Abstracts

Language teaching

07–508 AMENGUAL-PIZARRO, MARIAN (U Balearic Islands, Spain), **How to respond to the demands set by the communicative approach? New challenges second-language (L2) teachers face in the classroom**. *European Journal of Teacher Education* (Routledge/Taylor & Francis) 30.1 (2007), 63–73.
doi:10.1080/02619760601120007

This study investigates prospective teachers' language needs in L2 teacher training programmes. A questionnaire was constructed and administered to a total of 79 first, second and third year students in the teaching training school at the University of the Balearic Islands (UIB). The questionnaire attempted to elicit student teachers' views on the following aspects: a) L2 teachers' qualities; b) Relevance of a Methodology, a Theory and a Language Improvement component in training courses; c) Perceived command of the English language and d) Potential use of English in future classes. The results confirm the value of including a Language Improvement component in teacher training courses to better meet the needs of future teachers and help them respond to the new demands set by the communicative approach. Results also suggest that a more balanced approach between both a Language Improvement and a Methodology component can play a crucial role in the successful implementation of the communicative approach in L2 contexts.

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

07–509 COMPTON, LILY K. L. (Iowa State U, USA; lilycompton@yahoo.com), **The impact of content and context on International Teaching Assistants' willingness to communicate in the language classroom**. *TESL-EJ* (http://www.tesl-ej.org) 10.4 (2007), 20pp.

Past studies have identified the impact of situational and enduring variables on second language (L2) learners' willingness to communicate (WTC) in the L2. This qualitative study triangulates data from two classroom observations, semi–structured interviews with four students and class instructor, and personal experiences including communication with peers to examine the impact of content and context on four international teaching assistants (ITAs)' WTC in their language class. Results suggest that ITAs are more willing to communicate when there is shared knowledge of field-specific content or if they feel confident with their L2 ability. Cultural factors and international posture were also important factors that contributed to the level of ITAs' WTC.

http://writing.berkeley.edu/tesl–ej

07–510 GOTO BUTLER, YUKO (U Pennsylvania, USA), **Factors associated with the notion that native speakers are the ideal language teachers: An examination of elementary school teachers in Japan**. *JALT Journal* (Japan Association for Language Teaching) 29.1 (2007), 7–40.

Recently, there have been a number of studies focusing on the qualifications of native and nonnative language teachers. The notion that native speakers constitute the ideal language teachers appears to be widespread among teachers and students. This concept has been particularly influential in English teaching, although its validity has been questioned. This study aims to identify perceptional factors that are most likely associated with the notion held among many nonnative English–speaking teachers in East Asia that native English speakers are the ideal language teachers. This study focuses on Japanese elementary school teachers who have been asked to introduce English activities in their classes. Based on a detailed questionnaire, completed by 112 Japanese elementary school teachers, a number of perceptional factors were identified. These include: (a) their self-addressed English proficiency levels, (b) their attitudes towards nonstandard forms of English, and (c) their sense of pride in their own language and cultural heritage.

http://jalt–publications.org/jj

07–511 HILLYARD, LINDSEY, RANDI REPPEN (Northern Arizona U, USA; randi.reppen@nau.edu) **& CAMILLA VÁSQUEZ, Bringing the outside world into an intensive English programme**. *ELT Journal* (Oxford University Press) 61.2 (2007), 126–134.
doi:10.1093/elt/ccm005

This article describes the efforts of an intensive English programme to design a class that addressed the challenges of bringing authentic English into the curriculum. This class exposed students to a variety of authentic English language input, while providing support. Through this class, students volunteered with various community organizations. These placements were linked with the curriculum of our intensive English programme. This hybrid class consisted of class meetings, electronic discussions, the community

placement, paper journals, a final reflection paper, and a capstone experience.

http://www.eltj.oxfordjournals.org

07–512 HYLAND, KEN (U London, UK; k.hyland@ioe.ac.uk) **& ERI ANAN, Teachers' perceptions of error: The effects of first language and experience**. *System* (Elsevier) 34.4 (2006), 509–519.
doi:10.1016/j.system.2006.09.001

