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**Title of the Book:** *Multilingual Theory and Practice in Applied Linguistics*

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**Reviewed by:**

**Dr. Pratap Kumar Dash**

**Asstt. Prof. in English**

**Faculty of Education Brack, Sebha University, Libya**

This is the collection of research papers of the Proceedings of the 45th Annual Meeting of the British Association for Applied Linguistics (BAAL), 6- 8 September 2012 at University of Southampton. The book contains total number of 64 papers from various specific as well as emerging areas of Applied Linguistics ranging from language extinction in Nigeria to experiments with bilingual and multilingual contexts and ELL in Asian and European countries. Also, there are papers related to ESP, online ELL, language choice and identity, motivation and anxiety in FL learning etc. However, the thrust of this review is mostly on the papers dealing with experiments, concepts, applications and observations in ESL/EFL teaching and learning which are rather renewed or emerging and of general interest. The papers have been reviewed here in the sequence of language skills followed by the themes of language teaching and learning.

#### 1. Listening skill

On listening skill, the paper entitled 'Advancing L2 listening pedagogy: Process-based Listening Instruction' by Joseph Siegel reflects on how listening has begun to get much needed attention from second language (L2) teachers and researchers and for good reason. It is the language skill used most often by both first language (L1) and L2 users. However, methods for teaching L2 listening have included mere exposure to the L2 and a focus on comprehension questions. These methods do little to provide holistic, scaffolded listening practice that can help novice L2 listeners make noticeable progress in the L2 listening competency. Therefore, this paper, part of the Language Learning and Teaching SIG Track, introduces Process-based Listening Instruction (PBLI) as a possible advancement on previous L2 listening pedagogy.

#### 2. Speaking Skill

On speaking performance and assessment, there are three papers. In 'Test-taker familiarity and speaking test performance: Does it make a difference?' by Lucy Chambers, Evelina D Galaczi1 & Sue Gilbert say that it is now widely recognized that the interlocutor is a fundamental facet in face-to-face speaking assessment. A growing body of literature has provided useful insights about the 'interlocutor effect' in individual, paired and group speaking tests, i.e. the influence which interlocutors can exert on the discourse produced and scores received in speaking tests. Both the statistical analysis of candidate score data and the qualitative analysis of questionnaire and interview responses have indicated that candidate familiarity plays a minimal role. It is important to remember, however, that this study was done in a European context and so

any generalizations about the results need to be supported by data gathered from a range of different cultural settings.

'Can Learners Self-assess Their Speaking Ability Accurately?' by Hana Ibberson focuses on whether learners are able to assess their own language abilities considering the issue of whether self-assessment (SA) a valid and reliable supplement to traditional assessment. The study attempts to explore the validity of learners' SA of their own speaking ability according to the CEFR scales with the rater-training if required and the validity of the scales related to learners' SA. The findings suggest that learners can self-assess accurately depending on the scale used, i.e. learners' SA using an immediate retrospective scale (*4QAOSLU*) is more valid than a general retrospective scale (the *SA checklist*) and with an appropriate and sufficient training.

'Hey, you've missed out a point!: Co-construction of interactional competence through contriving disagreement in peer group speaking assessment' by Daniel M.K. Lam discusses interactional competence which has been increasingly recognized as co-constructed (Young, 2008). The assessment is not only a simple display of ability by individual test-takers (e.g. answering multiple-choice questions in a reading test) but also a product of their active construction as competent participants of interaction. More importantly, as recent research (e.g. Galaczi, 2008; Brooks, 2009) has shown participants take shared responsibility or credit in co-constructing different interactional patterns, evidence of their interactional competence (or lack thereof). This paper examines an assessment context in which the co-construction of interactional competence takes place both prior to and within the assessed interaction.

### 3. Reading Skill

There are two papers on reading skills. The first is Cem Apltekin and Gülcan Erçetin's 'Relationships between Reading Span Tasks and L2 Learning: Possibilities for Concern Involving Construct Equivalency' in which they say that Reading Span Tasks (RSTs), with their processing and storage components, have been utilized to measure working memory (WM) capacity in linguistic and conceptual tasks in first-language (L1) use, including L1 reading comprehension. Research has shown that RST-based L1 and L2 WM outcomes correlate positively, the relationship being both language- and task-independent. L2 reading is associated principally with the semantic resources of both the L1 and L2 and, to a lesser degree, their level of proceduralized L2 syntax, with L1 syntax being inconsequential in this relationship. Consequently, construct equivalency may be compromised, depending on whether RSTs make use of syntactically or semantically designed tasks in the L1 or L2. The second is 'Facilitation Effects of Text Repetition on EFL Reading Comprehension Depend on the Hierarchical Structure of the Text' by Shuichi Takaki in which the author says that text repetition is one of the major forms of instruction used in L2 reading classrooms, and many studies have found that it facilitates reading comprehension (Mills, Simon, & tenBroek, 1998; Raney, 2003). There are various explanations for how text repetition affects reading comprehension.

