

1. **SQ.** *Thank you, Dr Ho, for spending time with SQ. As one of the pioneering applied linguists in Singapore, what is your impression of the status of applied linguistics today, especially in Singapore?*

Ho: For the purpose of answering your question, I see applied linguistics (AL) as interdisciplinary and practice-driven that addresses language-related issues and problems arising in a range of real-world settings – in classrooms, on the streets and in the workplace - in domains such as sociolinguistics, psycholinguistics and language education. Of course, as the field expands, more sub-areas are added on, such as language planning, computational linguistics, and translation.

Frankly, the development of AL in Singapore has been rather uneven. We have strengths as shown in Anne Pakir's, Ho Mian Lian's and Anthea Gupta's work, although much of that of other applied linguists on Singapore English has not gone beyond the descriptive, with some exceptions. Lubna Alsagoff's early work looking into the logic and grammaticality of the Singapore variety of English had much promise, but apparently work responsibilities have kept her away from her research. In the same area, the most useful work has been that of Low Ee Ling and David Deterding, examining empirically the nature and form of spoken English in Singapore. This work of theirs, carried out individually or in collaboration, is unique. I have not seen work of similar depth and quality about other varieties of English. In the area of classroom discourse, the work of Anneliese Kramer-Dahl and her researcher-colleagues at the Centre for Research in Pedagogy and Practice (CRPP) in NIE is certainly important. At the same time, a lot of good work is being carried out at CRPP, too, in the other languages - for example, scholars of Tamil (the work of Seetha and Vanitha) and of Chinese (that of Xu Daming, Chew Cheng Hai and Goh Yeng Seng, to name a few), have adopted the research methodology used in the study of English. Much of the study of our ethnic languages taking place at the CRPP, under the strong leadership of Allan Luke previously and now David Hogan, has emerged as something to note in reviewing the published work in applied linguistics in Singapore.

On the last point above, may I say that working as we do in the English medium, we should recognize that any picture of applied linguistics in East Asia, Southeast Asia or even in Singapore is incomplete and exclusive until we can take into account work published in the indigenous languages. Work of this more inclusive picture, I am afraid, has yet to emerge.

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2. **SQ:** *We know that you were Dean of the School of Education of the National Institute of Education for many years, but what were the major impetuses that helped develop your interest in applied linguistics? How did this interest engage you for your continuing contributions to the field of applied linguistics generally and that of Singapore in particular?*

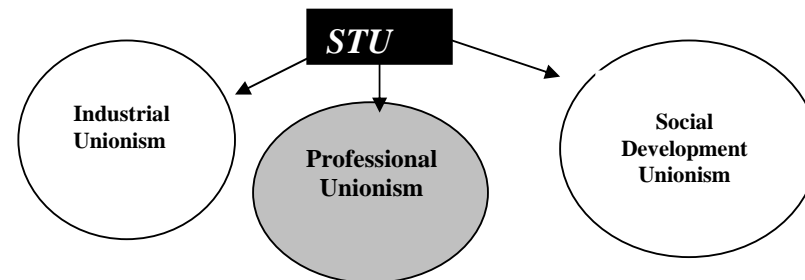
Ho: My interest in education as a theoretical discipline and quantitative analysis in educational research is a much later development in my career. After doing my master's in education at the University of Malaya in Kuala Lumpur in the mid-1970s and during my studies for the PhD at the University of Chicago during the late 1970s, I realized that one cannot be interested in ELT and applied linguistics without being interested in education as an overarching discipline. I see my work in applied linguistics as an integral part of my interest in education, particularly the sociology of education and comparative education. At the University of Chicago, I felt the impact of the intellectual thinking of scholars such as Robert Dreeben (in educational sociology), Benjamin Bloom (in testing) and Ben Wright (in measurement and evaluation), which would explain my current interest in these areas, too.

I started my teaching career in late 1950, as an English language and literature teacher, and in those days any training in English language teaching was at best minimal and theoretically very light-weight. I spent more time teaching English literature – ie. the English canon (comprising principally Shakespeare, 18th and 19th century English novels and the romantic period in English poetry)..