This study investigates raters' identification of errors in the writing of an EFL student. Drawing on data collected from a correction task and a questionnaire, we examine the beliefs and practices of three distinct groups of 16 participants in each: native English speaking EFL teachers, Japanese speaking EFL teachers and educated native English speaking non–teachers. Participants were asked to identify and correct the errors in an authentic text written by a Japanese university student, judge which errors they considered the most serious, and to give reasons for their choices. The results confirm earlier studies that non–native English speaking teachers are generally more severe in grading errors and rely more on rule infringement rather than intelligibility in judging seriousness. In addition, we discovered that the Japanese teachers were far more likely to regard stylistic variations as errors, although the native English speaking teachers were sensitive to features of formality and academic appropriacy. We argue that these differences are a result of the participants' experiences and discuss the issues surrounding error identification for teachers.

http://www.elsevier.com

07–513 KATO, MIE (Yoshiki Senior High School, Japan), **Corrective feedback in oral communication classes at a Japanese senior high school**. *The Language Teacher* (Japan Association for Language Teaching) 31.3 (2007), 3–8.

This study examines the distribution of corrective feedback provided by teachers when interacting with learners in oral communication classes at a Japanese senior high school. Thirteen classes were observed in which an assistant language teacher (ALT) and four Japanese teachers of English (JTE) taught 160 first–year senior high school students. The study found that teachers provided recasts more frequently than other types of feedback, and that task-based interaction, using textbooks, drew more feedback than question–answer quiz activities using PowerPoint slides. Effective corrective feedback draws learners' attention to linguistic features and enhances second language learning. However, to date, there have been very few observational studies done on Japanese high school oral communication classes focusing on error correction. This study shows how teachers actually provide feed-

back following learners' non–target-like utterances, and contributes to the exploration of valid error correction.

http://jalt-publications.org/tlt/

07–514 KAWAI, YUKO (Tokai U, Japan), **Japanese nationalism and the global spread of English: An analysis of Japanese governmental and public discourses on English**. *Language and International Communication* (Multilingual Matters) 7.1 (2007), 37–55.
doi:10.2167/laic174.0

Globalisation has accelerated the spread of English internationally, challenged nationalisms and put nation states in a dilemma in which they have to promote English, a foreign language, in addition to their national languages. Focusing on the proposal in January 2000 to establish English as an official language of Japan, this study attempts to understand and critique how English is represented in relation to Japanese nationalism in government and popular discourses and thereby explores implications for teaching English as a foreign language and intercultural communication.

http://www.multilingual–matters.net

07–515 LEE, YO-AN (DePaul U, Chicago, USA; ylee19@depaul.edu), **Third turn position in teacher talk: Contingency and the work of teaching**. *Journal of Pragmatics* (Elsevier) 39.1 (2007), 180–206.
doi:10.1016/j.pragma.2006.02.004

As part of the familiar three–turn sequence in pedagogical discourse, the third turn position in classroom talk is considered to play an important role in giving feedback on second turn answers produced by the students. The prior literature relies on functional categories to explain the relationship between teachers' third turn moves and student learning and yet, their analyses often take for granted the local exigencies embedded in the three–turn sequence. In producing the third turn, classroom teachers come to terms with far more local and immediate contingencies than what is projected by blanket terms such as 'evaluation', 'feedback', or 'follow–up'. Following Ethnomethodology and Conversation Analysis, this paper examines and specifies the local contingencies that surround the teacher's third turn in order to bring into view the unforeseen range of the method of actions that teachers display. Based on 46 hours of ESL classroom interactions, several collections of talk exchanges are analyzed to demonstrate how the third turn carries out the contingent task of responding to and acting on the prior turns while moving interaction forward. It is in these procedural aspects of interaction that we find the practical enactment of the classroom teachers' pedagogical work.

http://www.elsevier.com

07–516 LESHEM, SHOSH (Oranim Academic College of Education, Israel) & VERNON TRAFFORD (Anglia Ruskin U, UK), **Unravelling cultural dynamics in TEFL: Culture tapestries in three Israeli schools**. *Teachers and Teaching: Theory and Practice* (Routledge/Taylor & Francis) 12.6 (2006), 639–656.
doi:10.1080/13540600601029652

This article addresses the issue of the hidden cultural dynamics prevailing in teaching and learning English as a foreign language. The study examined the extent to which teachers' oral feedback and the resulting classroom interaction were affected by aspects of the cultural backgrounds of the teacher and the learners. Evidence is based on an ethnographic study in three discretely different cultural settings of Israeli junior high school EFL classrooms: Jewish secular, Jewish ultra-orthodox, and Arab. Extended observation of the classes was undertaken to identify the specificity of patterns in teacher–learner relationships, and this was supported by interviews with the three teachers and their respective principals. Analysis revealed three distinctive micro-cultures that were found to reflect elements of each specific macro-culture. Conclusions are drawn as to the effect of these elements on the language teaching and learning process, and also on the distance between the cultural backgrounds of the teacher and students and the culture of the target language.

