Abstracts

Language teaching

06–01 AKIRA, MOCHIDA & HARRINGTON, MICHAEL (U Queensland, Australia), **The Yes/No test as a measure of receptive vocabulary knowledge**. *Language Testing* (Hodder Arnold) 23.1 (2006), 73–98.

Performance on the Yes/No test (Huibregtse et al. 2002) was assessed as a predictor of scores on the Vocabulary Levels Test (VLT), a standard test of receptive second language (L2) vocabulary knowledge (Nation 1990). The use of identical items on both tests allowed a direct comparison of test performance, with alternative methods for scoring the Yes/No test also examined (Huibregtse et al. 2002). Overall, performance on both tests by English L2 university students ($n = 36$) was similar. Mean test accuracy on the various Yes/No methods ranged from 76–82%, comparable to VLT performance at 83%. However, paired *t*-tests showed the scoring methods used to correct raw hit performance increased the difference between the Yes/No test and criterion VLT scores to some degree. All Yes/No scores were strong predictors of VLT performance, regardless of method used, $r > .8$. Raw hit rate was the best predictor of VLT performance, due in part to the <5% false alarm rate. The low false alarm rate may be due to the participants, drawn primarily from non-Latin alphabet first languages (L1s), and the nature of the instructions. The results indicate the Yes/No test is a valid measure of the type of L2 vocabulary knowledge assessed by the VLT, with implications for classroom application.

http://www.arnoldpublishers.com/journals

06–02 BIDDLE, RODNEY (Gunma Prefectural Women's U, Japan), **What makes a good English class? Perceptions of individuality and the group among Japanese EFL students**. *The Language Teacher* (Japan Association for Language Teaching) 29.8 (2005), 3–8.

This paper analyses the opinions given by students in response to the question 'What makes a good English class?' The students ranked their answers in order of importance using the NOMINAL GROUP TECHNIQUE, a method of establishing and ranking opinions related to a single question. The student responses were found to fall into two categories: (a) opinions that reflect the dynamics of the class as a whole, and (b) individual opinions. The responses have been evaluated in the context of concerns expressed by business and government departments with regard to individuality in Japan, the different learning styles available to students, and the value of experiential learning in the classroom. Findings from the study indicate that students are aware of their own learning styles and the need to consider the role of experience in learning, and that there is a move towards greater individuality in Japan.

http://www.jalt-publications.org

06–03 BURDEN, PETER (Okayama Shoka U, Japan), **The castor oil effect: Learner beliefs about the enjoyment and usefulness of classroom activities and the effects on student motivation**. *The Language Teacher* (Japan Association for Language Teaching) 29.10 (2005), 3–9.

Communicative styles of teaching in Japanese university English conversation classes create the potential for misunderstandings of classroom activities as learners are often regarded as passive receptors of lesson content, who do not question the reasons for undertaking a task. Recognising that there are gaps in expectations in the light of students' high school experience, this study examines the CASTOR OIL EFFECT (Green 1993) – an expectation that if an activity is going to be beneficial it is also going to be disagreeable. College students evaluated activities for enjoyment and usefulness, as beliefs students hold influence their perceptions and judgments and affect classroom behavior. Results suggest a negative correlation between useful and enjoyable activities. Students see traditional classroom activities particularly pronunciation, memorising, dictionary work, and listening to tapes as being the most useful. These activities are not always ranked highly for enjoyment. This has implications for activity acceptance, as learners are inclined to value activities that emphasise formal correctness over those which do not. Arguably, programs that are congruent with learner needs increase both motivation and activity persistence.

http://www.jalt-publications.org

06–04 CORBEIL, GISELLE (Acadia U, Canada), **Effectiveness of focus on forms instruction: Different outcomes on constrained and free production tasks?** *Canadian Journal of Applied Linguistics* (Canadian Association of Applied Linguistics) 8.1 (2005), 27–46.

The purpose of this study is to investigate how focus-on-forms instruction in second language teaching affects attention to forms in two different types of task: constrained and free production. These two different types of task were administered to 87 university students enrolled in a first-year French as a second language course before and after instruction on qualifying adjective agreement. Comparisons were made between learning-gain differences from pre- to post-tests for both tasks. Significant differences between pre- and post-test scores were found for both tasks.

Although the difference between the two tasks was not significant, the learning-gain difference was somewhat higher for the constrained-production task than for the free-production task. When the total number of adjectives used in the compositions was broken down into colour adjectives and non-colour adjectives, no significant learning gains were observed between the two categories, although the learning gains for the non-colour adjectives was twice as high as for the colour adjectives. Possible explanations for these results are discussed.

http://www.aclacaal.org

06–05   DASTJERDI, HOSSEIN VAHID, TALEBINEZHAD & MOHAMMAD REZA (U Isfahan, Iran), **Chain-preserving deletion procedure in cloze: A discoursal perspective**. *Language Testing* (Hodder Arnold) 23.1 (2006), 58–72.
doi:10.1191/0265532206lt318oa

It is said that one important aspect of education is the production of coherent discourse (Halliday & Hasan 1985). This is the speaker's or the writer's ability to organise relevant meanings in relation to each other, and this in turn requires the establishment of 'chain interaction' – relations between components of a message – in a text. The more chain interactions we have in a text, the more coherent and, as a result, the more comprehensible it will be. Based on the above argument, the present study aims at investigating the effects of chain interaction impairment which may cost the test-takers' comprehension of texts – itself being an object of measurement in cloze (Alderson 1983, Francis 1999) – and account for their low performance. It also aims at suggesting 'chain-preserving deletion' (CPD) as a pedagogical procedure.

http://www.arnoldpublishers.com/journals

06–06   GUAN ENG HO, DEBBIE (U Brunei Darussalam, Brunei; debbieho@fass.ubd.edu.bn), **Why do teachers ask the questions they ask?** *RELC Journal* (Sage) 36.3 (2005), 297–310.
doi:10.1177/0033688205060052

Although teacher questioning has received much attention in the past few years, studies on teacher questions in the ESL classroom have so far revolved around the 'closed'/'open' or 'display'/'referential' distinction. Findings from classroom observations show excessive use of closed questions by teachers in the classroom. The argument that has been more or less accepted is that such questions seek to elicit short, restricted student responses and are therefore purposeless in the classroom setting. This paper attempts to conduct an analytical discussion of the argument. The questions of three non-native ESL teachers during reading comprehension in the upper secondary school in Brunei are analysed using a three-level question construct. Through this three-level question analysis, it is possible to challenge the argument concerning question types and purposes.

Particularly, it illustrates (i) the problem of assigning teacher questions into narrowly defined categories and (ii) that questions asked by teachers in the language classroom are purposeful when reflected against the goals and agenda of the educational institution.

http://rel.sagepub.com

06–07   HONNA, NOBUYUKI (Aoyama Gakuin U, Japan; honna@sipeb.aoyama.ac.jp) **& YUKO TAKESHITA, English language teaching in Japan: Policy plans and their implementations**.
RELC Journal (Sage) 36.3 (2005), 363–383.
doi:10.1177/0033688205060055

This paper describes Japan's most recent attempts to improve English teaching and learning at all levels of the education system both for students and teachers as well as for the public in general. Based on policy recommendations by several advisory committees, the Japanese Ministry of Education, Culture, Sports, Science and Technology has developed a five-year strategic plan to cultivate 'Japanese with English Abilities'. One important issue is whether or not English should be introduced in public elementary classrooms as a subject. Various districts, nationwide, have implemented this primary English program with the government's approval. This paper deals with the issues involved in implementing the new awareness of the importance of English as a Japanese language for international communication within the country as well as abroad.

http://rel.sagepub.com

06–08   JENKINS, JENNIFER (King's College, U London, UK), **Implementing an international approach to English pronunciation: The role of teacher attitudes and identity**. *TESOL Quarterly* (Teachers of English to Speakers of Other Languages) 39.3 (2005), 535–543.

This article reports on part of a larger research project (Jenkins 2005) that examines the feasibility of an ELF (English as a lingua franca) approach in general and the lingua franca core (LFC) in particular. The LFC (Jenkins 2000, 2002) resulted from empirical research into mutual intelligibility among non-native speakers (NNSs), in which the participants' desire to identify themselves through their accents as members of an international English-speaking community was taken for granted. NNS teachers' responses indicated an ambivalence vis-à-vis the desire to identify themselves thus, which this study investigates.

http://www.tesol.org

06–09   KATO, ASAKO (Fudoka Seiwa High School, Japan), **The visual text speaks louder than the written text: An examination of the revised Monkasho English I textbooks**. *The Language*

16

Teacher (Japan Association for Language Teaching) 29.5 (2005), 3–13.