You have to understand that the TESL methodology (Teaching of English as a Second Language), as we know it today, only became one of the two main strands of ELT in the mid-1960s. So in 1966, when RELC was set up, I joined the Third TESL Course at RELC when the institution was still located in one of the old colonial bungalows in Watten Estate, off Dunearn Road. The driving force behind TESL in those days was Mr Ray Tongue, a Britisher. Then in 1970, I received a research fellowship to return to RELC to do research under Dr Roy Cherrier. The work of these two early scholars will be mentioned below.

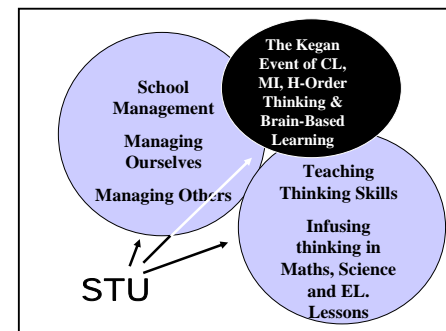
3. **SQ:** *You are still active with the Singapore Teachers' Union (STU). Could you tell us more about your work with STU, the people you are closely working with, and the organization's (changing?) role in the educational landscape of Singapore?*

Ho: For you to understand why I am in teacher unionism, you need to realize that since the 1970s STU adopted a role that is unique for teacher unions in the world. Please see the centre circle in the chart below, which identifies the three main roles of STU today.



Apart from its traditional industrial relations role (collective bargaining, negotiating for and maintaining conducive conditions at the workplace, among other industrial matters), STU realized early that it had an important, in fact, a critical role to play in helping the Ministry of Education raise the professional standing and standards of our teachers, which on hindsight seems to be one of the ways to retain a level of influence in education policy-making. For example, STU was able to influence significantly the professional development model of continuing education and performance assessment and appraisal for teachers. Minor disagreements, which are inevitable, over reforms in education did not prevent STU from accommodating and supporting MOE's new initiatives and changes in policy.

My role as that of academic consultant to STU is to understand the changes in education policies not only in Singapore but also in UK, USA and the bigger countries in East Asia, identify areas for the professional upgrading of teachers in Singapore, and recognize the kinds of expertise, both local and overseas, that can be tapped for teachers' upgrading. Some of these areas are shown in the chart below (CL=Cooperative Learning, MI=Multiple Intelligences, H-Order = Higher Order Thinking).



As STU's professional role extends overseas, I have had the opportunity to help in a school development project in Sulawesi, Indonesia, where a major school system is switching from traditionally using Bahasa Indonesia to using English as a medium of instruction to teach some of its school subjects..

4 SQ: *It appears that your official retirement from your Deanship at the National Institute of Education has not meant that you have really retired. Several volumes of your books such as Language Policies and Language Education: Impact in East Asian Countries in the Next Decade (2nd ed., 2004), Language, Society and Education in Singapore: Issues and Trends (2nd ed.) (2003), Education in Singapore: Focusing on quality and choice in learning: A country report (2006), English language teaching in East Asia today : changing policies and practices (2nd ed., 2004), Language policies and language education in East Asia: An annotated bibliography for language educators, postgraduate students and researchers (2002) show that you have still been very active academically and have been so prolific. Could you please share with us how you juggle your social and academic life?*

Ho: In the period, 1999 to 2006 (covered by the publications you mention above) I was first at RELC as a Senior Research Fellow and later at STU as its academic consultant, as you have noted in Question 3, I had also published in my other areas of interest, Singapore education and teacher education. Juggling social and academic life? The truth is that I do not have much of a social life – this is the problem that most academics face – if you decide to commit much of your time after office hours to research and writing, then your social life, whatever that is for different people, is sacrificed to a large extent. To the younger academics with a young family, my advice is to set your priorities in the order that you feel most comfortable with to achieve the most acceptable level of harmony in the home. Keeping work and family life in balance is really a personal decision.