Whereas there are many studies supporting the facilitation effects of repetition, a few studies have not fully supported the effectiveness of text repetition on reading comprehension. The study showed the possibility that the repetition effect depends on text macrostructures, and repetition effects differ according to the importance of the information in a text. That is, the more important text information is, the more comprehension of it is facilitated at a second reading. The study examines the repetition

effects on L2 reading comprehension in terms of hierarchical text structure based on information importance. It may be predicted that text repetition facilitates understanding of relatively important information (e.g., main ideas) more than trivial information (e.g., details).

#### 4. Writing Skill

Two papers focus on the researches on writing skill. Firstly, 'Idea Generation in L1 and FL Writing' by Esther Breuer is about how English has become the prospective *lingua franca* in the academic community. This means that the language of publication for many members in the academic community is not their native language, which poses an extra cognitive demand on the writers. One method for dealing with this demand is to slow down one's writing processes. The results show that thinking-through-writing works better in the L1 than in the FL, but that it had the negative consequence of 'content overload' in the free writing condition, whereas the note-taking condition, in which the amount of ideas was lowest in the L1, led to rhetorically better-structured essays.

The second is 'A study of formulaic language in Chinese EFL learners writing at university level' by Jiaoyue Chen studies Formulaic language which has been studied from different foci, either extracting lexical bundles based on frequency in large corpora (Biber, 2006; Biber et al, 2004; Cortes, 2002; Hyland, 2008a, 2008b), or identifying formulaic items according to intuitions from individuals. Few studies have provided the link between individuals and their language use, especially in writing. They make a study that investigates the occurrence of four-word formulaic expressions in the three types of short pieces of writing by Chinese EFL learners and perspectives on their own or peers' language use in terms of formulaic language. The study aims to build up the link between individuals and their formulaic language use, in order to find a new way to research this language phenomenon. As to the learning of formulaic language, they find that most learners rely on teacher instruction; some students used different learning strategies with special attention to this language phenomenon.

#### 5. Lexical and Vocabulary Learning

There are two papers focusing on lexical and two others on vocabulary learning. 'The variability of lexical diversity and its relationship to learning style' by Paul Booth discusses that when L2 learners' texts are measured for lexical diversity we tend to find greater diversity with years of instruction. However, at the higher levels of proficiency, this linear relationship can disappear (Jarvis 2002; Read 2005). At higher proficiency levels we tend to find a wide variety of scores, which is difficult to explain. Therefore, instead of examining mean scores, which hide the wide variation, this study concentrates on the variance in learners' lexical performance. In this study learning style is used as way of understanding how variance in lexical diversity could be related to the individual differences in memory and analysis.

'The Contribution of Lexical Access and Working Memory to Reading and Incidental Vocabulary Learning in FL' by Feifei Han presents the view of how reading involves the coordination of multiple levels of sub-component processes, including lower-level and higher-level processes (Grabe, 2009). This hypothesis is referred to as the inhibition hypothesis. On the other hand, other researchers emphasize the role of strategic processing in reading comprehension, maintaining that, as long as readers have sufficient time to carry out the reading task, inefficiency in lower-level processing does not normally hinder reading comprehension, as readers are able to use strategies to

compensate for processing and/or language problems (e.g. Walczyk, 2000). Extending this notion, it is possible that readers' use of lexical inferencing strategies and incidental vocabulary learning are not influenced when they read without time constraints imposed on them. In the present study, this hypothesis is referred to as the compensation hypothesis.

In 'How the Profiles of Words and Sentences Affect Contextualized Vocabulary Learning: Validation Study for Webb (2007)', it is focused that vocabulary in a foreign language should be learnt in context. Major reasons for this are that context tells learners how to use new words and that contextualized learning is necessary for the development of the mental lexicon (Jiang, 2000). However, many studies have shown that contextualized learning is not very efficient in terms of the number of words students can memorize in a particular timeframe. When contextualized learning of vocabulary is examined by the use of context-dependent tasks, researchers should consider not only word type but also what kind of context is given. L2 learners are actually sensitive to context features, even in a situation where the learners can use translations in their L1. This result strongly suggests that we must not ignore learners' sensitivity to context, which has tended not to be considered in previous studies. In terms of pedagogical implications, it was found that effective learning might be more likely to occur when a simple and imageable context is provided.

'More than music to our ears: the value of the phonological interface in a comprehensive understanding of vocabulary acquisition and knowledge' by Phoebe M S Lin Vocabulary has been a relatively self-contained area of linguistic research for decades. The interface between lexis and phonology remains underexplored to date. Drawing from the latest research on formulaic language, which is a rapidly growing subject in vocabulary research, this paper argues that a comprehensive understanding of vocabulary acquisition and knowledge can only be gained by incorporating the phonological interface.