This paper explores teachers' impressions and reactions to the 2003 revised Monkasho *English I* textbooks, which include three noticeable changes: (a) the inclusion of communicative features; (b) changes in content, especially in global education topics; and (c) the use of coloured visuals and images. The paper examines general trends and changes in Monkasho–approved textbooks between 1998 and 2003 and reveals how teachers have reacted to these changes. The study indicates that communicative exercises introduced in the textbooks are appreciated by teachers, yet often overlooked due to classroom time constraints. Instead, visual images are being used effectively to promote students' communicative skills, while at the same time introducing content and the written text. Finally, what teachers are interested in most turns out to be the content of lessons.

http://www.jalt-publications.org

06–10 LAZARATON, ANNE (U Minnesota, Minneapolis, USA; lazaratn@umn.edu) **& NORIKO ISHIHARA, Understanding second language teacher practice using microanalysis and self-reflection: A collaborative case study**. *The Modern Language Journal* (Blackwell) 89.4 (2005), 529–542.
doi:10.1111/j.1540-4781.2005.00328.x

Research on second/foreign language teacher impressions, reflections, and beliefs continues to illuminate various facets of language teacher knowledge and practice, but it has only recently begun to question the relationship between these teacher characteristics and actual classroom discourse. This collaborative case study undertaken by a discourse analyst and an English as a second language teacher concurrently analysed data from one segment of transcribed grammar classroom interaction and the teacher's focused self-reflections in order to examine the insights both participants independently brought to bear on the understanding of the non-verbal behavior in the segment under scrutiny. Through these analyses and the collaborative dialogue that ensued, both the discourse analyst and the teacher came to re-evaluate their research methodologies and to conclude that the microanalysis of classroom discourse and the teacher self-reflections complemented each other by providing insights that neither method generated in isolation.

http://www.blackwellpublishing.com/jnl_default.asp

06–11 LI, DEFENG (Chinese U Hong Kong, China; defeng@cuhk.edu.hk), **Teaching of specialized translation courses in Hong Kong: A curricular analysis**. *Babel* (John Benjamins) 51.1 (2005), 62–77.

This article presents a survey of specialised translation courses in tertiary institutions in Hong Kong. By way of example, a curricular analysis is made of the course Commercial/Business Translation offered at various translation programs in seven universities, following which recommendations are put forth for improving teaching of specialised translation courses. The author argues for the adoption of a combination of Kiraly's social-constructivist approach and the conventional cognitive approach to bring about the best result of translator training, that is, ascertaining that translation trainees will receive the needed translation methods handed down from our predecessors and meanwhile develop in themselves the learner autonomy which is so crucial for professional translation. In order to strengthen the social-constructive aspect of translation teaching, which is rarely seen in translator training today, a task-based curriculum should be adopted and authentic training promoted. While striving to augment the development of learner autonomy in translation teaching in general and teaching of specialised translation in particular, attention should be given to the training of translation students' reference finding skills.

http://www.benjamins.com

06–12 MCCAUGHEY, KEVIN (California, USA; kevin@kevinmccaughey.com), **The *kasha* syndrome: English language teaching in Russia**. *World Englishes* (Blackwell) 24.4 (2005), 455–459.
doi:10.1111/j.0883-2919.2005.00428.x

This paper examines the current state of consciousness in the language teaching field, as it changes from a Soviet era of restricted resources to a potpourri of English language input from every corner of the planet. Language teaching in the Soviet system promoted a prescriptive 'correct/incorrect' dichotomy; it privileged British over American English. Today, Russian administrators and teachers accept a bi partisan English, British and American, but have yet to address the hundreds of millions of non-native speakers whose contributions are influencing English as a lingua franca.

http://www.blackwellpublishing.com/jnl_default.asp

06–13 MCEACHRON, GAIL (College of William and Mary, VA, USA) **& GHAZALA BHATTI, Language support for immigrant children: A study of state schools in the UK and US**. *Language, Culture and Curriculum* (Multilingual Matters) 18.2 (2005), 164–180.

In recent decades, immigrants, refugees and asylum seekers have sought a new way of life in large numbers, often leaving their countries of origin behind in search of places that offer a better way of life. The purpose of this study was to investigate how elementary and middle school students in state schools in Reading,

England (primarily speakers of Asian languages), and Richmond, Virginia (primarily speakers of Spanish), were supported academically, when most children's first language was not English. The authors were interested in exploring whether or not there were cultural or structural differences in the way each country helped or hindered these students as they progressed through the school systems. Three UK schools in a district of approximately 100,000 and three US schools in a district of approximately 250,000 were the focus of this exploration from 2000 to 2003. Findings indicated that there were cultural and legislative differences and similarities. Teachers and administrators in both countries attempted to provide services with limited and sometimes diminishing resources. Community support varied based on resources, attitudes toward various ethnic groups, and the coping strategies adopted by these groups in their new environments. Marked differences appeared with regard to the manner in which assessments took place and how the results were made available to the public.

http://www.multilingual–matters.net

06–14 REZA HASHEMI, MOHAMMAD & FARAH GOWDASIAEI (Ferdowsi U Mashhad, Iran; smrh@ferdowsi.um.ac.ir), **An attribute-treatment interaction study: Lexical-set versus semantically unrelated vocabulary instruction**. *RELC Journal* (Sage) 36.3 (2005), 341–361. doi:10.1177/0033688205060054

The purpose of the current study was (a) to assess the effectiveness of the lexical–set (LS) and the semantically-unrelated (SU) vocabulary instruction, separately and relative to each other, and (b) to assess the differential effects of the two methods for students of lower and upper English proficiency levels. Two intact EFL classes were assigned randomly to the LS or the SU treatment. Each treatment group then received special instruction in vocabulary. The students' gains of target words were measured in terms of vocabulary breadth (VB) and vocabulary depth (VD) knowledge, using the Vocabulary Knowledge Scale (VKS). The study provided some initial evidence to suggest that although students in both instructional methods significantly gained in their knowledge of target words with regard to their VB and VD knowledge, both upper and lower level LS students reached a significantly higher level than their peer SU ones. The upper level students, however, made greater gains than their peer lower level ones.

http://rel.sagepub.com

06–15 SAVICKIENĖ, INETA & VIOLETA KALĖDAITĖ (Vytautas Magnus U, Kaunas, Lithuania), **Cultural and linguistic diversity of the Baltic states in a new Europe**. *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 26.5 (2005), 442–452.

Language questions are increasingly on the agenda in Europe. This paper addresses some problematic aspects of language teaching and learning that have come to the fore in the Baltic states after the European Union enlargement of 2004. First, the paper aims at providing relevant information about language policies in the former USSR and the independent Baltic states of today. This material is discussed in the light of the sociolinguistic changes that have occurred in the three Baltic states, Latvia, Lithuania and Estonia, over the last 15 years or so. Another issue under consideration is the current status and future prospects of teaching Lithuanian to foreigners in an enlarged Europe. Multilingualism is a value much asserted by European authorities. However, the goal of ensuring that the citizens of Europe are actually multilingual is far from being attained. While independence and the new status of Lithuanian as a state language have extended its area of use and increased demand for the teaching of Lithuanian, a new approach to methodologies and material design for teaching Lithuanian as a foreign language have to be developed in order to meet the requirements of the new prospective learners.

http://www.multilingual–matters.net

06–16 SERCU, LIES (Katholieke Universiteit Leuven, Belgium), MARÍA DEL CARMEN MÉNDEZ GARCÍA & PALOMA CASTRO PRIETO, **Culture learning from a constructivist perspective: An investigation of Spanish foreign language teachers' views**. *Language and Education* (Multilingual Matters) 19.6 (2005), 483–495.