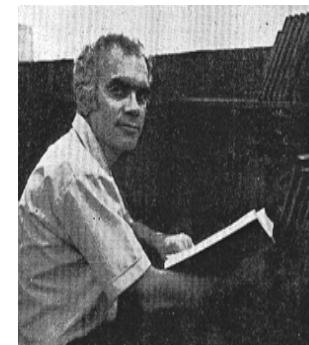
5. SQ: *Among all the personalities in applied linguistics that you have met and/or worked with through the years, who do you think have been the most memorable, most colorful and/or most influential in your future career? It would be good if you could share some anecdotes of these interesting experiences.*

Ho: During my introduction stage to TESL and applied linguistics in the late 1960s and early 1970s, three people, scholars in their own right, had the greatest influence on my thinking - there was first Dr John Platt of Monash University in Australia, who visited Singapore often to collect data for his research into English in Singapore; then there was Mr Ray Tongue, who taught me at RELC in the late 1960s and Dr Roy Cherrier who was my supervisor for my research fellowship at RELC in the early 1970s.

John Platt (photo at right), co-author of the classic *English in Singapore and Malaysia: Status, Features, Functions* (1980) is remembered today principally for his work on English in this region, which he examined from the perspective of an anthropological-linguist. John was an earnest, quiet, reflective person and a very attentive listener, although I always had the strange feeling (maybe unfairly) that he was not really interested in the content of what you were saying – he was just making mental notes and figuring out how your utterances fitted in with his model of Singapore English – ie. John was really collecting data.



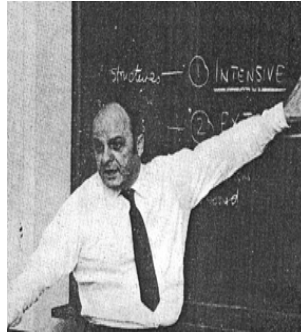
Roy Cherrier (photo at right) joined RELC as a specialist in linguistics (1969-1974). He came to Singapore after a stint as an associate professor of linguistics at the University of Indiana, USA, and later as director for Spanish language training at the Peace Corps Training Centre in Puerto Rico. Unlike several of the lecturers at RELC in its early days, Roy came from the tradition of theoretical linguistics, particularly transformational grammar (TG), which was in fashion in the late 1960s. Never a person to



believe in preparing handouts for students or use OHP slides (in the pre-Powerpoint days), Roy could go on in class for an hour or more, with only a page of his handwritten notes in front of him, to delight you with the complexities of TG, case grammar and deep structure. It was a great pity that Roy hardly published when he was at RELC, but he certainly had an excellent mind and a powerful grasp of the English linguistics of that time.

Ray Tongue (1924-1989 - photo at right) was a great promoter of TESL, coming as he did from the tradition of structural linguistics. By the time Ray came to Singapore as a British Council language officer, seconded for four years to the former Teachers' Training College (TTC in Singapore) to train our teachers of English in the non-English medium schools, audiolingualism was on

the way out. After TTC, Ray joined RELC as a language specialist (1968-1974). Outside his work at RELC, Ray was an extremely generous host to his colleagues and many friends in Singapore. In those days, if you drove into Adam Park, off Adam Road, you would find, on a Saturday evening, one of those colonial bungalows there surrounded by cars of every description, parked there by Ray's guests. Ray and Agnes, his wife, were great hosts.



As an applied linguist and great TESL teacher, Ray had also worked at the well-known Central Institute of English and Foreign Languages in Hyderabad, India (which can boast of many alumni of note), Hong Kong and also Sri Lanka. Today in Singapore Ray is still remembered for his seminal study entitled *The English of Singapore and Malaysia* (first published in 1974 with a second edition in 1991) and in India for *Indian and British English* (1980) which he, Paru Nihalani (formerly of NUS) and others wrote. In the UK, IATEFL (International Association of Teachers of English and Foreign Languages), for which Ray was a treasurer, set up the Ray Tongue Fund. in his memory.

Finally, SQ, thank you for the opportunity to share with you a bit of our history concerning the development of applied linguistics.

