I mitt föredrag kommer jag att presentera resultat från en studie om språklig medvetenhet i textbaserad interaktion (instant messaging). För att undersöka hur olika typer av feedback påverkar vad i målspråket som uppmärksammas av elever i engelska analyseras i det aktuella forskningsprojektet bland annat vilka språkliga fenomen som eleverna fokuserar med blicken under sessioner vid datorn. Dessa ögonrörelser sätts i relation till andra indikatorer på språklig medvetenhet, exempelvis verbalisering i den framväxande interaktionen. I föredraget presenteras data från interaktion mellan forskaren och elever på gymnasienivå, och textbaserad interaktion som resurs i forskning om språklärande diskuteras.
Motivating language study by integrating summary writing into programme courses

The complexity of motivation and the importance of relevant activities which contribute to energising and directing the efforts of language learners have been well addressed in the literature. The trend towards internationalisation has resulted in an increasing number of courses being given in English, a language which many students assume they master sufficiently well. This can lead to resistance to devoting time to language improvement. The problem is exacerbated by language classes traditionally being considered the Cinderella of the timetable and allocated the least popular slots.

One way to tackle this is to integrate English into the actual subject being studied. A method that is showing some promise is summary writing; an approach which incorporates reading skills with writing, grammar, peer critique and discussion. Summary writing also facilitates a critical study of different texts and their structure. Even texts in a different language can be profitably summarised in the target language. Ideally, the articles and chapters to be summarised should be provided by the subject teacher, as this evidence of collaboration further increases student motivation.

In short, summary writing can be used to enhance the understanding of an important text, help students to increase their subject knowledge, contribute to a better awareness of the technicalities of scientific and academic writing and finally, it provides students with material which is directly useful to their studies. This in turn can make language learning activities seem more meaningful and relevant for students who do not really understand why they need to study English.
Spela Mezek, Stockholms universitet (Aileen Irvine, University of Edinburgh, Hans Malmström, Chalmers University of Technology, Diane Pecorari, Mälardalen University, Philip Shaw, Stockholm University)

Books in English, lecture in Swedish: How well does it work?

This presentation reports the results of a number of studies carried out as part of the English Vocabulary Acquisition project, funded by Vetenskapsrådet.

The current situation was established by observation, surveys, corpus study, and experiments. Survey work shows that most teachers regard the use of textbooks in English as an important enhancement of courses otherwise in Swedish, but do not formulate acquisition of English terms as an explicit learning aim. Students read English-language textbooks quite selectively as an adjunct to lectures, rather than as an independent knowledge source. Corpus studies (BASE, MICASE) show that lectures in general contain little direct encouragement to read textbooks. Observation of Swedish-language lectures associated with English-language textbooks shows emphasis on Swedish terms but little cross-reference to English equivalents.

On the basis of these findings experiments were carried out, which suggested that pre-reading could be very effective, and that use of English-language terms in lectures was significantly more effective for acquisition of these terms than the use of non-cognate or even cognate Swedish terms.