Today, teaching and learning tend to be viewed from a constructivist perspective. Learning is regarded as a self-directed process of constructing meaning, which takes place in interaction. The teacher supports the learning process by selecting input and approaches that can scaffold the learning process and guide learners towards independent learning. Teachers are being urged to embrace this paradigm, which focuses on learning by constructing meaning. Research into educational innovation suggests that the success of innovations depends on the extent to which teachers can realise a 'personal paradigm shift' in their views on what constitutes effective teaching for good learning. A change in teachers' beliefs is prerequisite for changes in teaching practice. This paper focuses on Spanish foreign language teachers' perceptions of culture teaching. It investigates to what extent present-day teaching practice reflects constructivist approaches. Specifically, it shows the extent to which teachers depart from what they perceive to be their learners' current understanding of foreign cultures when selecting cultural contents, and to what extent their culture teaching approaches can contribute to the learners' acquisition of independent culture-learning skills. The results show that current teaching practice only in part reflects constructivist convictions on the teachers' side.

http://www.multilingual–matters.net

18

06–17 STEMPLESKI, SUSAN (City U New York, USA), **Developing fluency: Some suggestions for the classroom**. *The Language Teacher* (Japan Association for Language Teaching) 29.6 (2005), 31–33.

Now that English has become the world's second language, the world's lingua franca, it is difficult – and in some situations impossible – to be active and successful in international business, politics, scholarship, or science without significant competence in English. A central concern of many teachers and learners of English is fluency – what Cummins (2000) refers to as conversational language. As fluency – the ability to express oneself clearly, confidently, and easily – is increasingly recognised as an important goal for English language learners around the world, and as English is being introduced to more and more, and younger and younger learners around the world, it is important to examine the concept of fluency more closely. What exactly does it mean to be fluent in a language? How do people achieve fluency? What classroom approaches and activities are most conducive to the development of fluency? The purpose of this article is to provide teachers with a brief overview of the concept of fluency and some example classroom activities that contribute to its development.

http://www.jalt-publications.org

06–18 SWAN, MICHAEL (Freelance), **Legislation by hypothesis: The case of task-based instruction**. *Applied Linguistics* (Oxford University Press) 26.3 (2005), 376–401.
doi:10.1093/applin/ami013

Task-based instruction (TBI) is frequently promoted as an effective teaching approach, superior to 'traditional' methods, and soundly based in theory and research. The approach is often justified by the claim that linguistic regularities are acquired through 'noticing' during communicative activity, and should therefore be addressed primarily by incidental 'focus on form' during task performance. However, this claim is based on unproved hypotheses, and there is no compelling empirical evidence for the validity of the model. Many advocates of TBI reject proactive syllabus design on doctrinaire grounds, while commonly misrepresenting 'traditional' classroom practice. While TBI may successfully develop learners' command of what is known, it is considerably less effective for the systematic teaching of new language. This is especially so where time is limited and out-of-class exposure unavailable, thus making heavily task-based programmes inappropriate for most of the world's language learners. The polarisation of meaning-based and form-based instruction is unconstructive, and reflects a recurrent pattern of damaging ideological swings in language teaching theory and practice.

http://applij.oxfordjournals.org

06–19 TER-MINASOVA, SVETLANA G. (Moscow State U, Russia; dean@ffl.msu.ru), **Traditions and innovations: English language teaching in Russia**. *World Englishes* (Blackwell) 24.4 (2005), 445–454.
doi:10.1111/j.0883-2919.2005.00427.x

The English language in Russia: a brief survey. It includes a historical perspective, the traditions of the past and the new challenges of the present day situation. The history is simple: it is based on a deep love of foreign languages in general and English in particular. Love against all odds, for better, for worse, for richer and for poorer. The traditions of English language learning and teaching (ELLT) are: (1) depth, thoroughness, perfectionism; (2) teacher orientation determined by mass production; (3) a solid theoretical basis; a firm belief that theoretical studies of English will solve ELLT problems; special achievements of Soviet and Russian linguistics in the branches dealing with the concept of the meaning of words: lexicology, lexicography, phraseology, collocation. The present day novelties and problems are: (1) an ever-increasing urge for English learning – the demand far exceeds the supply; (2) English has become an actual means of communication; (3) a burst of interest in cultural studies caused by 'a discovery' that actual communication is impossible without the background cultural knowledge; (4) a change in EL learners and teachers; (5) problems of ELLT materials; (6) an intense interest in non-verbal communication; (7) the advance of new technologies.

http://www.blackwellpublishing.com/jnl_default.asp

Language learning

doi:10.1017/S0261444806223310

06–20 ABBOTT, CHRIS (King's College, U London, UK) **& ALIM SHAIKH, Visual representation in the digital age: Issues arising from a case study of digital media use and representation by pupils in multicultural school settings**. *Language and Education* (Multilingual Matters) 19.6 (2005), 455–466.

This paper identifies the issues that arose from a year-long Digital Imaging project which took place in a multicultural, urban area of the UK, working with children aged from seven years in a primary school and investigating their uses of digital technology. The outcomes of the project are described, using existing theoretical frameworks relating to notions of digital inscription and the grammar of images. The paper discusses in particular the multi-modal representations that were produced by children, and the extent to which the practices described relate to previous research in this area. Further analysis reveals three key issues: the effectiveness of the Kress and van Leeuwen mapping construct for this study, aspects of meaning-making in these pupil representations and the degree of success or achievement perceived to be associated with this use

19

of digital technology, resulting in implications of these approaches for curriculum and pedagogy.

http://www.multilingual–matters.net

06–21 ANDREOU, GEORGIA & NAPOLEON MITSIS (U Thessaly, Greece), **Greek as a foreign language for speakers of Arabic: A study of medical students at the University of Thessaly**. *Language, Culture and Curriculum* (Multilingual Matters) 18.2 (2005), 181–187.

This paper reports our findings and observations on the difficulties of university students learning Greek as a foreign language at the University of Thessaly. A group of medical students, whose native language was Arabic, answered two questionnaires concerning their use of and competence in Greek. The results showed that first and second year students faced difficulties mostly associated with medical terminology, while third and fourth year students, having overcome these problems, were more concerned to improve their use of Greek in everyday life. The article discusses the implications of the findings for the design of teaching materials suited to the needs of the students.

http://www.multilingual–matters.net

06–22 AUNE, R. KELLY (U Hawaii at Manoa, USA; kaune@hawaii.edu), **TIMOTHY R. LEVINE, HEE SUN PARK, KELLI JEAN K. ASADA & JOHN A. BANAS**, **Tests of a theory of communicative responsibility**. *Journal of Language and Social Psychology* (Sage) 24.4 (2005), 358–381. doi:10.1177/0261927X05281425

Two studies are presented that provide the first empirical tests of a theory of communicative responsibility. The theory posits that individuals in communicative situations make systematic judgments of the extent to which each party is responsible for contributing to the process of creating understanding in a communicative event. These judgments affect the extent to which communicators engage in implicature and inference–making during the communicative event. The first study demonstrates that judgments of communicative responsibility affect communicative performance. Respondents' judgments of their personal communicative responsibility in a direction–giving task were positively associated with the length of their directions. The second study showed that a communicator's failure to behave in a communicatively responsible manner was associated with negative perceptions of the communicative behaviour. Communicative responsibility theory would be useful in a number of areas of communication research, including natural language processing, relational communication, misunderstandings and conversational repair, communication competence, and deception.

http://jls.sagepub.com

06–23 BELZ, JULIE A. (The Pennsylvania State U, USA; jab63@psu.edu) **& NINA VYATKINA, Learner corpus analysis and the development of L2 pragmatic competence in networked intercultural language study: The case of German modal particles**. *The Canadian Modern Language Review* (University of Toronto Press) 62.1 (2005), 17–48.

This article reports on a corpus–based, developmental pedagogical intervention for the teaching of German modal particles (MPs) in which learners examined their own emerging MP use as well as that of their native–speaking keypals in the context of electronically mediated, project–based collaboration. Individual learner development was traced microgenetically over a period of nine weeks using Telekorp, a bilingual learner corpus with a built–in control corpus. The current study contributes to the teaching of L2 pragmatics with respect to the authenticity of the interactions, the corpus–enabled nature of the intervention, the developmental scope of the data, and the potential for 'hyper–noticing' in Internet–mediated intercultural foreign language education.

http://www.utpjournals.com

06–24 BIRD, STEPHEN (U Brunei Darussalam, Brunei; sbird@fass.ubd.edu.bn), **Language learning edutainment: Mixing motives in digital resources**. *RELC Journal* (Sage) 36.3 (2005), 311–339. doi:10.1177/0033688205060053

Recent advances in digital video have lead to a convergence of mainstream entertainment (e.g., movies) and language learning tools. An example is a software system/media player called L1, which provides interactive subtitling and learning support for DVD entertainment products. Convergence of entertainment and learning resources raises challenging language learning software design tensions. The article reports a study of English language learners who were asked to use the L1 system and to rate the system features in terms of ease of use and learning. The results showed several distinct design preferences depending on the user's more general attitudes toward edutainment resources. The article discusses L1's consequent design modifications as well as design considerations for language learning edutainment resources more generally.

http://rel.sagepub.com

06–25 CARRINGTON, VICTORIA (U Plymouth, UK), **The uncanny, digital texts and literacy**. *Language and Education* (Multilingual Matters) 19.6 (2005), 467–482.