Sources for the photos: John Platt's from Low Ee Ling and Adam Brown's English in Singapore: An Introduction (2005), Roy Cherrier's and Ray Tongue's from RELC Newsletter, Vol, 3, 1970 and Vol, 1, 1968, respectively.

Conference Presentations by SAAL Members

International Conference on English Education, September 29, 2006,
Suncheon, Korea

ELT strategies with Multiple Intelligences

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Multiple Intelligences (MI) refers to a learner-based philosophy that characterizes human intelligence as having multiple dimensions that must be acknowledged and developed in education. This paper reveals initial research findings on the methodology and effectiveness of MI as applied to English Language Teaching through the formation of Learning Circles of English

teachers in both elementary and high schools in Singapore in 2002-2004. It describes how teachers were able to learn from one another through such Circles and how as they worked closely together, they built better rapport with one another and come to understand not just their own strengths and weaknesses, but also that of their students.

Initial findings from interviews of teachers and pupils, as well as classroom observations, show that English language lessons became more alive with the infusion of MI. Generally, pupils' interest in English language lessons were intensified and they were motivated to participate actively, either alone or in a group or as a whole-class. Pupils were also more likely to give of their best as the practice of MI ensured that there were activities to cater to each individual's preferred way of learning. The study showed that pupil's enthusiasm in responding to questions and creativity were just some of the signs which convinced them that MI was making learning effective and fun.

The 11th English in South East Asia Conference: English in Asia: Asia in English, Curtin University of Technology, Perth, Australia, 12-14 December 2006

Email Requests by Singaporean Students

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This is a naturalistic study of more than 600 unsolicited email requests sent to their instructor by Singaporean undergraduate students during their learning of a communication-related course for the period of three years. The purpose of the study is to find out the nature and the function of these requests. More specifically, it intends to answer the following main questions: What kind of requests do they make? How do they make the different types of requests or what rhetorical strategies do they use in making these requests? Why do they make the requests the way they do? The study hopes to shed light on the perception of Singaporean undergraduate students of the teaching-learning process and the teacher-student relationship in their study of a specific course module. Some issues regarding teaching of the use of email will also be discussed.

The 5th International Conference on Chinese Sociolinguistics: Language and Identity, Research Institute of Linguistics and Applied Linguistics Conference, School of Foreign Languages of Peking University, Beijing, China, 8th – 10th Dec 2006

Singaporean Mandarin and Identity: A preliminary analysis on Mandarin of Chinese Preschoolers

Hock Huan Goh, Chunsheng Zhao & Yongbing Liu, Centre for Research in Pedagogy and Practice, National Institute of Education, Nanyang Technological University, Singapore

Singapore is a multiracial and multicultural nation. Its unique social and racial formation inevitably results in the contact and changes of its various languages and dialects. These contact and changes to some extent caused variation to its working language (English) and its official mother tongue(s) (i.e. Chinese, Malay and Tamil). The so-called “Singaporean Mandarin” is indeed a Mandarin variation under such circumstances. However, this language variation is often viewed to be of negative resemblance and severely criticized by language educators. In order to better understand the essence of Singaporean Mandarin and re-justify its value, this research will use corpus-based methods to quantitatively and qualitatively analyze data extracted from the “Singapore Children Spoken Mandarin Corpus”, in terms of language-specific lexicon and code-switching phenomenon. From the sociolinguistic perspective, this study postulated that the Singaporean Mandarin is an identity of Chinese Singaporean formed under the multi-racial social setting of Singapore.

The Annual CELEA (China English Language Education Association) International Conference: Innovating English Teaching: Communicative Language Teaching (CLT) and Other Approaches, Guangdong University of Foreign Studies, Guangzhou, Guangzhou, China, 11-13 November 2006

Using Chat Lingo as a Teaching Scaffold in English Language Learning

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Loosely labelled by David Crystal (2001) as “Netlish” for its flexible orthography and syntax, the octopus-like prevalence of chat lingo, the digitalized hybrid code adapted from written text and spoken language, and used in computer-mediated communication (CMC) by media savvy, English-educated pre-university students cannot be ignored (Hess-Luttich & Wilde, 2003). Galan Rodriguez (2001) and Crispin (2003) observed that chat lingo or SMS-speak is governed by the maxims of brevity and speed, paralinguistic restitution and phonological approximation.

