



# RESEARCH

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## From the Co-ordinator

Dear Research SIG Members

I hope you have all had an excellent start to the New Year. There are three special points about this issue of our Newsletter to highlight. One is that is the first issue produced by our new Editor, Shaida Mohammadi. I would like to thank Shaida for taking on this role, and for producing her first Newsletter so efficiently. The second point, as you may have noticed, is that this Newsletter has a new look to it. All IATEFL publications are gradually adopting this new format and we hope that you like it. And finally, in this issue we publish our first member directory. Thank you to those of you who contributed their details. We will be updating this list in each issue, so if you have not submitted your details and would like to, please complete the form available at [http://www.btinternet.com/~simon.borg/ReSIG/ReSIG\\_directory.doc](http://www.btinternet.com/~simon.borg/ReSIG/ReSIG_directory.doc)

In terms of forthcoming activities, I am sure that many of you will already have started making plans to attend the IATEFL conference in Aberdeen and I look forward to meeting you there. We are organising a pre-conference event on 18 April (see page XX for details) and Friday 20 April will be the conference day when we have a programme of talks dedicated to research. I will circulate details of these to you in my next e-mail update. On 5-6 October 2007 we are also organising an event in Poland. The theme will be "Exploring English Language Learning and Teaching" – a broad focus which we hope will bring together talks discussing research into various aspects of ELT. Please visit our website for details of this event and of our other activities.

I do hope you enjoy reading this issue of our Newsletter, and thank you for continuing to support the work of the Research SIG.

Very best wishes

Simon Borg, Co-ordinator, Research SIG

## From the Editor

Dear Research SIG members,

In this issue of Research SIG, Gospel Ikpeme reports on EFL/ESL teachers' perceptions of the use of computer-mediated communication for teacher professional development after participating in an online course. Anthony Burton, from Universidad de Sevilla in Spain, describes variations in instruments for assessing targeted vocabulary learning in written discourse. You will also have our members' directory and information on our next workshop in our next IATEFL conference in Aberdeen, April 2007. We hope to see you all there.

Also as the new editor, I would like to thank Simon Borg and Ana Falcao for their gracious and invaluable help.

And here is an update on the current committee:

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Alan Fortune (UK)

Peter Grundy (UK)

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And finally, I wish to thank you, the readers, for contacting me with suggestions and for submitting articles. Please continue to send in your ideas and works for our publications-visit <http://www.btinternet.com/~simon.borg/ReSIG/submit.htm> for guidelines.

Shaida Mohammadi,

Editor, Research SIG

# ESL/EFL teachers' perceptions of the use of computer-mediated communication in teacher professional development

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**Gospel E. E. Ikpeme**

## **Introduction**

Many studies on the use of computer-mediated communication (CMC) tools in language teacher education (Ahern & El-Hindi, 2000; Schlagal, Trathen, & Blanton, 1996; Trentin, 1997) have emerged in recent years, attempting to shed some light on a number of issues affecting the use of information and communication technology (ICT) and the potentials of CMC for teacher professional development (TPD). The aim of the study that is reported in this paper was to determine EFL/ESL teachers' perception of the use of CMC for TPD after participating in an online course based on the principle of peer interaction which was assumed to contribute to the development of strategies and teaching skills for ESL/EFL writing. The online course was basically interactive and the teachers were expected to make input and discuss with fellow teachers.

## **Literature Review**

Given the nature of CMC and the rise in the use of the internet, the gradual integration of CMC into teacher education for TESOL programmes and courses is becoming very popular (see Hirvela, 2006, Stevens, 2003; Wade and Fauske, 2004). This is probably because, as Murray (2000) notes, one of the advantages of CMC is that it helps the users meet their community as well as personal needs using the new accessible media of communication. And research by Nunan (1999) suggests that the use of CMC offers language teachers in training the opportunities to enter into meaningful discussions and reassess real world events. Thus, CMC creates a learning environment that is relevant to the teachers' work situation, as Nunan (1999) argues. Also, Yakimovicz and Murphy (1995) observe that the online class of teachers using CMC always become a single entity and that participants always constructed knowledge as they interacted and discussed with other participants.

Also writing about the use of the internet in teacher education in Canada, Laferriere (1998) concludes that the use of CMC creates a system dominated by experience sharing, continuous transformation for the teachers and knowledge building. Thomas, Clift and Sugimoto (1996) draw the same kind of conclusion when they note that CMC develops new collaborative practices and learning communities as well as creates new kinds of relationships for the teachers.

Given the increasing array of online teacher education work available and the use of CMC in the process, it would be of value to consider the importance and implications of teachers' perceptions, as a close analysis of these perceptions would lead to very effective and efficient TPD programmes (Calderhead, 1995). This is what the methodology of the present study was designed to achieve.

## **Methodology**

### **Research questions**

The research findings were expected to provide answers to the following questions:

1. Do ESL/EFL teachers believe a course using CMC generates opportunities for them to enhance their professional development?
2. What do ESL/EFL teachers perceive as the main challenges for a language teacher participating in an online course for teacher development?
3. Are there any connections/differences in ESL/EFL teachers' views of face-to-face TPD courses and online courses with the use of CMC tools?

#### 4. What are the teachers' overall perception of the value of the online course?

### **Data collection**

Having received the consent of the participants in the online course to use their comments and thoughts, the data used in this study were collected during and just after the course.

There were three sources for data in this study. A questionnaire was sent to the participants via email and 30 (representing 60% of the active participants) responded to the questionnaire. The questionnaire, which was sent at the end of the course, was used to elicit the participants' perceptions of the use of CMC in teacher professional development based on their experiences in using the tools. The online survey had 30 items mainly close-ended questions (section B), which were grouped into categories. The response options for many of the items were 5-point Likert scale (strongly disagree, disagree, undecided, agree, and strongly agree). The two close-ended questions in section C of the survey were followed with a probe- question for the participating teachers to elaborate or explain their response to the close-ended questions.

During the course of this study, the comments made by the participants were also noted as they interacted and marked those which were thought to reflect their perceptions, views or beliefs. The perceptions were marked while the transcripts of the chats, the emails and messages sent to the discussion forum were being reviewed.

As well as using the data from the questionnaire and the comments from the interactions, two rounds of informal interviews were also conducted during the online chat conferences with a few of the participants. Seven participants agreed to take part in the online interviews, which focused on what their views were about the course and the use of CMC in teacher development. Four open-ended questions were asked during the informal online interviews. Three were specific to the participants' perceptions of the use of CMC in teacher development. The last question was whether they had additional comments to make about the course or the experience of online professional development using CMC tools.

### **Data analysis**

Initially, the data related to individual participant's perception of certain aspects of the use of CMC and the value the individual attached to them were examined. Then, the data were organised and analysed according to the way and manner they related to the research questions as well as the issues raised in the literature in the area. Subsequently, the various analyses were assessed in order to re-examine the data looking for the way in which the evidence from different teachers were corroborating or disconfirming the evidence from others to identify the patterns and possible explanations for them. The themes were constructed based on a comparison of the details from the questionnaire, the interviews and the comments from the teachers.