Literacy is one of the binding threads of modern society. Print text and literacy are irretrievably intertwined with many of the core themes of industrial society: family, gender, nation state. In the shift to new digital technologies, changing sociocultural landscapes and

20

new theoretical frames, the growing difficulty in defining and delineating literacy is one of the core discussions of contemporary literacy politics. The familiarity and centrality of print-based literacy and the often-unseen social practices and hierarchies attached to it make text and literacy a strong candidate for Freud's *Das Unheimliche*. Consequently, the notion of 'the uncanny' speaks to the sudden unfamiliarity of the literacy practices and texts of young people around digital technologies, both in terms of the anxiety caused by the unexpectedly unfamiliar and for the increasing fuzziness of the concepts of text and literacy. This paper therefore borrows the notion of the uncanny from Freud to consider the reading, remixing, production and dissemination of digital text by children of school age. While these practices are familiar social and technical processes for many children, they are uncanny and unsettling for many educators and policy-makers in their roles as representatives of the social institution of school.

http://www.multilingual-matters.net

06–26 CHUNG, YANG-GYUN (International Languages Program, Ottawa, Canada; jchung2536@rogers.com), **BARBARA GRAVES, MARI WESCHE & MARION BARFURTH, Computer-mediated communication in Korean–English chat rooms: Tandem learning in an international languages program**. *The Canadian Modern Language Review* (University of Toronto Press) 62.1 (2005), 49–86.

This longitudinal case study draws on sociocultural theory to investigate language learning as a socially mediated process through computer-mediated communicative tasks in an international languages class. The study reports on the design, implementation, and outcomes of a thematic, task-based curricular innovation in which paired Korean- and English-speaking peers, each learning the other's language, collaborated on chat homework assignments. Examination of these chat interactions between experts and novices, with the tandem partners fulfilling each role in turn, reveals how on-line collaborative discourse supports knowledge building within this cross-linguistic learning environment. Data from chat exchanges show how these students were able to learn and teach contextually meaningful and appropriate linguistic and cultural behaviour through socially mediated actions, using the meaning-making resources within their own learning community. Specifically, the findings show the ways in which learners appropriated a variety of language practices, developed awareness of self in relation to others, and participated in expert and novice discursive practices in the construction of meaning.

http://www.utpjournals.com

06–27 CLOPPER, CYNTHIA G. & DAVID B. PISONI, Effects of talker variability on perceptual learning of dialects, *Language and Speech* (Kingston Press) 47.3 (2004), 207–239.

Two groups of listeners learned to categorise a set of unfamiliar talkers by dialect region using sentences selected from the TIMIT speech corpus. One group learned to categorise a single talker from each of six American English dialect regions. A second group learned to categorise three talkers from each dialect region. Following training, both groups were asked to categorise new talkers using the same categorisation task. While the single-talker group was more accurate during initial training and test phases when familiar talkers produced the sentences, the three-talker group performed better on the generalisation task with unfamiliar talkers. This cross-over effect in dialect categorisation suggests that while talker variation during initial perceptual learning leads to more difficult learning of specific exemplars, exposure to intertalker variability facilitates robust perceptual learning and promotes better categorisation performance of unfamiliar talkers. The results suggest that listeners encode and use acoustic-phonetic variability in speech to reliably perceive the dialect of unfamiliar talkers.

http://www.kingstonpress.com

06–28 CSIZÉR, KATA (Eötvös U, Budapest, Hungary; weinkata@yahoo.com) **& ZOLTÁN DÖRNYEI, Language learners' motivational profiles and their motivated learning behavior**. *Language Learning* (Blackwell) 55.4 (2005), 613–659. doi:10.1111/j.0023-8333.2005.00319.x

The aim of the present study is to define and describe second language (L2) learners' motivational profiles by means of a statistical procedure that is relatively rarely used in L2 studies: cluster analysis. To achieve this, 5 broad dimensions of students' motivational and attitudinal dispositions toward 5 different L2s were measured and analysed, using survey data collected from 8,593 13- and 14-year-old Hungarian pupils on two occasions. Statistical calculations yielded 4 distinct motivational groups, and the authors interpret this classification within Dörnyei's L2 Motivational Self System. In the second part of the study they examine the combined effects and interferences of the different motivational profiles learners hold with regard to two different target languages, English and German.

http://www.blackwellpublishing.com/jnl_default.asp

06–29 DAVIS, ADRIAN (Macao Polytechnic Institute, Macao, China; ajdavis@ipm.edu.mo), **Teachers' and students' beliefs regarding aspects of language learning**. *Evaluation and Research in Education* (Multilingual Matters) 17.4 (2003), 207–222.

The similarities and dissimilarities between teachers' and students' conceptions of language learning were addressed through a questionnaire survey concerning the nature and methods of language learning. The results indicate points of congruence between teachers'

and students' beliefs about language learning in respect of eight main areas. Teachers and students differed in their beliefs in four areas, with students believing much more strongly than their teachers that: (1) the earlier a second language is introduced in schools, the greater the likelihood of success in learning; (2) teachers should present grammatical rules one at a time and students should practise examples of each one before going onto another; (3) students' errors should be corrected as soon as they are made in order to prevent the formation of bad habits; and (4) teachers should use materials that expose students only to those language structures that they have already been taught. Implications are drawn both for teachers and students of second language learning.

http://www.multilingual-matters.net

06–30 **DETERDING, DAVID** (Nanyang Technological U, Singapore; dhdeter@nie.edu.sg), **Listening to Estuary English in Singapore**. *TESOL Quarterly* (Teachers of English to Speakers of Other Languages) 39.3 (2005), 425–440.

In Singapore, many people are not familiar with Estuary English (EE), the variety of English becoming popular in much of southern England. In the current study, when students listened to interviews with EE speakers and were asked to transcribe orthographically what they heard, most of them had severe problems. Features of pronunciation that contributed to the difficulties included th-fronting, t-glottalling, and fronting of close back vowels, and in many cases even the context of the conversation did not help to resolve the confusion, for example, when *three* was pronounced with an initial [f]. This article suggests that some exposure to non-standard accents such as EE would be valuable for students of English because they are quite likely to encounter EE speakers.

http://www.tesol.org/stesol

06–31 **DÖRNYEI, ZOLTÁN** (U Nottingham, UK; zoltan.dornyei@nottingham.ac.uk) **& KATA CSIZÉR,** **The effects of intercultural contact and tourism on language attitudes and language learning motivation**. *Journal of Language and Social Psychology* (Sage) 24.4 (2005), 327–357. doi:10.1177/0261927X05281424

This article investigates attitude-mediated contact effects on language learners' motivational disposition by addressing the question as to whether increased intercultural contact through tourism will lead to enhanced language attitudes and language learning motivation. The analysis is based on empirical data gathered in a repeated cross-sectional survey of 8,593 13- and 14-year-old Hungarian pupils in a national sample, stratified according to regions and dwelling types whose contact parameters were specified through objective census data and expert panel judgments. The results reveal a curvilinear contact-attitude relationship, with the highest contact group/locality being associated with some of the lowest attitudinal and motivational measures.

http://jls.sagepub.com

06–32 **ENK, ANNEKE VAN** (Simon Fraser U, Burnaby, Canada), **DIANE DAGENAIS & KELLEEN TOOHEY, A socio-cultural perspective on school-based literacy research: Some emerging considerations**. *Language and Education* (Multilingual Matters) 19.6 (2005), 496–512.