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

07–517 McCROSTIE, JAMES, **Investigating the accuracy of teachers' word frequency intuitions**. *RELC Journal* (Sage) 38.1 (2007), 53–66.
doi:10.1177/0033688206076158

Previous research has found that native English speakers can judge, with a relatively high degree of accuracy, the frequency of words in the English language. However, there has been little investigation of the ability to judge the frequency of high and middle frequency words. Similarly, the accuracy of EFL teachers' frequency judgements remains largely unstudied. This study required two groups of native English speakers (English teaching professionals and undergraduate university students) to judge the frequency of words by ranking two lists of 24 words in order of frequency. The first list covered a wide range of frequency levels and the second list covered words in the middle frequency range. The results from this study indicate that the English teaching professionals' accuracy judgments do not seem to be significantly better than university undergraduates. Furthermore, both groups of native English speakers had difficulty judging the frequency of words in the middle frequency range. These results indicate the need for teachers to consult frequency lists rather than rely solely on their intuitions.

http://rel.sagepub.com

07–518 McDONOUGH, KIM (Northern Arizona U, USA; kim.mcdonough@nau.edu) & WANPEN CHAIKITMONGKOL, **Teachers' and learners' reactions to a task-based EFL course in Thailand**. *TESOL Quarterly* (Teachers of English to Speakers of Other Languages) 41.1 (2007), 107–132.

Although many studies have described the L2 learning opportunities created by individual tasks, considerably less research has investigated task-based syllabi and courses (Candlin 2001, Bruton 2002, Ellis 2003, Skehan 2003). This case study investigated teachers' and learners' reactions to a task-based EFL course at a Thai university. A team of Thai EFL teachers created the syllabus, which was pilot tested and revised before being introduced university-wide. For this study, we collected the teachers' and learners' impressions about the course over a 12-month period during the pilot testing and revision phases. We identified their reactions using a qualitative analysis of oral and written data elicited through (a) task evaluations, (b) learning notebooks, (c) observations, (d) course evaluations, and (e) interviews. The findings indicate that, despite initial reservations, they believed the course encouraged learners to become more independent and addressed their real world academic needs. Implications for the implementation of task-based language teaching in other EFL contexts are discussed.

http://www.tesol.org

07–519 MD YUNUS, MELOR (U Bristol, UK; Melor.Md-Yunus@bristol.ac.uk), **Malaysian ESL teachers' use of ICT in their classrooms: Expectations and realities**. *ReCALL* (Cambridge University Press) 19.1 (2007), 79–95.
doi:10.1017/S0958344007000614

English as a Second Language (ESL) teachers in Malaysia, as in many other countries, are anxious to exploit the potential of Information and Communication Technologies (ICT) to enhance the teaching and learning process. Given the increasing pressure exerted by technological developments on language education, it is important to understand the underlying factors behind teachers' decisions regarding ICT. Egbert et al. (2002) state that few investigations have been conducted on computer-using language teachers' development. According to BECTA (1999) the learning potential of ICT is not being realised, because many teachers are not familiar with ICT and do not use it in their teaching. This study investigates the present use of ICT among ESL technical school teachers in teaching, factors that affect the use of ICT and perceptions of their skills in ICT. The theory that frames this study is drawn from theories of learning. The model adopted is Davis' Technology Acceptance Model (TAM) (1989) which provides a basis for determining ICT attitudes and factors affecting the usage of ICT in teaching. Data was collected via a questionnaire survey of ESL technical

333

school teachers in Malaysia, and followed by semi–structured interviews with them. The questionnaire data was analysed using descriptive statistics and later triangulated with the interviews. The findings will be presented and elaborated upon in this paper.

http://journals.cambridge.org/jid_REC

07–520   NAULT, DERRICK (Jeonju U, South Korea), **Going global: Rethinking culture teaching in ELT contexts**. *Language, Culture and Curriculum* (Multilingual Matters) 19.3 (2006), 314–328. doi:10.2167/lcc322.0