Specific levels of categorisation of meaning and common central themes were delineated and a framework for the analysis was created. This was actually a device for classifying the data that was collected from the three sources. And using this simple framework that was formed, the data was condensed, reduced and later classified according to their relevance to the four research questions.

## **Findings**

### **Findings from quantitative data**

The results of the participants' responses to Section B of the web-based questionnaire (see appendix for the questionnaire) are given in the table below:

**Table :** Average Ratings on the Questionnaire Items (No. of respondents = 30)

Note: 1 Strongly Disagree, 2 Disagree, 3 Undecided, 4 Agree, 5 Strongly Agree

No	Items	Mode	Mean
1.	This online course created an opportunity for me to develop professionally as I exchanged ideas with others.	5	<b>4.3</b>
2.	The course failed to take account of my personal development needs.	2	<b>2.4</b>
3.	The six-day duration of this online course was enough time and sufficient for me.	2	<b>2.7</b>
4.	By interacting with others, I felt that I extended my thinking about the teaching of writing.	4	<b>4.2</b>
5.	The level of work for the course was just too tedious for me.	2	<b>2.1</b>
6.	The discussion/message boards were inappropriate making it difficult for me to learn from the interactions.	2	<b>1.8</b>
7.	There was adequate attention to practical matters during the course.	4	<b>3.7</b>
8.	I had access to the internet (and a computer) always which helped me during the course.	5	<b>3.7</b>
9.	The ideas I gained during the course will help me in the classroom	4	<b>4.3</b>
10.	I feel more confident about teaching writing now after participating in this course	4	<b>3.9</b>
11.	The course focused on my job needs as a teacher of English	4	<b>4.0</b>
12.	The targets for the activities were clearly set although it was an online course.	4	<b>3.7</b>
13.	I learnt a lot from other participants.	4	<b>4.3</b>
14.	I found the support of the course facilitators helpful.	4	<b>4.3</b>
15.	It was difficult to learn as much as one would have learnt in a face-to-face/offline course.	2	<b>2.4</b>
16.	I gained nothing from the information provided during the course.	1	<b>1.3</b>
17.	As a result of this course, I've developed practical skills as a teacher of writing	4	<b>3.7</b>
18.	I will recommend that teachers who have access should participate in online courses such as this one.	5	<b>4.6</b>
19.	I believe this online course had advantages that face-to-face teacher development courses always have.	4	<b>3.4</b>
20.	It is impossible for computer mediated communication to increase the professional development of English language teachers.	1	<b>1.3</b>

The mean scores from this web-based survey revealed that the participants found the online course useful and were positive about the use of CMC in teacher professional development.

### Findings from qualitative data

Based on the analysis of the interview scripts and the comments made, it was clear that the dominant view among the participants was that CMC enhances TPD and that there was a need for an increasing use of the tools of CMC in professional development programmes for English language teachers. Interestingly, findings from the quantitative data are in agreement with findings from the qualitative data.

The participants raised very vital issues.

### Collaboration

From both sets of data, it is obvious that the participants were very positive about CMC in TPD programmes. They believed that the interactive nature of CMC leads to a situation where the teachers are able to socially construct knowledge as they collaborate and learn from one another as well as reflect on their learning.

### **Lack of access to ICT**

The participants noted some problems in the use of CMC especially in developing countries. They opined that the problems include lack of access, low electronic literacy rate and the difficulty in doing needs analysis in order to attend to the specific problems of the teachers. Despite these problems, the teachers believe CMC has enormous potentials to enhance TPD.

## **Discussion and Implications**

### **Interactivity**

The teachers perceived that the use of CMC tools can enhance TPD through its 'interactivity'. Teachers do not always have the opportunities to interact with other teachers even those working in the same school with them. The teachers indicated that online courses were of great value to their development as professionals.

### **Teacher collaboration**

Many of the researchers cited in this study believe the tools of CMC can be very effective. They, therefore, argue for the development of a collegial and supportive working context in which teachers are encouraged to collaborate and to learn from other teachers in online environments, which they opine, is important for any teacher development process. Teacher collaboration is as good practice (see Thomas, Clift and Sugimoto, 1996, and Nunan, 1999). Many of them observed, however, that collaboration amongst teachers is often inhibited by many institutions and even ignored by many teacher trainers and educators and the consequence is that teachers always feel isolated from their fellow colleagues even those in the same school.

### **Collaborative learning**

The most useful experience from these findings is that the teachers believe they gain a lot from the interactive nature of the online course. The implication here is that perhaps the teachers would have felt differently if the course design was based on the traditional knowledge transmission approach, in which case the teachers may not have had the opportunity to construct knowledge together in an interactive environment that encouraged collaborative learning. There is therefore need for a re-examination of the philosophy and learning/teaching methodology behind many of the teacher development programmes or courses that are organised for teachers – online or F2F.

### **Opportunities for TPD**

This way, perhaps many teacher education programmes will become more effective and productive. Many of the researchers have concluded that online teacher education programmes using CMC widen the opportunities for TPD, and quite significantly, the findings in this study have indicated that the teachers appreciate online development since it provides a flexible learning environment and gives them a chance to participate in meaningful discussions and interactions with colleagues.

There is need, therefore, for researchers to investigate ways in which online courses can be of greater value to language teachers considering that the use of CMC tools for courses designed for teachers is still relatively new. Teacher educators also need to think of ways in which they can utilise the tools of CMC.

## **Conclusions**

This study has explored ESL/EFL teachers' perceptions of the use of CMC for TPD. The research described in this study affirms many views: those expressed in literature and those of the teachers in this study. The teachers who participated in the study expressed the view that CMC can be a tool in enhancing TPD and that the use of CMC creates opportunities for teacher development.

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## Appendix

### Questionnaire for 'The World of ELT' online course participants

Dear Colleague,

I would like you to assist me by answering the questions below. My aim in carrying out this survey is to obtain your views and beliefs about the viability and usefulness of computer mediated communication in professional teacher development and learning. This is not a test of your knowledge or competence so there are no 'right' or 'wrong' answers. I am solely interested in your personal opinion, views and beliefs.

The success of this investigation depends to a large extent on your participation, which will be of help to English Language Teaching (ELT) professionals, especially those interested in online learning and development for English language teachers/professionals.

I promise to send a short abstract of the major findings to you when the analysis is completed. Please, give your true opinion. All the information that you give in this questionnaire is absolutely confidential.

Thank you very much for your assistance.

#### Section A

Please, type in your answers to these questions.

1. What is your country of residence?
2. How long have you been teaching English language or working as an ELT professional? -----years.
3. What is your gender? Female  Male
4. What is your age? Please tick one of the boxes.

Group(years)	Less than 20	20-29	30-39	40-49	50-59	60-69
Indicate →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Have you participated in any other online course for English language teachers or professionals apart from this one? Yes  No

**Section B**

For each statement below place an X in ONE box to give your opinion about the on-line course. You do not have to write anything in the other boxes.