Much research on reading and writing in schools continues to focus on individual cognitive skills. In contrast, investigations of literacy-learning in out-of-school settings have often taken a socio-cultural perspective, situating reading and writing in social relations and cultural institutions. The last 20 years have seen a proliferation of studies documenting the ways in which printed texts are taken up in a wide variety of settings from after-school clubs and community-based adult literacy programmes to workplaces, the Internet, and 'everyday life'. Increasingly, there have been calls for sociocultural literacy researchers to begin directing their attention to mainstream educational contexts. This paper seeks to contribute to such calls by drawing out some of the complexities and caveats that also need to be kept in mind. After briefly reviewing what it means to define literacy and learning in relation to socio-cultural context, it explores some recent arguments for conceptual and methodological refinements. It then turns to schools and to what a socio-cultural definition of literacy has to offer in terms of addressing diversity and educational inequity, and draws out several issues that require closer consideration.

http://www.multilingual-matters.net

06–33 **FOSTER, PAULINE & AMY SNYDER OHTA** (St Mary's College, U London, UK), **Negotiation for meaning and peer assistance in second language classrooms**. *Applied Linguistics* (Oxford University Press) 26.3 (2005), 402–430. doi:10.1093/applin/ami014

This paper investigates the value of language classroom negotiation of meaning from both cognitive and sociocultural perspectives. According to Long (1985, 1996) comprehensible input gained through interactional adjustments such as negotiating meaning and modifying output is central to second language acquisition, and much research has been undertaken to discover which classroom activities give learners the greatest benefit from this type of interaction (Pica 1994). This paper discusses the measures typically used to identify negotiated interaction and proposes that more rigorous definitions need to be employed to separate signals of communication problems from signals of interest and encouragement. In the study reported for this paper, learners were recorded during an interactive classroom task, and the incidence of negotiation moves

22

(learners' clarification requests, comprehension and confirmation checks) was calculated by counting only those instances where communication problems were clearly signalled. The quantitative results show that the incidence of negotiating meaning was very low. A qualitative analysis of the data subsequently investigated what was going on in the long stretches of interaction that lacked any signs of meaning negotiation. A picture emerges of learners actively assisting each other to transact the task through co-construction and prompting. Learners expressed interest and encouragement while seeking and providing assistance and initiating self-repair of their own utterances, all in the absence of communication breakdowns. Obtaining completely comprehensible input appeared to be of lower priority than maintaining a supportive and friendly discourse. Negotiation is one of a range of conversational processes that facilitate second language acquisition as learners work to understand and express meaning in the L2.

http://applij.oxfordjournals.org

06–34 FURMANOVSKY, MICHAEL (Ryukoku U, Japan), **Japanese students' reflections on a short-term language program**. *The Language Teacher* (Japan Association for Language Teaching) 29.12 (2005), 3–9.

This article reports on a study of 28 Japanese students studying for 6–12 months at a language centre attached to a major university in Australia. It focuses on the students' interactions with classmates from other countries, especially those from Asia. Respondents to a questionnaire were asked to assess their own language proficiency and study skills vis-à-vis these classmates. They were also asked about their confidence in explaining their own culture and lifestyles to other international students, and about their willingness and ability to participate in informal or formal exchanges in which topics such as global issues or current events were discussed. The pedagogical implications for Japan-based university instructors, who may teach these students both before and after their overseas academic and intercultural experiences, is discussed, and some curriculum-related recommendations are outlined.

http://www.jalt-publications.org

06–35 GASS, SUSAN (Michigan State U, USA; gass@msu.edu), **ALISON MACKEY & LAUREN ROSS-FELDMAN, Task-based interactions in classroom and laboratory settings**. *Language Learning* (Blackwell) 55.4 (2005), 575–611. doi:10.1111/j.0023-8333.2005.00318.x

While there is general agreement that conversational interaction can facilitate interlanguage development, much of the research on interaction has been conducted in experimental laboratory settings. Questions have been raised about the generalisability of the benefits observed in the laboratory to the classroom setting. The current research compared interaction in classrooms and laboratories. Seventy-four university-level students learning Spanish as a foreign language worked in dyads to complete 3 different communicative activities in classroom and laboratory settings. Analysis of the interactional patterns of each dyad provided insights into the nature of the interaction in each setting. The data suggest few differences in interactional patterns between the settings. Instead, there were differences depending on the type of task that the learners carried out.

http://www.blackwellpublishing.com/jnl_default.asp

06–36 GATBONTON, ELIZABETH, PAVEL TROFIMOVICH & MICHAEL MAGID (Concordia U, USA), **Learners' ethnic group affiliation and L2 pronunciation accuracy: A sociolinguistic investigation**. *TESOL Quarterly* (Teachers of English to Speakers of Other Languages) 39.3 (2005), 489–512.

This article examines the relationship between ethnic group affiliation (one's sense of belonging to a primary ethnic group) and second-language (L2) pronunciation accuracy defined here as native-like, non-accented L2 speech or L2 speech that contains no first language (L1) influences. The study addressed these questions: (a) Is there a relationship between learners' L2 accent and ethnic group affiliation as perceived by fellow learners? (b) If such a relationship exists, what are its behavioural consequences? The studies reported in this article involved L2 learners from two ethnic groups (Francophone and Chinese in Quebec) in two different sociopolitical contexts (conflictual and non-conflictual) listening to fellow learners speak an L2 and estimating these learners' degree of ethnic group affiliation. Results revealed a relationship between learners' L2 accent and perceived affiliation to their home ethnic group, suggesting that learners treat their peers' L2 accent as an indicator of these peers' degree of ethnic affiliation. Results also revealed behavioural consequences of this relationship, suggesting that L2 learning entails choices between the reward of being efficient and the cost of not marking identity. Overall, the findings highlight the need to consider group-engendered factors in understanding the acquisition of accuracy in L2 pronunciation. Implications of these findings for L2 pronunciation development, classroom L2 pronunciation teaching, and negotiation of L2 learners' language identity are discussed.

http://www.tesol.org

06–37 GERJETS, PETER & FRIEDRICH HESSE (Knowledge Media Research Center, Germany; p.gerjets@iwm-kmrc.de), **When are powerful learning environments effective? The role of learner activities and of students' conceptions of educational technology**. *International Journal*

23

of Educational Research (Elsevier) 41.6 (2004), 445–465.
doi:10.1016/j.ijer.2005.08.011

The goal of this paper is to outline a theoretical and empirical perspective on how learners' conceptions of educational technology might influence their learning activities and thereby determine the power of computer-based learning environments. Starting with an introduction to the concept of powerful learning environments we outline how recent developments in information and communication technologies might be used to implement these environments technologically. In the next step we refer to several exemplary empirical studies to argue that the power of computer-based learning environments will largely depend on very detailed aspects of the learning activities within these environments. In order to design these environments so that they elicit effective learning activities, it is necessary to analyse the factors that determine learners' goals and their choices of processing strategies. The focus of this paper is on one of these factors, namely on learners' instructional conceptions with regard to educational technology and its use in instruction. Up to now, there has been nearly no research conducted within the educational community addressing the issue of how this particular type of instructional conceptions determine learning activities. Therefore, we review several relevant findings from neighboring fields like epistemological beliefs, attitude research, human computer interaction, or cognitive modeling. We use this review to demonstrate that there are numerous findings outside the educational technology community that deserve much more resonance in this community than they currently receive.

http://www.elsevier.com

06–38 GOLOMBEK, PAULA & STEFANIE JORDAN (The Pennsylvania State U, USA), **Becoming 'black lambs' not 'parrots': A poststructuralist orientation to intelligibility and identity**. *TESOL Quarterly* (Teachers of English to Speakers of Other Languages) 39.3 (2005), 513–534.