This paper argues that the manner in which culture is taught to English learners needs to be rethought in light of the globalisation of the English language. It is maintained that change is needed in at least three areas. First, English teaching professionals should discard the notion that the US and Great Britain represent the sole 'target cultures' of the English language. Second, they should rethink the goals of culture and language education to better meet their students' diverse needs. And third, ELT professionals should do more to design and/or select teaching materials that are international and inclusive in scope. The paper concludes that EFL/ESL instructors should better educate themselves and their students on world cultures to promote genuine linguistic/cultural awareness and international understanding.

http://www.multilingual–matters.net

07–521   O'BRIEN, ANNE & VOLKER HEGELHEIMER (Iowa State U, USA; aobryan@iastate edu), **Integrating CALL into the classroom: The role of podcasting in an ESL listening strategies course**. *ReCALL* (Cambridge University Press) 19.2 (2007), 162–180. doi:10.1017/S0958344007000523

Despite the increase of teacher preparation programs that emphasize the importance of training teachers to select and develop appropriate computer-assisted language learning (CALL) materials, integration of CALL into classroom settings is still frequently relegated to the use of selected CALL activities to supplement instruction or to provide additional practice. For the most part, we are still quite a way from what Bax (2003) calls the normalization stage of CALL, i.e., the stage where CALL becomes invisible and truly integrated. Podcasting, a new method of delivering on–demand audio and video files via the Web, shows promise as a technology that may allow teachers to expand the confines of their classrooms, and is becoming increasingly popular in educational contexts. Current use of podcasting in education remains, however, limited primarily to the delivery of recorded lectures in a portable, online format. We believe podcasting has the potential to not only act as a rich source of input and instruction for students in the language classroom, but also to transform instruction. Consequently, this paper describes a structured attempt to integrate CALL activities in the form of podcasts into an academic English as a Second Language (ESL) course on listening strategies. Preliminary evaluation of this ongoing project suggests that both the teacher and the students find the podcasts to be a positive component of the course.

http://journals.cambridge.org/jid_REC

07–522   O'DOWD, ROBERT (U León, Spain; dfmrod@unileon.es), **Evaluating the outcomes of online intercultural exchange**. *ELT Journal* (Oxford University Press) 61.2 (2007), 144–152. doi:10.1093/elt/ccm007

This paper reports the findings of three qualitative studies which were carried out in university level EFL classes in Germany. The three groups used various combinations of communication technologies such as email, web-based message boards, and video conferencing in order to engage in online exchanges with different partner classes in Ireland and the USA. The research was aimed at establishing, firstly, how such virtual intercultural contact can contribute to the development of intercultural communicative competence, and secondly, what skills and knowledge both students and teachers need in order to engage successfully in this complex online learning activity. The research revealed that the success of such exchanges often depends on their appropriate integration into the language classroom and that it is necessary to reassess the role of the teacher in telecollaborative exchanges.

http://www.eltj.oxfordjournals.org

07–523   RABY, FRANÇOISE (U Stendhal de Grenoble, France; Francoise.Raby@libertysurf.fr), **A triangular approach to motivation in Computer Assisted Autonomous Language Learning (CAALL)**. *ReCALL* (Cambridge University Press) 19.2 (2007), 181–201. doi:10.1017/S0958344007000626

This study was carried out in a language centre, in French higher education. Teachers and researchers had contrived a pedagogical system labeled guided autonomy which combined class attendance in groups and self-study in the self-study room. This kind of autonomous and technologically enhanced learning system will be referred to as CAALL (Computer Assisted Autonomous Language Learning) in this paper. To investigate and reflect critically on the students' practices in CAALL, it was decided to carry out an extensive triangular study, cross-checking different data (Raby 2003, 2005). The data pertained to what students did (physical behaviors while working), and to how they felt about it (verbal behaviors in the form of journals). Six students volunteered to take part in that experience. They were observed six times consecutively while working autonomously. In addition, we analyzed the journals in which they wrote about their feelings in

334

connection with the CAALL system. From the students' observations, three strategic models emerged (epistemic, procedural and mixed). From the journal analyses, different motivational attitudes appeared, ranging from enthusiastic appraisal to stark rejection. One unexpected result yielded by the triangular approach was the importance of internal factors (the learners' characteristics) versus external factors (the learners' environment) in the process of appropriation of the new learning system.

http://journals.cambridge.org/jid_REC

07–524 SAKUI, KEIKO (Kobe Shoin Women's U, Japan), **Classroom management in Japanese EFL classrooms**. *JALT Journal* (Japan Association for Language Teaching) 29.1 (2007), 41–58.