**Example:**

Statements	Strongly	Disagree	Undecided	Agree	Strongly
I like online courses		X			

Statements	Disagree	Disagree	Undecided	Agree	Strongly
1. This online course created an opportunity for me to develop professionally as I exchanged ideas with others.					
2. The course failed to take account of my personal development needs.					
3. The six-day duration of this online course was enough time and sufficient for me.					
4. By interacting with others, I felt that I extended my thinking about the teaching of writing.					
5. The level of work for the course was just too tedious for me					
6. The discussion/message boards were inappropriate making it difficult for me to learn from the interactions.					
7. There was adequate attention to practical matters during the course.					
8. I had access to the internet (and a computer) always which helped me during the course.					
9. The ideas I gained during the course will help me in the classroom					
10. I feel more confident about teaching writing now after participating in this course					
11. The course focused on my job needs as a teacher of English					
12. The targets for the activities were clearly set although it was an online course.					
13. I learnt a lot from other participants.					
14. I found the support of the course facilitators helpful.					
15. It was difficult to learn as much as one would have learnt in a face-to-face/offline course.					
16. I gained nothing from the information provided during the course.					
17. As a result of this course, I've developed practical skills as a teacher of writing					
18. I will recommend that teachers who have access should participate in online courses such as this one.					
19. I believe this online course had advantages that face-to-face teacher development courses always have.					
20. It is impossible for computer mediated communication to increase the professional development of English language teachers.					



### Section C

Please, write 'yes' or 'no'.

1. (i) Do you think computer mediated communication can be effective in the enhancement of English language teachers professional development and learning?

(ii) Please, explain your answer (if you want to):

2. (i) Do you think the disadvantages of computer mediated communication can largely work against its use for teacher professional development and learning?

(ii) Please, explain your answer (if you want to):

3. Any other comments (optional):

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# VARIATIONS IN INSTRUMENTS FOR ASSESSING TARGETED VOCABULARY LEARNING IN WRITTEN DISCOURSE

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Anthony Bruton

## Introduction

In empirical research studies on targeted lexical acquisition, there are those that quantify receptive lexical knowledge, others productive, others both receptive and productive, sometimes adding productive to receptive, and those that quantify 'word' knowledge across a continuum from zero through receptive to productive, as in the Vocabulary Knowledge Scale: VKS (Paribakht & Wesche, 1993; Wesche & Paribakht, 1996). To some extent, the choice of instrument depends on whether, it is assumed that it is words rather than lexemes that are being learnt, and whether there are two knowledge stores (Laufer & Goldstein, 2004), for reception and production, or one with a cline (Melka, 1997). Apart from the form-meaning relationships, there are of course numerous other features of words or lexemes to be taken into account. However, the opinion here is that receptive and productive vocabulary knowledges are activated in completely different ways: from form-to-meaning, via the ears/ eyes, and from meaning-to-form, via the mouth/ hands.

## Options

### General

The global options for vocabulary acquisition research can be summarized as in Table 1, which is not dissimilar to Wesche and Paribakht's (1996) summary of what they call "test methods" (p.17). Basically, when it comes to acquiring targeted new vocabulary items, the subjects will undergo a learning phase, followed by a testing phase. The testing phase will include the actual test, with the instructions, the prompts, and the subject responses, and the quantification or scoring.

### Learning phase

Reading from left to right, there is initial exposure either to discrete lexical items or items embedded in discursal contexts, with or without visual props. The discursal contexts may have differing instructed activities (e.g. targeted questions) and conditions for potential assimilation (e.g. glosses), so that there are differing degrees of expected intentionality on the part of the subjects. The exposure could also be in writing tasks, with items dictionary referenced or instructor supplied. There might then be a time lapse or not, before the assessment tasks.

### Prompts

The assessment tasks have the subjects respond either to prompts of isolated L2 or L1 vocabulary items/ definitions, with or without distracters, items embedded in discourse, or purely instructions with no linguistic prompts, with or without visual support in the productive direction (Lotto & de Groot, 1998; de la Fuente, 2002).

In reception, the linguistic prompts will naturally be in the L2. They may be isolated items, with or without distracters (e.g. Give the Spanish for these words: 'gaol' = ....; 'goal' = ....), or in discourse (e.g. Give the Spanish for the underlined word: 'The city has a park').

In the case of L2 discourse cotexts for reception, it is important to have cotexts, which make the expected meaning of the target item clear, but without giving clues to its actual meaning, unless inferencing skills are being tested, what Mondria (2003) and Mondria & Wit-de-Boer (1991) call non-pregnant contexts (i.e. 'She bought a cake.', not 'She cut the birthday cake.').

In production, the prompts can be either in the L1 (e.g. Give English equivalents for these Spanish words; Translate the sentences/ texts into English), in the L2 (e.g. Match the L2 words to the definitions; Fill in the blanks; Complete the sentences; Rewrite the sentences; Give alternatives for the underlined items/ phrases), or in the visual medium (e.g. Label the objects on the table in English.). There may be no prompts, with only a rubric (e.g. List the things in your bedroom).

**Table 1** Variations in instruments for assessing the acquisition of specific targeted lexical items

Acquisition (potential)		L A P S E	Assessment		
context* [+/-visual]	Processing		prompts* [+/-visual]	subject response*	quantification
Discrete	intentional + ↔ -		+ cotext  -cotext: +/-distracters  0	<b>Select</b> list**# M/C**# Match**# Scale**  <b>Supply</b> alternative** (+/-verbatim) completion** Text** (sentence)  <b>Combination</b> VKS	binary-scalar (+/- numerical)
Discourse					

\* L1/ L2; spoken/ written. # +/- visual \*\* equivalent or gloss

### Subject responses

When it comes to the subject responses, they may suppose either (i) subjects *selecting*, as in list choices, multiple-choice (M/C), and matching tasks, or choosing options on a scale (e.g. Choose from the following: a) I have never seen this word before; b) I have seen this word, but I don't know what it means; c) I think I know what this word means; d) I know what this word means); or (ii) subjects *supplying*, as in substitutions, completions/ insertions, including paired associates, or texts, all of which could require verbatim reproduction of prior exposures (i.e. dictogloss), and which may give the first letter (e.g. Read, 2000; Laufer, Elder, Hill & Congdon, 2004; Laufer & Goldstein, 2004), or two (Laufer, 1998) with dashes (e.g. C H \_ \_ \_ \_ for 'church'). The scale may also include supplying items, as in the VKS, which actually gives the L2 word as prompt: FREAK. Say if you a) have not seen this word before; b) have seen the word before, but do not know what it means; c) can give an equivalent for the word (Give the equivalent); d) can use it in a sentence (Write a sentence using the word). The fact that this test tries to include both receptive and productive word knowledge is its basic weakness. Open-ended supply options for production are problematic for targeting items (e.g. Describe the objects in your bedroom.), because they do not ensure the occurrence of the target items, and do not distinguish avoidance from oversights, for example.