How do international speakers of English assert their identities as legitimate teachers of English given the privileged position of the native speaker? To answer this question, we present case studies of two students from Taiwan in their first year of study in a 2-year master of arts in TESOL (MATESOL) program. The data included interviews after the course and reaction papers written in a pronunciation pedagogy course in response to readings that challenged the native speaker myth. Using a poststructuralist concept of identity to frame the data, we found that these preservice teachers, not surprisingly, had multiple and conflicting identities as legitimate speakers and teachers of English. Though deeply influenced by the native speaker myth and educational practices that equate Whiteness with native speakers, these teachers were able to appropriate

and imagine new identities as legitimate speakers and teachers of English through the linguistic resources provided by the course readings. These teachers also recognised that they had other means, besides native-like pronunciation, to establish their legitimacy. We argue that the value of teacher education lies in its ability to offer alternative discourses, for example MULTICOMPETENCE (Cook 1992), to enable preservice teachers to imagine alternative identities. In imagining these identities, teacher learners can also develop alternative instructional practice, practice that may be contrary to the norms of the educational institutions in which they work.

http://www.tesol.org

06–39 GREEN, CHRISTOPHER (Hong Kong Polytechnic U, Hong Kong, China; egchrisg@polyu.edu.hk), **Integrating extensive reading in the task-based curriculum**. *ELT Journal* (Oxford University Press) 59.4 (2005), 306–311.
doi:10.1093/elt/cci059

Extensive reading has for many years been seen as an important and motivating means of improving general language proficiency in a second language. This article argues that while extensive reading per se is an important medium for long-term second language acquisition, extensive reading schemes may not be the most effective means of promoting acquisition. This argument springs from the disappointing results of the implementation of the Hong Kong Extensive Reading Scheme in English, which are described in the article. The article presents the view that extensive reading is too important an activity to be confined within the hermetic bounds of a scheme. Instead, it is argued, extensive reading should be incorporated fully in the language curriculum as a vital component of a task-based approach to second language learning.

http://eltj.oxfordjournals.org

06–40 HARDISON, DEBRA M. (Michigan State U, USA; hardiso2@msu.edu), **Second-language spoken word identification: Effects of perceptual training, visual cues, and phonetic environment**. *Applied Psycholinguistics* (Cambridge University Press) 26.4 (2005), 579–596.
doi:10.1017/S0142716405050319

Experiments using the gating paradigm investigated the effects of auditory–visual (AV) and auditory-only perceptual training on second-language spoken-word identification by Japanese and Korean learners of English. Stimuli were familiar bisyllabic words beginning with /p/, /f/, /θ/, /l/, and /s, t, k/ combined with high, low, and rounded vowels. Results support the priming role of visual cues in AV speech processing. Identification was earlier with visual cues and following training, especially for words beginning with /θ/ and /l/, which also showed significant effects of adjacent

vowel. For the Japanese, the AV advantage in identifying /θ/- and /l/-initial words was accentuated following training. Findings are discussed within a multimodal episodic model of learning.

http://journals.cambridge.org

06–41   HARWOOD, NIGEL (U Essex, UK; nharwood@essex.ac.uk), **'We do not seem to have a theory . . . the theory I present here attempts to fill this gap': Inclusive and exclusive pronouns in academic writing**. *Applied Linguistics* (Oxford University Press) 26.3 (2005), 343–375.
doi:10.1093/applin/ami012

This paper is a qualitative and quantitative corpus-based study of how academic writers use the personal pronouns *I* and inclusive and exclusive *we*. Extracts from a multidisciplinary corpus comprising of journal research articles from the fields of Business and Management, Computing Science, Economics, and Physics, reveal how *I* and *we* can help writers create a sense of newsworthiness and novelty about their work, showing how they are plugging disciplinary knowledge gaps. Inclusive pronouns can act as positive politeness devices by describing and/or critiquing common disciplinary practices, and elaborating arguments on behalf of the community. They can also organise the text for the reader, and highlight the current problems and subject areas which preoccupy the field. The quantitative analysis reveals that while all instances of *we* in the Business and Management articles and all but one of the instances of *we* in the Economics articles are inclusive, only a third of the instances in the Computing articles and under 10 per cent of the instances in the Physics articles are inclusive. The study ends with a brief discussion of what a few English for Academic Purposes (EAP) textbooks tell students about inclusive and exclusive pronouns, and offers some suggestions for EAP classroom activities.

http://applij.oxfordjournals.org

06–42   HAUSER, ERIC (U Electro-Communications, Japan), **Coding 'corrective recasts': The maintenance of meaning and more fundamental problems**. *Applied Linguistics* (Oxford University Press) 26.3 (2005), 293–316.
doi:10.1093/applin/ami010

A fair amount of descriptive research in the field of second language acquisition has looked at the presence of what have been labeled corrective recasts. This research has relied on the methodological practice of coding to identify particular turns as 'corrective recasts'. Often, the coding criteria make use of the notion of the maintenance of meaning across turns, implicitly incorporating a theory of meaning. Through the use of empirically-based arguments, this paper demonstrates the problematic nature of this theory of meaning,

and of the notion of the maintenance of meaning. However, the purpose of this paper is not to suggest ways that problems with such criteria may be rectified or mitigated. Rather, the exploration of problems with this notion is used to introduce more fundamental problems related to the use of coding. It is argued that the nature of the methodological practice of coding may be different from how it is generally understood. It is also argued that the use of coding obscures what is happening for participants in interaction. These arguments apply beyond research on corrective recasts within the field of second language acquisition, to all research on interaction which involves the methodological practice of coding.

http://applij.oxfordjournals.org

06–43   KONDO-BROWN, KIMI (U Hawaii at Manoa, USA; kondo@hawaii.edu), **Differences in language skills: Heritage language learner subgroups and foreign language learners**. *The Modern Language Journal* (Blackwell) 89.4 (2005), 563–581.
doi:10.1111/j.1540-4781.2005.00330.x

Using both proficiency tests and self-assessment measures, this study investigated (a) whether 3 subgroups of Japanese heritage language (JHL) learners would demonstrate language behaviours distinctively different from those of traditional Japanese as a foreign language (JFL) learners, and (b) which domains of language use and skills would specifically identify such differentiation. Statistical analyses of data collected from 185 JFL and JHL students aged 17–22 indicated that there were striking similarities between the JFL Learner group and 2 JHL groups (JHL students with at least 1 Japanese-speaking grandparent but without a Japanese-speaking parent as 1 group, and JHL students of Japanese descent without either a Japanese-speaking parent or grandparent as the other). In contrast, another group of JHL students (those with at least 1 Japanese-speaking parent) proved to be substantially different from other groups in (a) grammatical knowledge, (b) listening and reading skills, (c) self-assessed use/choice of Japanese, and (d) self-ratings of a number of can-do tasks (Clark 1981) that represented a wide range of abilities.

http://www.blackwellpublishing.com/jnl_default.asp

06–44   KOPROWSKI, MARK (markkoprowski@yahoo.com), **Investigating the usefulness of lexical phrases in contemporary coursebooks**. *ELT Journal* (Oxford University Press) 59.4 (2005), 322–332.
doi:10.1093/elt/cci061

Over the past decade, lexical theory, corpus statistics, and psycholinguistic research have pointed to the pedagogical value of lexical phrases. In response, commercial publishers have been quick to import these insights into their materials in a bid to accommodate consumers and to profit from the 'lexical chunk'

phenomenon. Contemporary British coursebooks now routinely offer a generous and diverse mix of multi-word lexical items: collocations, compounds, idioms, phrasal verbs, binomials and fixed and semi-fixed expressions. But while designers have been enthusiastic about adding chunks to the syllabus, the process of selecting items has been highly subjective and conducted without reference to corpus data. By analysing the usefulness of lexical phrases in three contemporary coursebooks, this paper offers a lexical profile of the items specified for each course. It is shown that nearly a quarter of the multi-word lexical items specified may be of limited pedagogic value to learners.

http://eltj.oxfordjournals.org

06–45   LaFrance, Adéle (U Toronto, Canada; alafrance@oise.utoronto.ca) **& Alexandra Gottardo, A longitudinal study of phonological processing skills and reading in bilingual children**. *Applied Psycholinguistics* (Cambridge University Press) 26.4 (2005), 559–578. doi:10.1017/S0142716405050307

French/English bilingual children ($N = 40$) in French language schools participated in an 8-month longitudinal study of the relation between phonological processing skills and reading in French and English. Participants were administered measures of phonological awareness, working memory, naming speed, and reading in both languages. The results of the concurrent analyses show that phonological awareness skills in both French and English were uniquely predictive of reading performance in both languages after accounting for the influences of cognitive ability, reading ability, working memory, and naming speed. These findings support the hypothesis that phonological awareness is strongly related to beginning word reading skill in an alphabetic orthography. The results of the longitudinal analyses also suggest that orthographic depth influences phonological factors related to reading.

http://journals.cambridge.org

06–46   Nassaji, Hossein (U Victoria, Canada), **Input modality and remembering name-referent associations in vocabulary learning**. *Canadian Journal of Applied Linguistics* (Canadian Association of Applied Linguistics) 7.1 (2004), 39–55.

