USD 111.30 / EUR 82.50 / GBP 78.30. 2003.

Universal Communicative Strategies in Acquisition of Second Language Phonology

NITTAYA CHAIMANEE
University of Freiburg

This study investigates the significance of filled and unfilled pause phenomena as a universal strategy in language acquisition to achieve potential in communication across languages. Thai, the language of Thailand is used as a second language by speakers of different first languages as well as a first language in a natural setting, in Thai environment.

The study, by way of contrastive analysis between speech samples of native and non-native speakers, provides statistical results on the distribution of pauses, with discussion of significant features which affect pauses and significance of pauses in conversations in Thai.

(For the complete abstract, please see the LINCOM webshop: www.lincom.eu)

ISBN 3 89586 650 4. LINCOM Studies in Language Acquisition 01. 250 pp. USD 112.70 / EUR 83.50 / GBP 79.30. 1999.

Competencias e identidades interculturales

La educación en la costa caribe de Nicaragua y en otros contextos multiculturales

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

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

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

Primera parte: Experiencias y perspectivas de la educación intercultural bilingüe en las Regiones Autónomas de Nicaragua

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La educación indígena bilingüe intercultural: el caso de Oaxaca, México, Arturo Ruiz López

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

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ELT

Searching for Quality in ELT

The Proceedings of the 1st International Conference on ELT, 2001, Eastern Mediterranean University, Turkish Republic of Northern Cyprus

Edited by ÜLKER VANCÝ-OSAM & GÜL CELKAN; NECDET OSAM (Editor in Chief)
Eastern Mediterranean University,
North Cyprus

The First International English Language Teaching Conference was hosted on May 2-4 2001 by the Department of English Language Teaching, Faculty of Education, Eastern Mediterranean University, Turkish Republic of Northern Cyprus. The theme of the first conference was Searching for Quality in English Language Teaching.

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If a Thing's Worth Doing...
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Philip Blair
Eastern Mediterranean University, North Cyprus

(for the complete list of contributors, please see the LINCOM Webshop: www.lincom.eu)

ISBN 3 89586 745 4. LINCOM Studies in Second Language Teaching 03. 500pp. USD 139.10 / EUR 103.10 / GBP 97.90. 2005.

Recipes for Success in Foreign Language Teaching:

Teaching:

Ready-Made Activities for the L2 Classroom

KATHARINE N. HARRINGTON & TINA WARE (EDS.)
University of Maine, Oklahoma Christian University.

Much like a collaborative cookbook is a collection of best-loved recipes, "Recipes for Success in Foreign Language Teaching: Ready-made Activities for the L2 Classroom" is a collective volume of fifty teaching strategies, activities and ready-made lessons from language educators from all over the world. The lessons, both traditional and contemporary, are teachers' personally developed and road tested second language classroom activities that will benefit all French and Spanish instructors.

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

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

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

ISBN 978 3 89586 063 8. LINCOM Studies in Second Language Teaching 05. 180pp. USD 80.00 / EUR 59.30 / 56.30. 2007.