Usually, instruments to assess knowledge for receptive vocabulary knowledge require subjects to select meaning responses, or supply meaning equivalents, while for production they have to supply formal L2 responses – on a test to measure overall vocabulary knowledge, Laufer and Goldstein do have a M/C 'production' test with L2 form choices, but it does not reflect normal use in any way. Select tasks generally produce higher scores than supply ones, and the latter are considered more natural (Waring & Takaki, 2003). Examples of supply and select tests with decotextualized items, adapted from Hebrew-English to Spanish-English from Laufer and Goldstein (2004) for L1 Spanish learners of FL English, would be the following, with the L2-L1 for receptive L2 vocabulary knowledge and L1-L2 for productive:

#### Supply (L2-L1):

Translate the following into Spanish:

1. Noise \_\_\_\_\_

#### Select (L2-L1) :

Select the correct translation for each of the following words and circle it.

1. Noise

a. Vino (wine) b. Ruido (noise) c. Administrativo (clerk) d. Marco (frame)

### Supply (L1-L2):

Translate the following into English:

1. 'ruido' N\_\_\_\_\_ (noise)

### Analysis and scoring

The typical assessments that are made are either binary (yes/no; correct/incorrect) or scalar, based either on the scale completed by the subjects, or on a scale completed by the researcher for free responses, or a combination, as in the VKS. When there are more than binary contrasts, usually they include partial vocabulary knowledge (i.e., incorrect, partially correct, correct). However, even in binary categories, the criteria for inclusion may vary. For example, partial knowledge might either be included as correct or incorrect, with varying degrees of strictness.

Quantification may be purely in terms of nominal categories, or in numerical ones as well, as a result of nominal categories being converted into equal interval ones (i.e. 0 = incorrect; 1 = partially correct; 2 = correct). Converting nominal scalar categories into numerical scores has dubious validity, and very often total scores are confusingly a sum of different combinations (i.e. using the example scale above, four partial responses equals two correct responses, or two partial responses and one correct one). Rarely, response times to prompts are also included in vocabulary tests (Lotto & de Groot, 1998).

### Conclusion

It is assumed here that receptive knowledge is distinct from productive vocabulary knowledge. This means that targeted receptive L2 vocabulary knowledge will have to be prompted by L2 form, and that targeted productive L2 vocabulary knowledge will have to be prompted by anything but the L2 form itself. In contrast to this view, the VKS, for example, offers the target L2 word and a scale ranging from recognizing to using the same L2 word productively.

For reception, generally it is advisable to embed targeted items for in L2 discourse, but in non-pregnant cotexts (Mondria, 2003; Mondria and Wit-de-Boer, 1991). Embedding the items in a (new) cotext means they are processed in a more natural way than when they are isolated. For the responses, supply options tap the knowledge subjects have without giving additional prompts, which is not the case in select choices (e.g. M/C), and offer much more information about the potential subject responses, particularly variations of meaning. With groups with the same L1, L1 supply responses with L2 cotextual prompts are preferable for reception.

For production, L1 prompts for L2 supply responses can be used, including translations, so can L2 definitions (with matching target L2 words), visual prompts, cotextual blank-filling, or more open responses. With mixed-L1 groups, the L2 will be the medium across the board, since it will be the only common language. The L2 medium may not be a problem for the higher proficiency subjects, but for lower proficiency mixed-L1 groups both select and supply formats are problematic in the L2, though sometimes visual responses are possible.

Finally, it is advisable to give total numerical scores only when there are binary categories, with clear criteria for each category. If there are scalar categories, it is best to offer numerical totals for each nominal category, rather than converting the nominal scale to a numerical one. The nominal scale can show movement of items from one category to another (i.e. from zero knowledge to partial knowledge, or to complete knowledge), which is often very relevant for demonstrating language development.

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## **41<sup>st</sup> International Annual IATEFL Conference Aberdeen, Scotland, 18<sup>th</sup>-22<sup>nd</sup> April 2007**

Join us and fellow ELT professionals from around the world to discuss, reflect on and develop ideas. The conference will offer many opportunities for professional contact and development.

Nine Pre-Conference Events, planned as professional development days, will take place on Wednesday 18<sup>th</sup> April, followed by the Conference and Exhibition from Thursday 19<sup>th</sup> to Sunday 22<sup>nd</sup> April.

### **Presentations**

A four-day programme of over 300 workshops, posters, talks, panel discussions and symposiums by international presenters from over 60 countries.

### **Plenary Speakers**

**Guy Cook** (The Open University, England)

**Agnes Enyedi** (Eötvös University of Budapest, Hungary)

**Mike Sharwood Smith** (Heriot-Watt University, Scotland)

**Maggie Farrar** (National College of School Leadership, England)

### **ELT Exhibition**

There will be an ELT Resources Exhibition, showing the latest published materials, cassettes and videos, computer software and services.

**1400 delegates, 300 presentations & 50 exhibitors**

For information visit **[www.iatefl.org](http://www.iatefl.org)**

## **IATEFL Research & Teacher Trainers & Educators SIGs**

### **Pre-Conference Event**

**Wednesday, 18 April 2007**

**Aberdeen, UK**

## **THE IMPACT OF TEACHER EDUCATION**

### **Speakers**

Martin Wedell, University of Leeds

Alan Waters, Lancaster University

Valerie Hobbs, University of Sheffield

Simon Borg, IATEFL Research SIG

This event is for IATEFL annual conference delegates who would like to spend the day before the conference concentrating on a topic of interest to those involved in both teacher education and research in ELT. Those who live locally can of course register for this day only if they wish. It is planned as a day of professional development and participants will receive a certificate of attendance.

The event will be run jointly by the Research and Teacher Trainers & Educators SIGs. It will focus on two questions: (1) Does teacher education make a difference? and (2) How can we find out? In examining the first question we will consider what current research tells us about the impact of teacher education on what teachers learn and do. We will also examine the characteristics of those teacher education programmes which research suggests are more likely to have an impact on teachers. The second question will shift our attention from what we know about impact to how it can be researched. We will discuss the kinds of research methods which can be used to document and measure impact and the particular challenges teacher educators face in researching the impacts of their work. The event will thus provide participants with insights into contemporary thinking both about how the impact of teacher education can be enhanced and how this impact can be studied.

Conference registration forms are available from IATEFL at <http://iatefl.org/content/conferences/2007/index.php>

For further information contact: Simon Borg - [resig@btinternet.com](mailto:resig@btinternet.com) / Briony Beaven - [brionybeaven@t-online.de](mailto:brionybeaven@t-online.de)

## **Research SIG members' Directory Members Directory**

Earlier this year we invited you to submit your details for inclusion in a directory of Research SIG members. The first version of this appears in the pages that follow. To make the directory easier to use, first we provide an index of research areas together with the last names of those members who are interested in them. Following the index are details of the individual members, organised by last name.