Text from email, web chat, instant messaging and short messaging service (SMS) are found to contain several unconventional variations and violated norms in orthography and spelling of standard English (Dretzke & Nester, 2004); pervasive use of semio-phonological notations threatens to restrict intelligibility of chat lingo to a techno-jargon (Lienard, 2005). Concerns are raised by educators that such chat lingo has become a Trojan horse contaminating standards of written English, with students admitting that chat lingo or SMS-speak affects their English language usage (Tee, 2004). A radical new teaching approach is proposed by tapping on CMC as a launch pad to accessing formal English language learning, by encouraging students to translate chat lingo to Standard English equivalents. Chat lingo is exploited as a schema activator during English Language lessons and a scaffold to learning Standard English words and phrases that share semantic meanings with several symbols of chat lingo. Strategies for such a CMC approach to bridge learning from chat lingo to Standard English will be outlined with an actual lesson plan implemented in a class of polytechnic students delineated. Chat lingo production is discussed and how it can be facilitated by a Classroom Management System (CMS), XCLASS Teacher system, which enables and records synchronous real-time CMC. The saved chat logs are analysed for one of the following chat lingo categories: semio-phonological rebus writing, consonantic skeleton, non-abbreviated and abbreviated phonetic writing, truncation, acronyms, leet speak and emoticons or smileys.

The example lesson plan done with polytechnic students focuses on emoticons, a recurring chat lingo category based on the saved students’ chat logs from the XCLASS system during an earlier lesson. Students are shown typical representations of emoticons to elicit initial responses from students on Standard English translations. The ambiguous ‘speechless emoticon’ was selected for further discussion, where students are introduced to words that are closely associated with the emoticon yet with distinctively differing implications in emotional meaning such as ‘surprised’, ‘confused’ and ‘abashed’. Students are then given different contexts of the ‘speechless emoticon’ used in web chat, and asked to fit in the appropriate word to replace the emoticons. It is recommended that the lesson be further extended with students replacing the ‘speechless emoticons’ they use with reworked Standard English sentences in their own saved group chats.

Research Notes

Doing Research on Language Learning Strategies in Singapore Primary Schools

Bai Rui, *Centre for Research in Pedagogy and Practice, National Institute of Education, Nanyang Technological University, Singapore*

I am a PhD candidate with the English Language and Literature Academic Group, National Institute of Education. The main focus of my research topic is the Strategies-Based Instruction (SBI) on writing for upper primary pupils. This PhD research project is actually part of a 3-year longitudinal project entitled: “Styles and Strategies for Success: English Language Learning in Singapore Schools”. The project aims to investigate primary school students’ use of learning strategies in reading, listening and writing. One of the main purposes of the project is to map out language learning strategies employed by young English learners in Singapore.

Since the early 1960s, research concerns in the field of L2 teaching and learning have shifted from methods of teaching to learner characteristics and their influence on the process of acquiring an L2. It has been acknowledged that L2 acquisition is a complex process involving many interrelated variables, the most obvious being learning processes, learners’ cognitive styles, affective factors, and learning settings. Researchers realize that focusing on teaching methods alone cannot draw on the latest achievements in the relevant fields, or can it cover all the various factors concerned (Stern, 1983). Instead of seeking the best method as the only way to facilitate L2 acquisition, more and more researchers have initiated studies on the learner. More attention has been directed at individual differences in L2 acquisition, among which language learning strategies have been investigated world-wide.

Language learning strategies can be defined as methods or approaches that learners employ to improve their comprehension, retention of information, etc. Language learning and use strategies can fall into 3 major categories. They are metacognitive, cognitive and social/affective strategies (Chamot, 1987; Oxford, 1990).

The basic assumption underlying the research on language learning strategies is that, besides the well documented individual differences, such as aptitude, cognitive style, motivation, learners differ in what they do to maximize their learning results, they may well have better ways (strategies) of handling the

learning process than their unsuccessful counterparts. This is why some prominent researchers, such as Skehan (1989) and Ellis (1994), focused on language learning strategies as one of the most important individual factors in L2 learning.