#### 6. Code-switching

The paper 'Learner code-switching: Can it be used as a tool for L2 fluency development?' by Maria Vrikki presents a quasi-experimental study that aimed to investigate whether learner code-switching can be used as a tool for L2 oral fluency development. Past research on learner code-switching has proposed that the L1 is an important cognitive tool that allows for higher mental activities to take place (e.g. planning, organising and monitoring) when learners engage in task completion (e.g. Antón & DiCamilla, 1999). The reason behind its facilitative role is the fact that the L1 allows for *metalanguage* to occur, which is the off-the-record language that learners use among themselves in order to reach a common understanding about how they are going to complete the task. The researcher attempts to build on this conclusion by proposing a way of taking advantage of this unique contribution of the L1 in favour of L2 development. In particular, I examine the *recycling* process of metalanguage from the L1 to the L2 through a *task repetition plus feedback* package (TR+), which involves providing feedback before repeating a task.

#### 7. Focused Feedback

'An Investigation into Focused Feedback Effectiveness: The Distinction between Rule-based and Lexically-based Error Types Matters' in which Chian-Wen Kao & David Wible discusses that over the past three decades there have been a growing number of studies looking at whether grammar correction is useful for second language writers.

This study indicates that focused feedback is effective for article errors and subject-verb agreement errors. Focused feedback is particularly effective for lexical verbs for the third person singular –s ending which is considered formally and functionally simple. Since the agreeing forms of the copula be are far more complex morphologically than lexical verbs, errors of the copula be, therefore, should be included to further explore feedback-effectiveness on subject-verb agreement errors. As for the lexically-based error, the acquisition of formulaic language requires frequency of exposure (Ellis, 2002), so, one-shot treatment of focused feedback might be insufficient for the acquisition of the verb-noun collocation.

#### 8. Areas of Language Learning

Adam Serag highlights that Self-access Language Learning (SALL) has the potential to promote learner autonomy in a number of ways. Firstly, it provides facilities which allow learners to pursue their own goals and interests while accommodating individual differences in learning style, level and pace of learning; secondly, the resources inherent in SALL have the potential to raise learners' awareness of the learning process by highlighting aspects of learning management, such as goal setting and monitoring progress; thirdly, SALL can act as a bridge between the teacher-directed learning situation, where the target language is studied and practiced, and the "real world", where the target language is used as a means of communication. Finally, SALL can promote the learning autonomy of learners who prefer or are obliged to learn without a teacher, by supporting their learning in the absence of an organized language course. In different contexts, "SALL offers varying degrees of guidance but encourages students to move towards autonomy" (Gardner and Miller, 1997).

'Utilizing the Hybrid Intercultural Language Learning Environment' by Aki Siegel explores the effects of a new kind of language learning context, a hybrid intercultural language learning environment (HILLE). HILLE is a combination of English as a Foreign Language (EFL) context, an immersion program, and a study abroad program. Universities in Japan have invited large numbers of international students to their institutions to create an on-campus environment similar to a study abroad, in an EFL context. In addition, they have introduced dormitory rooms shared by domestic Japanese and international students to facilitate intercultural exchanges. Furthermore, students are required to take major courses taught in English that provide an immersion program situation. However, the impact of this unique environment on students' language development remains unexplored. They find that HILLE has the potential and opportunity to foster learners' language abilities, but learners need to orient to the environment as a language-learning environment, and need to consciously utilize it to improve their own language ability.

'A Centering Analysis of a Comparable Learner/Native-speaker Corpus' by Mitsuko Yamura-Takei & Etsuko Yoshida discusses a comparable corpus of learner and native-speaker production may have a considerable impact on language pedagogy as it can provide information about how learner production differs from a target model and thus can provide information on potential difficulties for learners. The aim of this corpus study is to identify learner-specific tendencies in discourse-level features, rather than well-studied lexico-grammatical patterns, with particular attention to coherence created by reference to discourse entities.

They present the centering-based analysis results of their comparable EL/ENS corpus. Although the TRANSITION type distribution is similar, there is a clear contrast in their CENTER form choice. EL tends to frequently realize CENTERS in the pronominal forms, while ENS allows more variety. The choice of referring expressions is not a matter of right or wrong but rather a preference in order to establish a reasonable degree of coherence while balancing between ambiguity and redundancy. Therefore, it is hard to provide explicit and systematic instruction unlike hard rules of lexico-grammatical levels, but knowing the differences between native speakers' and learners' performance would be a good starting point for teachers to guide their students.

'The role of (meta)linguistic awareness (MLA) in cross-linguistic interferences of L3 English' by Tanja Angelovska is about Cross-linguistic influences (CLI) which seem to be particularly important in providing explanations about the roles of the different languages coming into play during third language (L3) learning. She refers to Sanchez (2011) in which results show that nonnative languages are more likely to be activated than the mother tongue (L1) regardless of typology. Preliminary work by Angelovska & Hahn (2012) on L2 transfer in L3 written English support the results by Sanchez (2011). However, what is less known in the L3 research is how learners recognize and make conscious use of cross-linguistic similarities and differences. They conclude that the developed and expressed MLA depends on the learners' preferences, goals and foci in the L3 learning.

The papers are mostly based on the moderately designed themes of SL/FL teaching and learning that are so to say a part of the post-method experiments. The researchers have variously focused on contextualization, code-switching as a factor of fluency improvement, intercultural competence, self-access and self-regulatory learning, idea generation, process-based activities and cross-linguistic awareness which are of great use for further ESL/EFL studies.