<b>A</b>	Action research	Rodríguez M.	<b>L</b>	Learner corpora	Gabrielatos, Mitchell
	Adult education	Price		Learner independence/autonomy	Arnó, Cole, Makiesse, Pawlak
	AESP writing skills	Ignjacevic		Learner self-concept, learner psychology	Mercer
	Affective factors in pre-service teacher education	Daubney		Learning opportunity	Li
	Applied linguistics	Zora		Listening	Liu
	Assessment	Derivry, di Gennaro, Salvisberg-Smith, Wicaksono	<b>M</b>	Materials development	Salamin
<b>B</b>	Bilingualism	Wicaksono		Methodology	Ingram, Klippel, Pais
	Business English	Adamson, Salamin		Motivation	Mercer, McCamley, Ryan, Wallace
<b>C</b>	CALL/learning technologies	Arnó, Eayrs, Grau, Klippel		Multiple intelligences theory	Rodriguez L.
	Case study research	Harvey, Mercer	<b>N</b>	NS/NNS academic and professional discourse	Gabrielatos
	Classroom research	Arnó, Gilmore	<b>O</b>	Online materials design	Eayrs
	CLIL	Salamin	<b>P</b>	Performance appraisals	Acar
	Code-switching	Cole		Pragmatics	Pais, Gilmore
	Collaborative learning	Makiesse		Proficiency development (4 skills)	Yousif
	Communication strategies	Pawlak		Qualitative and quantitative text analysis	Breeze
	Corpus linguistics	Breeze, Cole, Evison	<b>Q</b>	Qualitative research	Acar, Daubney, Leshem, Mercer
	Corpus-based pedagogical grammar/lexicogrammar and materials evaluation	Gabrielatos	<b>R</b>	Reading	Harvey, Rodgers
	Correlation between mother tongue proficiency and learning an additional language	Bloom		Reflective teaching	Burkert
	Creole speakers in ESL	De Kleine		Resource allocation	Wicaksono
	Cross-cultural attitudes	Ingram	<b>S</b>	Second language acquisition	Babayan, Hosaka, Liu, Mitchell, Pais
	Curriculum design	Ingram		Self-access learning	Rodriguez L.

<b>D</b>	Discourse analysis	Adamson, Evison, Gilmore		Semi-structured interviewing	Adamson
	Discourse of TESOL research	Wharton		Sociolinguistics	di Gennaro, Pais
<b>E</b>	EAL teaching and research	Zora		Speaking skill development	Wallace
	EFL classroom pedagogy	Li		Spoken discourse, spoken grammar	Evison
	English as an international language	Cole, Grau		Study skills	Burkert
	Error analysis	Price	<b>T</b>	Task-based learning and teaching	Haaning, Pawlak, Rodriguez L.
	ESP/EAP	Arnó, Burkert, Makiesse, Pais, Salvisberg-Smith		Task-based learning within a scientific environment	Derivry
	Exploiting authentic materials in the classroom	Gilmore		Teacher as researcher	Daubney, Mercer, Leshem
<b>F</b>	Formulaic language in the ESL classroom	Forster		Teacher cognition	Adamson, Borg
<b>G</b>	Grammar teaching	Acar, Borg, Burkert, Haaning, Pawlak		Teacher education	Borg
	Group work	Wicaksono		Teachers' practice	Derivry
<b>H</b>	History of language learning and teaching	Klippel		Teachers' knowledge of language and language acquisition theory	De Kleine
<b>I</b>	Interaction	Daubney, Li, Pawlak		Teaching – theory and practice	Van Gool
	Intercultural aspects of ELT	Grau, Haaning, Klippel		Teacher training/teacher education/professional development	Acar, Daubney, Haaning, Klippel, Leshem, Rodriguez M., Wharton
	Intonation	Hosaka		Team work	Acar
<b>K</b>	Knowing vocabulary	McCamley		Text difficulty	Harvey
<b>L</b>	L2 speech	Hosaka	<b>V</b>	Virtual teaching	Eays
	Language awareness	Arnó	<b>W</b>	Welsh	Price
	Language testing research	Ingram, Shaw		Writing in L2, writing pedagogy and assessment	Breeze, di Gennaro, Liu, Price, Shaw Wharton
	Language transfer	Babayan			



## Winner of our prize draw

All members who submitted their details by 30 September 2006 were entered into a prize draw. The winner is Linda Salamin and below are some details about her.

### Linda Salamin

I am from Manchester, NH, USA. I came to Switzerland 26 years ago. I am married to a Swiss and have 2 children. I hold a Bachelor of Science in Management and French, a Master of Arts in Open and Distance Education, a Brevet Fédéral in Export (Swiss qualification) and a Certificate in Teaching Business English.

I have extensive administrative and teaching experience both in private enterprise and educational institutions. Interested in open and distance education, I have also studied through distance learning. I have attended a wide number of conferences both in online teaching and business English and have worked and researched in open and distance learning. I have founded an online institute called VIBE where I offer online business English courses ([www.v-ibe.ch](http://www.v-ibe.ch))

Today, I teach academic and business English and business communication to university students along with working on a second master; this one in applied linguistics. My research interests are: second language acquisition, ESP and learner-centred teaching.

<b>Family Name:</b>	Acar	<b>Research Interests</b>	Performance appraisals, pre- /in-service teacher training, grammar, educational leadership, qualitative research.
<b>First Name(s):</b>	Sevhan		
<b>Country:</b>	Turkey	<b>Current Projects</b>	The extent to which the BA degrees in English Language Teaching prepare the students for their first year of professional teaching.
<b>Institution:</b>	Sabanci University		
<b>e-mail :</b>	sevhanacar@gmail.com		

<b>Family Name:</b>	Adamson	<b>Research Interests</b>	Discourse analysis, semi-structured interviewing, teacher cognition, Business English.
<b>First Name(s):</b>	John		
<b>Country:</b>	Japan	<b>Current Projects</b>	ESP methodologies in Asian contexts, teacher beliefs re. qualifications/ training, TD online.
<b>Institution :</b>	College and company		
<b>e-mail:</b>	johnadamson253@hotmail.com		

<b>Family Name:</b>	Arno-Macia	<b>Research Interests</b>	Language awareness, classroom research, CALL, learner autonomy, ESP.
<b>First Name(s):</b>	Elisabet		
<b>Country:</b>	Spain	<b>Current Projects</b>	Language awareness, English majors/language learning in online language courses and virtual learning environments/ use of Internet to develop learner autonomy.
<b>Institution :</b>	Uni Politecnica de Catalunya		
<b>e-mail :</b>	elisabet.arno@upc.edu		

<b>Family Name :</b>	Babayan	<b>Research Interests</b>	Second language acquisition, language transfer.
<b>First Name(s):</b>	Amalia		
<b>Country:</b>	Armenia		
<b>Institution:</b>	Yerevan State University		
<b>e-mail:</b>	a_babayan1@hotmail.com		

<b>Family Name:</b>	Bloom	<b>Research Interests</b>	Language learning esp. correlation between mother tongue proficiency & learning an additional language.
<b>First Name(s):</b>	Birgit Elisabeth		
<b>Country:</b>	Spain	<b>Current Projects</b>	Currently planning to document the acquisition of EAL for new students.
<b>Institution:</b>	Aloha College,(Malaga)		
<b>e-mail :</b>	bloom383@yahoo.es		

<b>Family Name:</b>	Borg	<b>Research Interests</b>	Language teacher cognition, teacher education, teacher research, grammar teaching.
<b>First Name(s):</b>	Simon		
<b>Country:</b>	UK	<b>Current Projects</b>	Integration of grammar in adult TESOL classrooms; English language teachers' conceptions of research; school leaders' conceptions of research in ELT.
<b>Institution :</b>	University of Leeds		
<b>e-mail :</b>	s.borg@education.leeds.ac.uk		