This experimental laboratory-based study investigated the role of input modality in remembering name-referent associations in learning nonsense words. Three groups of L2 learners of English attempted to learn and remember name-referent associations in three different conditions: auditory only ($n = 26$), visual only ($n = 28$) and dual-modality (auditory/visual) ($n = 25$). Immediate recall and recognition of name-referent associations revealed no significant differences between the visual and auditory conditions. However, both recall and recognition of paired associations improved

significantly when dual modality was used. These results do not seem to support the superiority of one mode of presentation over another for remembering name-referent associations in vocabulary acquisition. However, they do seem to provide support for the dual-modality hypothesis in vocabulary learning and the idea that semantic representations of words benefit from referential connections in which both auditory and visually-based processing is involved.

http://www.aclacaal.org

06–47   Nguyen, Hanh Thi (Hawaii Pacific U, USA; htnguyen@hawaii.edu) **& Guy Kellogg, Emergent identities in on-line discussions for second language learning**. *The Canadian Modern Language Review* (University of Toronto Press) 62.1 (2005), 111–136.

In this article, issues of identity in L2 learning are examined by using discourse analysis and ethnographic observations to analyse electronic bulletin board postings by ESOL students in a content-based class as they participated in discussions about gay rights and homosexuality. Drawing on notions of identity construction, community of practice, and participation frameworks, we demonstrate that as the students were engaged in the language and content of the lessons, they also selected multifaceted and complex alignments with their existing values and the values promoted in the course. In turn, their stances in the discussions could either encourage or discourage their participation and opportunities to use the L2. Further, in these on-line discussions, language socialisation was uniquely facilitated by the affordances of computer technology.

http://www.utpjournals.com

06–48   Norton, Julie (U Leicester, UK; jen7@le.ac.uk), **The paired format in the Cambridge Speaking Tests**. *ELT Journal* (Oxford University Press) 59.4 (2005), 287–297. doi:10.1093/elt/cci057

Recent articles in this journal (Foot 1999, Saville & Hargreaves 1999) have focused on the advantages and disadvantages of the paired format of the Cambridge Speaking Tests. This article aims to contribute to the debate by considering how the pairing of candidates may impact upon the language sample produced and could affect the assessment process. Data from the Speaking Tests are presented which suggest that pairing potentially affects linguistic performance if one candidate has higher linguistic ability than the other, or if candidates know each other. Pairing also seems to affect the amount of talk produced, and depending on the gender make-up of the pair there appear to be qualitative differences in the respective participation in the tests of each partner.

http://eltj.oxfordjournals.org

26

06–49 NORTH, SARAH (The Open U, UK),
Disciplinary variation in the use of theme in undergraduate essays. *Applied Linguistics* (Oxford University Press) 26.3 (2005), 431–452.
doi:10.1093/applin/ami023

Success in higher education depends on students' ability to meet the writing requirements of their chosen courses, and in many cases this involves adapting to the literacy practices of particular disciplines. While research into professional academic discourse suggests that it may reflect differences in disciplinary culture and epistemology, there has been relatively little investigation of disciplinary difference in student writing. This study is based on an analysis of essays written within an Open University course in the history of science, using a systemic functional approach to examine whether the students' use of theme may vary according to their disciplinary background. Students from an 'arts' background were found to achieve significantly higher grades than those from a 'science' background. This could be related to a greater tendency to present knowledge as constructed, using themes which framed the discussion as a matter of interpretation rather than fact. The results support the hypothesis that students' writing is shaped by their disciplinary background, suggesting that success in writing for one course may be affected by writing experiences in previous courses.

http://applij.oxfordjournals.org

06–50 NUNAN, DAVID (U Hong Kong, China),
Styles and strategies in the language classroom. *The Language Teacher* (Japan Association for Language Teaching) 29.6 (2005), 9–11.

A growing body of research has investigated the learning styles and strategies of language learners. One strand of research has sought to identify relationships between biographical variables such as first language background and educational experiences with learning strategy preferences. A second strand has looked at the effect of strategy training on learners' approaches to the learning process. A third strand has looked at the notion of the good language learner. This paper presents a state-of-the-art look at the learning strategy research that has been carried out over the last twenty years. It then describes a large-scale study into the learning styles and strategies of university students in Hong Kong. This research seeks to identify and describe the language learning practices of good learners that differentiate them from less effective learners. The study is based on a corpus of data from several hundred undergraduates at the University of Hong Kong and looks at the attitudes and beliefs of both effective and ineffective learners as well as at their in-class and out-of-class behaviour. The final part of the paper explores some of the pedagogical implications of the research, and describes some of the practical steps that teachers can take to sensitise learners to the strategies underlying

their own approaches to learning. Questions for further research and ways in which teachers can explore styles and strategies in their own classrooms are also presented.

http://www.jalt-publications.org

06–51 PARIBAKHT, T. SIMA (U Ottawa, Canada; paribakh@uottawa.ca), **The influence of first language lexicalization on second language lexical inferencing: A study of Farsi-speaking learners of English as a foreign language**. *Language Learning* (Blackwell) 55.4 (2005), 701–748.
doi:10.1111/j.0023-8333.2005.00321.x

This article reports on an introspective study that examined the relationship between first language (L1; Farsi) lexicalisation of the concepts represented by the second language (L2; English) target words and learners' inferencing behavior while reading English texts. Participants were 20 Farsi-speaking university students of English as a foreign language. The results indicate that these learners knew fewer, and inferred meanings for more, non-lexicalised target words than lexicalised words. Although they used similar types and proportions of knowledge sources when inferring meanings for both groups of words, they were far less successful in decoding the meanings of the non-lexicalised words. Lexicalisation in the L1 may be one of the factors influencing learners' differential success in L2 text comprehension and vocabulary development.

http://www.blackwellpublishing.com/jnl_default.asp

06–52 POTTS, DIANA (U British Columbia, Canada; djpotts7@hotmail.com), **Pedagogy, purpose, and the second language learner in on-line communities**. *The Canadian Modern Language Review* (University of Toronto Press) 62.1 (2005), 137–160.

Information and communication technologies (ICTs) are often portrayed as offering a collaborative community space in which native and non-native language speakers reciprocally scaffold linguistic, cultural and content knowledge, a space which assists students in overcoming well-documented challenges encountered in traditional classrooms. However, recent studies point to the communicative disjunctures arising from variances in cultural capital and socio-technological histories in on-line dialogic encounters between student groups. This article examines on-line community formation among participants in a graduate seminar on modern language education and the pedagogical design that facilitated the development of norms of joint construction of knowledge, reciprocity, and sharing. Drawing upon survey and interview data as well as on a descriptive statistical analysis of the bulletin board interaction, the study explores how design provided

27

non–native speakers with opportunities to capitalise on their existing experiential and intellectual capital.

http://www.utpjournals.com

06–53 PRETORIUS, ELIZABETH J. (U South Africa, Pretoria, South Africa; pretoej@unisa.ac.za), **English as a second language learner differences in anaphoric resolution: Reading to learn in the academic context**. *Applied Psycholinguistics* (Cambridge University Press) 26.4 (2005), 521–539. doi:10.1017/S0142716405050289

To succeed at a university, students need to read expository texts effectively and meaningfully to access and understand information, and internalise it for study purposes. An important component of the comprehension process is the reader's ability to integrate current information with information mentioned earlier in a text. One aspect of this integration process involves anaphoric resolution. This paper reports on findings from a study that investigated anaphoric resolution by first-year L2 English students during the reading of expository texts. The relationship between skill in anaphoric resolution, academic performance, and language proficiency was examined. Linguistic and textual factors such as type and inference strength of anaphoric tie were also taken into account to examine differential resolution effects. The findings showed that students who were not performing well academically were not skilled at resolving anaphors. Anaphoric resolution was also affected by linguistic and textual differences. Differences in anaphoric resolution diminished as proficiency in English increased. Anaphoric resolution was also affected by the strength of the anaphoric tie; successful anaphoric resolution dropped when the anaphoric tie required greater inferential processing. This was particularly evident among the academically weaker students. The findings suggest that anaphoric resolution in expository texts plays an important role in reading to learn. The implications of these findings are briefly discussed for L2 English students.

http://journals.cambridge.org

06–54 RAMÍREZ VERDUGO, DOLORES (Universidad Autónoma de Madrid, Spain; dolores.ramirez@uam.es), **The nature and patterning of native and non-native intonation in the expression of certainty and uncertainty: Pragmatic effects**. *Journal of Pragmatics* (Elsevier) 37.12 (2005), 2086–2115. doi:10.1016/j.pragma.2005.02.012

The present article investigates whether the interlanguage intonation produced by non-native speakers of English might lead to pragmatic differences that could affect their spoken discourse in the expression of certainty and uncertainty. The study analyses the prosodic forms produced by Spanish learners of English and compares it to the prosody of English native speakers in order to interpret the pragmatic meaning expressed in the conversation of both language user groups. To study Spanish learners' and English native speakers' intonation, a cross-linguistic computerised corpus has been compiled. The speech of both groups of speakers was digitally recorded while they performed two tasks: reading aloud and interpreting short English conversations. The data collected in the corpus, over 3 millions words, was analysed acoustically in order to obtain comparable detailed and quantitative information on the prosodic characteristics produced by the two language user groups. The results reveal that the Spanish speakers' choice of the English tone system may lead to pragmatic incompatibility in the expression of modality in their interactions.

http://www.elsevier.com

06–55 RINEY, TIMOTHY J., NAOYUKI TAKAGI & KUMIKO INUTSU (Interntional Christian U, Japan), **Phonetic parameters and perceptual judgments of accent in English by American and Japanese listeners**. *TESOL Quarterly* (Teachers of English to Speakers of Other Languages) 39.3 (2005), 441–466.