The study of learning strategies has seen an “explosion of activity” in recent years (Skehan, 1991: 285). Two meta-strands of LLS studies coexist in the literature: descriptive studies and interventionist studies (McDonough, 1995). Most of the descriptive studies have been devoted to identifying the strategies used by successful language learners (e.g., Cohen, 1998; O’Malley et al., 1985; Rubin, 1975); investigating the relationship between learners’ use of language learning strategies and their language learning outcomes (e.g., Bedell and Oxford, 1996; Gu, Hu & Zhang., 2005; Warton, 2000), and examining how learners’ use of language learning strategies are affected by various factors (e.g., Chamot et al., 1987). The findings emerging from these studies show that the ways learners go about learning is one of the determining factors that affect learning outcomes (Oxford and Burry-Stock, 1995; Oxford and Crookal, 1989).

Although empirical research has been carried out to investigate learning strategies used by learners since 1970s (e.g., Rubin, 1975), very few intervention studies (e.g., Carrier, 2003; Macaro, 2001; Min, 2006; Wenden, 1986) on second language learning/writing strategies have been done so far. Furthermore, intervention studies of language learning strategies with young learners have been scarce, as compared to the descriptive studies mentioned above (Chamot, 2005). One of the major reasons might be that enormous difficulties in eliciting strategies from young children prevent researchers from doing empirical research with children.

This PhD research project aims to address the following questions: 1) What are the writing strategies employed by primary 5 students? 2) Are there any differences of writing strategies used by successful writers and unsuccessful writers at the same grade? 3) What are the differences? 4) Are there differences between the comparison and control groups in their strategy use, writing test results, etc. after the intervention? 5) What are the factors that may affect the effectiveness of the intervention?

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Bilingualism and Communicative Competence in Children

Erina Lim, Australian National University, Canberra, Australia

This study examines the influence of bilingualism on children's communicative competence. Previous research on the effects of bilingualism on language development can be broadly categorised into three strands, one showing a negative correlation between bilingualism and language development, one showing a positive correlation and one showing no effects of bilingualism on language development. While previous research on bilingualism has focused largely on young children who learn two languages since infancy and on adults who learn the second language after puberty, the present study seeks to examine the effects of bilingualism on school-age children.

Since communication is a fundamental component of language, this study examines the effects of bilingualism on school-age children's communicative competence to explore the linguistic ability of the bilingual speakers as well as their ability to negotiate meaning and manage turn-taking in conversation.

Information on communicative competence of school-age children is important as these children, aged between early childhood and adulthood, "expand and refine their repertoires for managing interaction in social and cultural contexts" (Hoyle and Adger 1998: 3). Thus, this study involves spontaneous interaction of two Year Three monolingual speakers of Australian English and two Year Three bilingual speakers of Australian English and another language. This study defines 'bilingual' to mean children who have learnt a first language at home from birth and are still exposed to the language at home, while the majority language in the children's community is Australian English, which they have learnt as a second language. On the other hand, 'monolingual' subjects were required to speak and be spoken to only in Australian English both at home and in the community. One of the bilingual children in this study is a native speaker of Indonesian while the other is a native speaker of Chinese. Three language tasks ('Describe and Draw', 'Tell a Story' and 'Share your Experiences' tasks) are administered to the monolingual-monolingual, bilingual-bilingual, monolingual-bilingual dyads. Partners are switched to obtain data from different sets of dyads while at the same time using the same participants, thus permitting a fair comparison of the monolingual and bilingual children in this study.