<b>Family Name:</b>	Breeze	<b>Research Interests</b>	L2 writing, text analysis, corpus linguistics, stylistics, contrastive rhetoric, media language, legal /scientific English.
<b>First Name(s)</b>	Ruth		
<b>Country:</b>	Spain	<b>Current Projects</b>	Quantitative and qualitative analysis of texts written in English by Spanish writers; Leonardo TALC project (defining C1 level for areas of business and engineering).
<b>Institution :</b>	University of Navarra		
<b>e-mail :</b>	rbreeze@unav.es		

<b>Family Name:</b>	Burkert	<b>Research Interests</b>	Reflective teaching, grammar teaching, study skills, English for Academic Purposes.
<b>First Name(s):</b>	Anja		
<b>Country:</b>	Austria	<b>Current Projects</b>	Currently working on a PHD in the area of reflective teaching.
<b>Institution :</b>	Graz University		
<b>e-mail :</b>	Anja.burkert@inode.at		

<b>Family Name :</b>	Cole	<b>Research Interests</b>	English as an International language, Corpus linguistics, Code-switching, Learner autonomy.
<b>First Name(s) :</b>	Simon		
<b>Country :</b>	Japan/Australia/UK		
<b>e-mail :</b>	saimoncole@hotmail.com		

<b>Family Name:</b>	Daubney	<b>Research Interests</b>	Affective factors in pre-service teacher education, anxiety/ motivation, interaction, qualitative research /task-based learning.
<b>First Name(s):</b>	Mark		
<b>Country:</b>	Portugal	<b>Current Projects</b>	PhD study of language anxiety in six Portuguese pre-service EFL teachers during their teaching practice with a focus on performance in class as opposed to self-report comments made about performance.
<b>Institution :</b>	Leiria Polytechnic		
<b>e-mail:</b>	mdaubney@esel.ipleiria.pt		

<b>Family Name:</b>	De Kleine	<b>Research Interests</b>	Creole speakers in ESL; teachers' knowledge of language & language acquisition theory.
<b>First Name(s) :</b>	Christa Christa		
<b>Country:</b>	USA	<b>Current Projects</b>	Currently researching the acquisition of Standard English by (West African) speakers of Creole English, and the role of ESL instruction in this process.
<b>Institution :</b>	College of Notre Dame		
<b>e-mail:</b>	cdekleine@ndm.edu		

<b>Family Name :</b>	Derivry	<b>Research Interests</b>	Task-based learning within a scientific environment, Assessment related to CEF, Teacher's practice, FL teaching/learning.
<b>First Name(s):</b>	Martine		
<b>Country:</b>	France	<b>Current Projects</b>	I'd like to focus on how FLs have been taught and learnt within institutional/non institutional contexts through out time in France.
<b>Institution :</b>	Pierre and Marie Curie University		
<b>e-mail:</b>	Derivry@ccr.jussieu.fr		

<b>Family Name:</b>	Di Gennaro	<b>Research Interests</b>	Assessment, second-language writing, sociolinguistics.
<b>First Name(s):</b>	Kristen		
<b>Country:</b>	USA	<b>Current Projects</b>	Research on second-language writing assessment.
<b>Institution :</b>	Pace University		
<b>e-mail:</b>	kdigennaro@pace.edu		

<b>Family Name:</b>	Eayrs	<b>Research Interests</b>	Learning technologies, online materials design and delivery, virtual teaching, adapting to new technologies.
<b>First Name(s):</b>	Martin		
<b>Country:</b>	UK		
<b>Institution :</b>	University of Salford		
<b>e-mail:</b>	martin@eayrs.com		

<b>Family Name :</b>	Evison	<b>Research Interests</b>	Discourse analysis, spoken discourse, spoken grammar, corpus linguistics, vague language.
<b>First Name(s):</b>	Jane		
<b>Country:</b>	UK	<b>Current Projects</b>	Researching a small corpus of spoken academic discourse, focusing on utterance-initial and utterance-final items, vague language and other interactional features.
<b>Institution :</b>	University of Nottingham		
<b>e-mail:</b>	jane.evison@nottingha.ac.uk		

<b>Family Name:</b>	Forster	<b>Research Interests</b>	Formulaic Language in the ESL classroom.
<b>First Name(s):</b>	Elisabeth		
<b>Country:</b>	Spain	<b>Current Projects</b>	Doctoral research on “Pedagogical value of the explicit instruction of Formulaic Language in the ESL classroom” .
<b>Institution :</b>	British Council School		
<b>e-mail:</b>	Elisabeth.forster@britishcouncil.es		

<b>Family Name:</b>	Gabrielatos	<b>Research Interests</b>	Corpus-based pedagogical grammar/lexico materials evaluation, L2/learner corpora, NS/NNS academi/ professional discourse.
<b>First Name(s):</b>	Costas		
<b>Country:</b>	UK	<b>Current Projects</b>	Treatment of <i>if</i> -conditionals and modality in ELT materials, Modality in MA dissertations written by native and non-native speakers of English.
<b>Institution :</b>	Lancaster University		
<b>e-mai:</b>	c.gabrielatos@lancaster.ac.uk		

<b>Family Name:</b>	Grau	<b>Research Interests</b>	English as a global language, intercultural learning inside and outside the EFL classroom, learning technologies.
<b>First Name(s):</b>	Maike		
<b>Country:</b>	Germany	<b>Current Projects</b>	A project on how teenagers in Germany are in contact with the English language through the mass media and to what extent this out-of-class exposure is taken up in the ELT classroom.
<b>Institution:</b>	Justus-Liebig-Universitaet Giessen		
<b>e-mail:</b>	Maike.Grau@anglistik.uni-giessen.de		

<b>Family Name:</b>	Gilmore	<b>Research Interests</b>	Discourse analysis, pragmatics, classroom –based research, exploiting authentic materials in the c/room.
<b>First Name(s):</b>	Alex		
<b>Country:</b>	England/Japan	<b>Current Projects</b>	Ph.D. research on developing students' communicative competence using authentic materials.
<b>Institution :</b>	Kansai Gaidai Uni/Nottingham Uni		
<b>e-mail:</b>	gilmore_alex@yahoo.com		

<b>Family Name:</b>	Haaning	<b>Research Interests</b>	Teacher training, Focus on Form, task-based teaching, intercultural competence.
<b>First Name(s):</b>	Vibeke		
<b>Country:</b>	Denmark		
<b>Institution :</b>	Aarhus college of education		
<b>e-mail:</b>	vibeke.haaning@skolekom.dk		

<b>Family Name:</b>	Harvey	<b>Research Interests</b>	Reading in a Second Language, text difficulty, case study research.
<b>First Name(s):</b>	Paul		
<b>Country:</b>	UK	<b>Current Projects</b>	Individualised reading in a second language through case study.
<b>Institution :</b>	University of Exeter		
<b>e-mail:</b>	P.D.Harvey@exeter.ac.uk		