The problems of classroom management in many academic subjects are an important area of research in general education in many countries (Doyle 1990; Jones 1996; Kagan 1992; Tauber 1999). Compared to the level of interest in the field of general education, not enough attention is paid to classroom management issues in language classrooms, and in particular there is little empirical research on classroom management in English as a Foreign Language (EFL) in Japan. To fill this gap, this study will report on: a) classroom management difficulties that arise in Japanese EFL classrooms when teachers try to teach English communicatively, b) how teachers conceptualise and attempt to deal with these problems, and c) what strategies can be offered to alleviate these problems.

http://jalt-publications.org/jj

07–525 SAVIGNON, SANDRA J. (Pennsylvania State U, USA), **Beyond communicative language teaching: what's ahead?** *Journal of Pragmatics* (Elsevier) 39.1 (2007), 207–220. doi:10.1016/j.pragma.2006.09.004

The emergence of English as a global language, technological innovation and a growing need for learner autonomy are changing the contexts of language learning rapidly and profoundly. Recognition of the current complexity and diversity of these contexts has led some to suggest that we have moved 'beyond methods' to a postmethod condition (Kumaravadivelu 2002), that the quest for a better method has been or should be abandoned in favour of the identification of practices or strategies of teaching designed to reflect local needs and experiences. This paper considers the professional consequences of the challenges facing the language teaching profession in the years ahead. How will the needs and goals of the next generation of learners be met? Will applied linguists continue to assert an expert or authority status in the determination of practice? Or will a postmethod era lead to the recognition of teachers as the professional decision-makers and theory builders that they in fact could be?

http://www.elsevier.com

07–526 STARKEY, HUGH (U London Institute of Education, UK), **Language education, identities and citizenship: Developing cosmopolitan perspectives**. *Language and International Communication* (Multilingual Matters) 7.1 (2007), 56–71. doi:10.2167/laic197.0

This paper argues that there is often tension between language learning policies that promote intercultural communication and persistent traditions of language teaching that identify languages with national cultures. Interviews with teachers confirm these tensions, revealing that the mindset of teachers may privilege a bicultural nationalist paradigm. Even where teachers have a clear commitment to intercultural perspectives, the implications of this may not be in tune with the teaching materials they find. The paper suggests that a dialogue with teachers of citizenship and multicultural education could help to provide a clearer perspective. In particular the concept of cosmopolitan citizenship, linking the local, the national and the global, may help teachers to progress from dominant nationalist paradigms.

http://www.multilingual-matters.net

07–527 STOCKWELL, GLENN (Waseda U, Japan; gstock@waseda.jp), **A review of technology choice for teaching language skills and areas in the CALL literature**. *ReCALL* (Cambridge University Press) 19.2 (2007), 105–120. doi:10.1017/S0958344007000225

The use of technology in language teaching and learning has been the focus of a number of recent research review studies, including developments in technology and CALL research (Zhao 2003), CALL as an academic discipline (Debski 2003), ICT effectiveness (Felix 2005), and subject characteristics in CALL research (Hubbard 2005), to name a few. Such studies have contributed to clarifying how language learning technologies have been investigated, but questions remain regarding how these technologies have been used in achieving learning objectives. In other words, what technologies do CALL practitioners select for the teaching of a certain language skill or area such as listening, grammar or pronunciation? Are the decisions to use these technologies made on pedagogical grounds, or alternatively, are there other aspects that are more instrumental in influencing what is used in the language classroom? The purpose of this study is to review the literature to examine what technologies are used in the teaching of the language skills and areas. All empirical research articles appearing in four major English-language journals in the field of CALL (*CALICO Journal*, *CALL*, *Language Learning & Technology*, and *ReCALL*) from 2001 to 2005 were examined and the results collated to determine (1) what types of technologies are being used in the teaching of specific language skills and areas, (2) whether researchers had a clear idea in mind regarding their choice of technology or technologies in relation to their learning

objectives, and (3) whether the researchers attempted to capitalise upon the features inherent in the technology or technologies as opposed to traditional, non-CALL means. The paper concludes with a discussion of the relationship between technology and pedagogical goals.