The interaction between the children is audio-recorded and transcribed according to Conversation Analysis (CA) techniques. Firstly, the spontaneous data of the two groups of children were analysed lexically, morpho-syntactically and phonologically to provide an overview of the children's linguistic competence. In terms of lexical development, both groups of children appear to be equal in their receptive vocabulary though productive vocabulary cannot be fairly compared due to the nature of spontaneous interaction. Also, both groups of children appear to make similar performance errors with respect to the regular plural morpheme -s and the 'be' morpheme, suggesting that the children were similar in their morpho-syntactic development. In terms of their phonological development, no observed differences were identified. Secondly, the ability of the children to negotiate meaning was observed with respect to five communicative strategies, namely the use of request, use of deixis, conflict management, use of repetition talk and the joint construction of utterances.

This study found that both groups of children appeared to employ relevant communicative strategies in appropriate contexts to attain common understanding. However, monolingual children were found to provide more precise information (for e.g. precise measurements of shapes) than their bilingual counterparts. The difference in the precision of information provided

could be explained by either a difference in cognitive development, enabling the bilingual children to make more assumptions than the monolingual children, or a difference in cultural behaviour. Though the monolingual and bilingual children provided different levels of detail during the language tasks, there is no evidence of non-understanding or incomprehension by the recipients from both groups. Finally, both groups of children are equally capable of constructing single- and multi- turn construction units (TCU) turns and appeared to adopt the rules governing turn allocation in adult conversations, in accordance with Sacks et al's (1974) adult turn-taking model. Also the occurrences of minimal gap and minimal overlap to allow smooth transition between TCU further indicate the ability of both groups of children to manage turn-taking in conversations.

Since the turn-taking organisation of the monolingual and bilingual children largely resembles the adult turn-taking model, both groups of children can be considered sophisticated conversationalists. The results of this study indicate that the bilingual children are as linguistically and communicatively competent as their monolingual counterparts. The results infer that bilingualism can be encouraged without concerns that bilingualism may lead to communicative drawbacks in terms of the three aspects of communication discussed in this study.

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CONFERENCE NOTICES

2-4 March 2007. The Reading Matrix, "Coming Together: The Shrinking Global Village," Online Conference. E-mail Liontas@fredonia.edu. Website: <http://www.readingmatrix.com>

9-11 March 2007. TESOL Spain, "Content and Language Learning - Two Birds, One Stone," Donostia, San Sebastian, Spain. E-mail convention2007@tesol-spain.org. <http://www.tesol-spain.org/convention2007/>

21-24 March 2007. TESOL, "TESOL 2007: Tides of Change," Washington State Convention & Trade Center, Seattle, Washington, USA. E-mail

conventions@tesol.org website: <http://www.tesol.org>

31-April 1 2007. International Linguistics Association, "The Emergence of Language in the Child and the Species," Hunter College, City University of New York, New York, New York. E-mail cathymcclure@yahoo.com <http://ilaword.org>

2-4 April 2007. International Society for Language Studies, Honolulu, Hawaii, USA. <http://www.isls-inc.org/conference/conference.html>

11-13 April 2007. Penang English Language Learning & Teaching Association (PELLTA), "Changing With the Times: Meeting Challenges, Encouraging Innovations," Bayview Hotel, Georgetown, Penang, Malaysia. E-mail tbk2002@tm.net.my. Proposal Deadline: Feb-1-2007. <http://pellta.tripod.com>

13-15 April 2007. The Second International Conference on Multicultural Discourses. Institute of Discourse and Cultural Studies, Zhejiang University, Hangzhou, China. <http://www.shixu.com/institute-conference>

3-6 May 2007. The International Cultural Research Network, "Exploring Cultural Perspectives in Education," Glasgow, England. E- mail icrn@icrn.ca. <http://www.icrn.ca>

16-21 May 2007. China English Language Education Association, "Language, Education, and Society in the Digital Age," Foreign Language Teaching and Research Press (FLTRP) International Convention Center, Beijing, People's Republic of China. E-mail celea@fltrp.com. <http://www.celea.org.cn/english/5celea.asp>

19 May 2007. Ohio TESOL, 5th OH/KY/IN Regional English As a Second Language Conference, Clarion Hotel in Blue Ash, Cincinnati, Ohio, USA. Contact Sonia Aguilar, 614-946-4441. E-mail saguila925@aol.com. Proposal Deadline: Mar-15-2007. <http://www.ohiotesol.org>