<b>Family Name:</b>	Hosaka	<b>Research Interests</b>	L2 speech, intonation, language learning/acquisition, Applied linguistics, TESOL, linguistics, phonology/phonetics.
<b>First Name(s):</b>	Hanako		
<b>Country:</b>	Japan	<b>Current Projects</b>	Investigating the nature of L2 speech in English and Japanese by the subjects who are native speakers of one of the languages learning the other language.
<b>Institution :</b>	Dokkyo University		
<b>e-mai:</b>	hosakah9@dokkyo.ac.jp		

<b>Family Name:</b>	Ignjacevic	<b>Research Interests</b>	ESP writing skills
<b>First Name(s):</b>	Angelka		
<b>Country:</b>	Serbia	<b>Current Projects</b>	At the moment I am looking for a way to bypass the effects of the negative transfer of the students' mother tongue .
<b>Institution :</b>	University of Belgrade		
<b>e-mail:</b>	a.ignja@eunet.yu		

<b>Family Name:</b>	Ingram	<b>Research Interests</b>	Cross-cultural attitudes, curriculum design, methodology, language education policy, language testing, and proficiency.
<b>First Name(s)</b>	David E.		
<b>Country:</b>	Australia		
<b>Institution :</b>	University of Melbourne	<b>Current Projects</b>	Researching the role of language teaching in fostering more positive cross-cultural attitudes.
<b>e-mail:</b>	dingram@unimelb.edu.au		

<b>Family Name:</b>	Klippel	<b>Research Interests</b>	History of language learning and teaching, intercultural aspects of ELT, CALL, methodology, early language teaching, teacher education.
<b>First Name(s):</b>	Friederike		
<b>Country:</b>	Germany		
<b>Institution :</b>	LMU Muenchen		
<b>e-mail :</b>	Klippel@lmu.de		

<b>Family Name:</b>	Leshem	<b>Research Interests</b>	Teacher education, qualitative research, teacher training, teacher as researcher, Doctoral programmes.
<b>First Name(s):</b>	Shosh		
<b>Country:</b>	Israel		
<b>Institution :</b>	Haifa University		
<b>e-mail:</b>	Shosh-l@zahav.net.il		

<b>Family Name:</b>	Li	<b>Research Interests</b>	Classroom pedagogy; learning opportunity; classroom interaction, classroom culture.
<b>First Name(s):</b>	Yingchun		
<b>Country:</b>	U.K.	<b>Current Projects</b>	Researching how a collection of variants including participants' dispositions, beliefs, values and attitude towards EFL classroom pedagogy impact on classroom interaction patterns.
<b>Institution :</b>	University of Exeter		
<b>e-mail:</b>	yingchunli2003@yahoo.co.uk		

<b>Family Name:</b>	Liu	<b>Research Interests</b>	L2 processing and acquisition, listening, writing.
<b>First Name(s):</b>	Ngar-Fun		
<b>Country:</b>	Hong Kong, China		
<b>Institution :</b>	Freelance		
<b>e-mail:</b>	nfliu@ied.edu.hk		

<b>Family Name:</b>	Mak	<b>Research Interests</b>	Learner independence, collaborative learning, ESP.
<b>First Name(s):</b>	Leonardo Mack		
<b>Country:</b>	Angola	<b>Current Projects</b>	Learner independence in Angola / Africa, working on an in-depth investigation / analysis of the effects of learning trend on Angolan learners.
<b>Institution :</b>	N/A		
<b>e-mail:</b>	leomackmakiesse@yahoo.com		

<b>Family Name:</b>	McCamley	<b>Research Interests</b>	Vocabulary, Motivating students/teachers.
<b>First Name(s):</b>	Margot		
<b>Country:</b>	Oman – Australian	<b>Current Projects</b>	Researching vocabulary development in classroom.
<b>Institution :</b>	Sur College of Applied Science		
<b>e-mail :</b>	<a href="mailto:Theconsultingorganisation@yahoo.c">Theconsultingorganisation@yahoo.c</a>		

<b>Family Name:</b>	Mercer	<b>Research Interests</b>	Learner self-concept/psychology, motivation, narratives, case studies, self-report, exploratory practice, and practitioner research.
<b>First Name(s):</b>	Sarah Jane		
<b>Country:</b>	Austria	<b>Current Projects</b>	PhD research- the area of language learner self-concept, using a variety of qualitative approaches involving longitudinal case studies, learner narratives and biographies.
<b>Institution :</b>	University of Graz		
<b>e-mail:</b>	sarah.mercer@uni-graz.at		

<b>Family Name:</b>	Mitchell	<b>Research Interests</b>	Second language learning and teaching; learner corpora.
<b>First Name(s):</b>	Rosamond		
<b>Country:</b>	UK	<b>Current Projects</b>	Conducting research on developing learner corpora for French and Spanish L2 and interlanguage development in both languages. See <a href="http://www.floc.soton.ac.uk">www.floc.soton.ac.uk</a> for details.
<b>Institution :</b>	University of Southampton		
<b>e-mail:</b>	R.F.Mitchell@soton.ac.uk		

<b>Family Name:</b>	Pais	<b>Research Interests</b>	Pragmatics, second language acquisition, ESP/EAP, sociolinguistics, learning theories, teaching methodology, lexis.
<b>First Name(s):</b>	Alberto		
<b>Country:</b>	Portugal		
<b>Institution :</b>	Ministry of Education		
<b>e-mail :</b>	paisalberto@iol.pt		

<b>Family Name:</b>	Pawlak	<b>Research Interests</b>	Grammar teaching, task-based learning, communication/learning strategies, learner autonomy, classroom interaction, error correction, pronunciation teaching, European Language Portfolio.
<b>First Name(s):</b>	Miroslaw		
<b>Country:</b>	Poland		
<b>Institution :</b>	Adam Mickiewicz University	<b>Current Projects</b>	Pronunciation learning strategies, and Exploring the value of pedagogic tasks.
<b>e-mail:</b>	pawlakmi@amu.edu.pl		

<b>Family Name:</b>	Price	<b>Research Interests</b>	Error analysis, Welsh, Adult education, writing.
<b>First Name(s):</b>	Adrian		
<b>Country:</b>	Wales	<b>Current Projects</b>	Developing research into the field of teaching Welsh to adults, in conjunction with Swansea University funded by the Welsh University.
<b>Institution :</b>	Cardiff University		
<b>e-mail:</b>	Pricea9@caerdydd.ac.uk		

<b>Family Name:</b>	Rodgyesers	<b>Research Interests</b>	Reading in EFL
<b>First Name(s):</b>	John		
<b>Country:</b>	UK	<b>Current Projects</b>	Researching skim reading with particular reference to IELTS; textbook analyses and student interviews.
<b>Institution :</b>	Cambridge Tutors College		
<b>e-mail:</b>	jmhrodgers@hotmail.com		

<b>Family Name:</b>	Rodriguez	<b>Research Interests</b>	Self-access learning, task-based learning, multiple intelligences theory.
<b>First Name(s):</b>	Landy		
<b>Country:</b>	Mexico		
<b>Institution :</b>	Universidad Michoacan		
<b>e-mail:</b>	rlandyj@zeus.umich.mx		