http://journals.cambridge.org/jid_REC

07–528 **TAN, ZHI** (Guangdong U Foreign Studies, China; tanzhi@mail.gdufs.edu.cn), **Questioning in Chinese university EL classrooms: What lies beyond it?** *RELC Journal* (Sage) 38.1 (2007), 87–103.
doi:10.1177/0033688206076161

This paper reports the findings of a study examining classroom questioning behavior and its impacts on students' development. A triangulation was conducted to collect data: observations of nine university English lessons, semi–structured interviews with six teachers and focus group discussions with three groups of students. The data showed that many of the questions asked were lower cognitive questions and that they were mostly answered in chorus or by teacher nomination. The findings revealed that questioning was employed by the teachers to check text comprehension, hold the students' attention on the texts, to enhance and protect teacher's and students' face, to maintain classroom discipline, to establish teacher authority, and to gain student respect and acceptance. The results indicate that the questioning behavior identified is likely to have potential negative impact on the students. Tentative suggestions are made for improving questioning style to fit the Chinese educational reform agenda.

http://rel.sagepub.com

07–529 **ÜSTÜNLÜOGLU, EVRIM** (Izmir U of Economics, Turkey), **University students' perceptions of native and non-native teachers**. *Teachers and Teaching: Theory and Practice* (Routledge/Taylor & Francis) 13.1 (2007), 63–79.
doi:10.1080/13540600601106096

The employment of native teachers of English in countries where English is a foreign language, coupled with a growing concern over teaching effectiveness, has led to collecting data about teachers' performance through student feedback. Not much research has been carried out in Turkey to evaluate the process and output of language teaching by native and non–native teachers from students' points of view. The aim of this study is to identify university students' perceptions of native and non–native teachers of English as well as to identify deficiencies and needs in the teaching process so that some suggestions can be made. A data pool of 311 university students participated in this study and evaluated 38 native and non–native teachers of English. A questionnaire was used as the instrument and it consisted of 30 items related to in-class teaching roles, in-class management roles, in-class communication

roles, and individual features. The results indicate that there is a meaningful difference between native and non-native teachers of English from the students' perspective. The results suggest that non-native teachers fulfil in-class teaching and in-class management roles better than native teachers do while native teachers fulfil in-class communication skills and present more favourable qualities. The results will be beneficial for native and non-native teachers in terms of realizing their deficiencies and raising awareness. For further research, using student achievement level along with the results of student ratings would lead to more convincing results. The evaluation of teachers by their students is not a widely used approach in Turkey and further research in this area would benefit from a wider subject base.

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

07–530 **VARGHESE, MANKA M. (U** Washington, USA; mankav@u.washington.edu) **& BILL JOHNSTON**, **Evangelical Christians and English language teaching**. *TESOL Quarterly* (Teachers of English to Speakers of Other Languages) 41.1 (2007), 5–31.

Evangelical Christians are an enduring and growing presence in the field of English language teaching worldwide and in the TESOL organization in particular. Yet to date, hardly any empirical research has been done on this population of teachers or on the links between English teaching, religious beliefs, and missionary work. This article reports on a qualitative study of ten English language teachers-in-training at two evangelical Christian colleges in the United States. Using interview data, the study explores the religious beliefs of the participants and the complex, varied, and often still developing ways in which these beliefs relate to their perspectives on missionary work and on the relationship between religious faith and English language teaching (ELT). We conclude by identifying a key moral dilemma raised by the participants' values as related to several of the dominant discourses present in ELT.

http://www.tesol.org

07–531 **ZACHARIAS, NUGRAHENNY** (Satya Wacana Christian U, Indonesia; ntz_abac@yahoo.com), **Teacher and student attitudes toward teacher feedback**. *RELC Journal* (Sage) 38.1 (2007), 38–52.
doi:10.1177/0033688206076157

This study aims to explore students' attitudes toward teacher feedback. The study used a triangulation of participants and methods in which the practice of feedback was seen from the perspectives of students and teachers collected from the quantitative data (questionnaires) and qualitative data (open-ended items in questionnaires and interviews). A total of 100 students participated in filling in the questionnaires and 21 of them were interviewed using a semi–structured format. In addition, there were 20 teachers who completed