<b>Family Name:</b>	Rodriguez	<b>Research Interests</b>	Action research, Research into Teacher Education and stimulating professional development.
<b>First Name(s):</b>	Maria Sara		
<b>Country:</b>	Uruguay	<b>Current Projects</b>	Teacher Education since 2001 aiming to find ways of making teachers aware of how much professional information they lack and to entice them to improve as teachers.
<b>Institution :</b>	ELT Services Uruguay		
<b>e-mail:</b>	masaro@adinet.com.uy		

<b>Family Name:</b>	Ryan	<b>Research Interests</b>	language learning motivation
<b>First Name(s):</b>	Stephen		
<b>Country:</b>	JAPAN	<b>Current Projects</b>	Ethnocentrism and an Ideal L2 Self; an investigation into ethnocentric attitudes amongst Japanese learners of English and the effects of them on the development of an Ideal L2 Self.
<b>Institution :</b>	Seitoku University		
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<b>Family Name:</b>	Salamin	<b>Research Interests</b>	Business English, materials development.
<b>First Name(s):</b>	Linda		
<b>Country:</b>	Switzerland		
<b>Institution :</b>	VIBE The Internet School of BE		
<b>e-mail:</b>	lsalamin@v-ibe.ch		

<b>Family Name:</b>	Salvisberg-Smith	<b>Research Interests</b>	ESP, Assessment.
<b>First Name(s):</b>	JoAnn		
<b>Country:</b>	Switzerland	<b>Current Projects</b>	Researching diagnostic feedback to learners to help them reach their optimum level of proficiency in oral language skills.
<b>Institution :</b>	Institut für Weiterbildung		
<b>e-mail:</b>	jsalvisberg@belponline.ch		

<b>Family Name:</b>	Shaw	<b>Research Interests</b>	Language Testing Research, Second Language Writing Assessment.
<b>First Name(s):</b>	Stuart Duncan		
<b>Country:</b>	England	<b>Current Projects</b>	L2 writing performance at different levels of proficiency, marker strategies, the nature of training and standardisation, comparability of CB and P+P tests of writing, E-rating.
<b>Institution :</b>	Cambridge ESOL		
<b>e-mail:</b>	Shaw.s@cambridgeesol.org		

<b>Family Name:</b>	Van Gool	<b>Research Interests</b>	Teaching – theory and practice
<b>First Name(s):</b>	Christien		
<b>Country:</b>	The Netherlands	<b>Current Projects</b>	Working on a publication on English as an International language and its implications for teaching in the Netherlands
<b>Institution :</b>	Van Gool Language Services		
<b>e-mail:</b>	cmmhvangoool@planet.nl		

<b>Family Name:</b>	Wallace	<b>Research Interests</b>	Motivation, speaking skill development
<b>First Name(s):</b>	Jennifer		
<b>Country:</b>	China		
<b>Institution :</b>	Shenyang Normal University		
<b>e-mail:</b>	jenniferwallaceuk@yahoo.co.uk		

<b>Family Name:</b>	Wharton	<b>Research Interests</b>	Discourse of TESOL research; Discourse of family law; Teaching writing; Teacher education.
<b>First Name(s):</b>	Sue		
<b>Country:</b>	UK		
<b>Institution :</b>	Warwick University		
<b>e-mail:</b>	s.m.wharton@warwick.ac.uk		

<b>Family Name:</b>	Wicaksono	<b>Research Interests</b>	Resource allocation, assessment, bilingualism, group work.
<b>First Name(s):</b>	Rachel		
<b>Country:</b>	UK	<b>Current Projects</b>	Assessed multicultural group work in UK Higher Education; the benefits and drawbacks.
<b>Institution :</b>	York St John University		
<b>e-mail:</b>	r.wicaksono@yorks.ac.uk		

<b>Family Name:</b>	Yousif	<b>Research Interests</b>	Proficiency development (4 skills)
<b>First Name(s):</b>	Amna Abdelgadir		
<b>Country:</b>	Sudan	<b>Current Projects</b>	The impact of collaborative feedback on FL writing.
<b>Institution :</b>	Ahfad University		
<b>e-mail:</b>	Amnaabdelgadir@hotmail.com		

<b>Family Name:</b>	Zora	<b>Research Interests</b>	EAL Teaching and research, Applied Linguistics.
<b>First Name(s):</b>	Subhi		
<b>Country:</b>	UK	<b>Current Projects</b>	Organising national conference on EAL/Literacy at SHSchool, to be held on Saturday 14 <sup>th</sup> October 06, General Theme : EAL/Literacy in the .com Age
<b>Institution :</b>	Small Heath School		
<b>e-mail:</b>	s.zora@smallheathschool.org.uk		



## MyLinks

In this fifth column of MyLinks, you'll find again a few more websites on research, supporting resources and a very interesting white paper on the 21<sup>st</sup> century skills. We hope you find them useful!

» *Educational Research Online* is “devoted to providing free access to full-text educational reports, papers, and journal articles.”  
<http://edres.org/>

» In *Research Methods, the Laboratory* “you will learn about the five different Research methods, practice what you have learned, and then take a post-test to confirm your knowledge.”

[http://www.mcli.dist.maricopa.edu/proj/res\\_meth/login.html](http://www.mcli.dist.maricopa.edu/proj/res_meth/login.html)

» *Procrastination Research Group* is an interesting website that deals with academic procrastination research.

[http://http-server.carleton.ca/~tpychyl/prg/self\\_help/self\\_help\\_links.html](http://http-server.carleton.ca/~tpychyl/prg/self_help/self_help_links.html)

» *Writing Educational Goals and Objectives* contains straightforward recommendations and a quiz for students to test their writing objectives skills.

<http://www.personal.psu.edu/staff/b/x/bxb11/Objectives/index.htm>

» *Brain Connection* “is dedicated to providing accessible, high-quality information about how the brain works and how people learn.”

<http://www.brainconnection.com/>

» *The International Debate Education Association (IDEA)* “develops, organizes and promotes debate and debate-related activities in communities throughout the world.” Lots of interesting ideas for a research project.

<http://www.idebate.org/teaching/index.php>

» *The Open University: Children's Research Centre* is “all about children by children. Its primary objective is to empower children and young people as active researchers.”

<http://childrens-research-centre.open.ac.uk/>

» *ABC of thinking – Words used to think about thinking* is a Middlesex University resource provided by Andrew Roberts.

<http://www.mdx.ac.uk/www/study/glothi.htm>

» *The Reading Matrix: An International Online Journal* is “a peer-reviewed professional journal in the fields of second language acquisition and applied linguistics.”

<http://www.readingmatrix.com/current.html>

» *White paper: “Confronting the Challenges of Participatory Culture: Media Education for the 21st Century”* by MIT's Henry Jenkins.

[http://www.digitalllearning.macfound.org/site/c.enJLKQNIFiG/b.2029291/k.97E5/Occasional\\_Papers.htm](http://www.digitalllearning.macfound.org/site/c.enJLKQNIFiG/b.2029291/k.97E5/Occasional_Papers.htm)

If you have comments, a request or a link to suggest, please do get in touch!

Ana

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