336

the questionnaires and 10 of them were interviewed using the same semi-structured format. The findings show that generally teachers and students have a marked preference for teacher feedback. The high preference for teacher feedback was mainly the result of the respondents' positive attitudes towards teacher feedback. Interestingly, student preferences for teacher feedback also stemmed from their awareness that teachers control grades. The data collected from the questionnaires and interviews indicated that students preferred teacher feedback that was specific since this kind of feedback would facilitate students in the revision process. Students also show a high preference for feedback which focused on language. Compared to feedback on content, feedback on form was considered to be more helpful. Students often complained that teacher feedback on content tended to be general and sometimes, contradictory to student ideas. Moreover, the interview data illustrated that teacher feedback contributed greatly to students' emotional states particularly their motivation and attitudes towards writing.

http://rel.sagepub.com

07–532   ZENG, ZHEN (New York U, USA; zz290@nyu.edu) **& ELIZABETH MURPHY**, **Tensions in the language learning experiences and beliefs of Chinese teachers of English as a Foreign Language**. *TESL-EJ* (http://www.tesl-ej.org) 10.4 (2007), 19 pp.

This study explores the Language Learning Experiences (LLEs) and beliefs of six non-native speaking (NNS), English as a Foreign Language (EFL) teachers in China. Data collection involved an online questionnaire, an asynchronous focus group, as well as individual online interviews. Findings were presented as profiles of the six cases. Cross-case analysis using open and axial coding resulted in the identification of three categories of concepts as follows: positive versus negative affect in language learning; authority versus autonomy; authentic versus didactic language learning. The tensions within and between the categories and concepts point to the complexity of EFL teaching and learning in China.

http://writing.berkeley.edu/tesl–ej

Language learning

doi:10.1017/S0261444807004594

07–533   ANH TUAN, TRUONG & STORCH NEOMY (U Melbourne, Australia; neomys@unimelb.edu.au), **Investigating group planning in preparation for oral presentations in an EFL class in Vietnam**. *RELC Journal* (Sage) 38.1 (2007), 104–124. doi:10.1177/0033688206076162

Research on pre-task planning has shown that planning has beneficial effects on learners' subsequent language

output. However, to date most of this research has focused on solitary rather than group planning. Furthermore, very few studies have investigated what actually happens during the planning time. This study, conducted in an EFL class in Vietnam, investigated the nature and impact of group planning on learners' subsequent individual oral presentations. The learners (n = 17) worked in small groups preparing for oral presentations. At the end of the planning session, two learners from each group were randomly selected to give presentations. All group work and individual presentations were audio recorded and teacher observation notes were collected. Transcribed oral data were coded for idea units and language related episodes as well as salient features of group interaction. The study found that group planning dealt with the content rather than the language of presentations. Using a matching procedure, the study found that most of the ideas presented were generated during the planning time. However, there were variations between the groups. The group that seemed to be the most interactive and that focused on both content and language was a group composed of mixed proficiency learners.

http://rel.sagepub.com

07–534   BADA, ERDOGAN & BILAL GENC (U Çukurova, Turkey; erdoganbada@gmail.com), **An investigation into the tense/aspect preferences of Turkish speakers of English and native English speakers in their oral narration**. *The Reading Matrix* (Readingmatrix.com) 7.1 (2007), 141–150.

The study of SLA began around the beginning of the 70s with the emergence of both theoretical and empirical studies. Undoubtedly, the acquisition of tense/aspect, besides other topics, has attracted much interest from researchers. This study investigated the use of telic and atelic verb forms in the oral production of Turkish speakers of English (non-native speakers or NNSs) and native speakers of English (NSs). To elicit how the foreground and background of narrative formed; which tense/aspect is preferred in the foreground and background, each participant produced one monologue whose topic was retelling a film. The results showed that the discourse of non–native speakers exhibit target–like qualities not only in terms of usage of verbs according to their inherent semantic aspect of verbs only but also in terms of distribution of verb types in the foreground and background of discourse.

http://www.readingmatrix.com/journal.html

07–535   BEASLEY, ROBERT (Franklin College, USA; rbeasley@franklincollege.edu)**, YUANGSHAN CHUANG & CHAO-CHIH LIAO**, **Determinants and effects of English language immersion in Taiwanese EFL learners engaged in online music study**. *The Reading Matrix* (Readingmatrix.com) 6.3 (2006), 330–339.