In this study we identify some of the phonetic parameters that correlate with non-native speakers' (NNS) perceptual judgments of accent in English and investigate NNS listener perceptions of English from a World Englishes point of view. Our main experiment involved 3,200 assessments of the perceived degree of accent in English of two speaker groups: 11 Japanese and 5 Americans. Two additional and separate phonetically untrained listener groups, one composed of 10 Japanese and the other of 5 Americans, did the perceptual assessments. A follow-up auditory analysis by two phonetically trained listeners and an acoustic analysis showed that the untrained Japanese listeners used primarily non-segmental parameters (intonation, fluency, and speech rate) to make perceptual judgments, whereas segmental parameters had a relatively minor role. Untrained American listeners exhibited the opposite pattern: Segmentals (especially /r/ and /l/) figured prominently, and non-segmentals played a relatively minor role. Our study shows how native-speaking (NS) and NNS listeners perceive degree of accent in English in fundamentally different ways, each based on different phonetic parameters. We consider the implications that our findings might have for a recently proposed phonological syllabus for English as an international language (EIL) designed with NNS–NNS interactions in mind.

http://www.tesol.org

06–56 ROSSITER, MARIAN J. (U Alberta, Canada), **Developmental sequences of L2 communication strategies**. *Applied Language Learning* (Defense Language Institute Foreign Language Center and

28

Presidio of Monterey, USA) 15.1 & 15.2 (2005), 55–66.

This paper reports a study that investigated the development of second language (L2) communication strategies (code-switching, all-purpose words, word coinage, approximation, and circumlocution) over time. In the study, eight adult learners in a full-time English as a second language program provided oral narrations of an eight-frame picture story at Time 1 and again 15 weeks later. The transcripts of the 4 learners who demonstrated improvement over time were examined. All communication strategies in the narratives at Times 1 and 2 were identified, coded, and quantified. Linguistic analyses of the narratives revealed an overall decrease in the use of the communication strategies over time, but an increased use of circumlocution. The study provided further evidence of a hierarchical order in the development of L2 oral communication strategies.

http://www.dliflc.edu

06–57 RUBDY, RANI (Nanyang Technological U, Singapore; rsrubdy@nie.edu.sg), **A multi-thrust approach to fostering a research culture**. *ELT Journal* (Oxford University Press) 59.4 (2005), 277–286.
doi:10.1093/elt/cci056

If producing quality research and meeting the attendant demands of thesis and dissertation writing is a difficult process for native speaker students, it is often doubly so for non–native speakers. ESL/EFL students may have the level of language proficiency for admission to their course of study, without yet possessing the necessary textual knowledge, genre knowledge and social knowledge required of them to succeed at this level. There is thus growing awareness in academic circles that ESL and EFL graduate students in countries such as Thailand may need assistance and guidance, not only in designing and carrying out their research, but also with the presentation of their research in an acceptable standard of English (Allison et al. 1998). Since the nature of this assistance is often multi–faceted, spanning cognitive, organisational, generic, linguistic and socio–affective aspects, a multi–thrust approach becomes necessary to provide student support. The paper des-cribes one such attempt at meeting the multiple needs of EFL graduate students in Thailand.

http://eltj.oxfordjournals.org

06–58 SCHNEIDER, JASON (jasoncschneider@yahoo.com), **Teaching grammar through community issues**. *ELT Journal* (Oxford University Press) 59.4 (2005), 298–305.
doi:10.1093/elt/cci058

In recent years, ELT researchers have begun exploring how teachers can link their lessons to student com-munities and student concerns; however, little attention has been given to the potential for explicit grammar focus in the context of such approaches. In this paper, it is proposed that language lessons structured around local issues and concerns can be successfully linked to explicit grammar focus; furthermore, it is argued that such lessons have the potential to raise students' awareness of critical issues in the world around them and to help them understand how ideologies and viewpoints can be expressed through grammatical choices. In order to highlight these points, the author relates one of his own lessons in which a grammar point – the passive voice – was taught in the context of a local concern – an on–campus labour dispute.

http://eltj.oxfordjournals.org

06–59 SHAABAN, KASSIM (American U Beirut, Lebanon), **A proposed framework for incorporating moral education into the ESL/EFL classroom**. *Language, Culture and Curriculum* (Multilingual Matters) 18.2 (2005), 201–217.

This paper addresses the issue of incorporating moral education in the English as a second or foreign language (ESL/EFL) classroom in light of the increasing calls for having teachers take on a more pro-active role in the moral development of their students. The moral education model recommended in this study includes the development of fundamental values, principles, and attitudes; continuous character growth that allows learners to become concerned, informed, and involved citizens; and laying down the foundations of a critical approach to controversial issues. The rationale that the study adopts for introducing moral education in ESL/EFL curricula is based on the assumption that it helps learners in developing their linguistic and cognitive skills, social awareness, emotional well–being, critical thinking, and a tolerant world view, goals that are compatible with the new approaches and methods of teaching ESL/EFL. The framework proposed for the implementation of this process includes tentative issues/themes, language skills, learning outcomes, methods of instruction and evaluation, materials and resources, and instructional activities.

http://www.multilingual–matters.com/multi/
journals.asp

06–60 SIDER, STEVE R. (U Western Ontario, Canada), **Growing up overseas: Perceptions of second language attrition and retrieval amongst expatriate children in India**. *Canadian Journal of Applied Linguistics* (Canadian Association of Applied Linguistics) 7.2 (2004), 117–138.

This study involves expatriate children whose first language (L1) is English and who learned Hindi as their second language (L2) while their parents worked in India. The purpose of the study was to investigate the linguistic experiences of the children after they had left India, particularly experiences with L2 attrition. Through semi-structured interviews, subjects shared their stories of L2 acquisition and attrition. Common experiences which contributed to the attrition of the L2

included periods of non-use of the L2, social responses to the use of the L2, the lack of development of Hindi literacy and subjects' attitude toward using the L2. Some of the subjects were able to retrieve the L2 on return trips to India and an examination is made of their perceptions of what supported this retrieval process. These include exposure to the environment of India and personal motivation. The conclusion provides questions and suggestions for further research to contribute to a better understanding of the linguistic experiences of expatriate children.

http://www.aclacaal.org

06–61 **SPILIOTOPOULUS, VALIA** (U Toronto, Canada; valia.spiliotopoulos@ubc.ca) **& STEPHEN CAREY, Investigating the role of identity in writing using electronic bulletin boards**. *The Canadian Modern Language Review* (University of Toronto Press) 62.1 (2005), 87–109.

Recent research has focused on the relationship between language and identity (Ivanic 1998; Kanno & Norton 2003). International students who come to Canada to learn English as a second language realise that to succeed in the academic community, they must be particularly adept at writing in English for academic purposes. This article addresses how using WebCT's electronic bulletin board to improve writing in English offers students opportunities for the development of student identities in ways that are not as prevalent in the traditional face-to-face classroom. More specifically, this article argues that the monologic and dialogic writing tasks that occur on the electronic bulletin board have important implications for student participation, motivation, and inter-cultural awareness.

http://www.utpjournals.com

06–62 **SUEYOSHI, AYANO** (Michigan State U, USA; hardiso2@msu.edu) **& DEBRA M. HARDISON, The role of gestures and facial cues in second language listening comprehension**. *Language Learning* (Blackwell) 55.4 (2005), 661–699. doi:10.1111/j.0023-8333.2005.00319.x

This study investigated the contribution of gestures and facial cues to second-language learners' listening comprehension of a videotaped lecture by a native speaker of English. A total of 42 low-intermediate and advanced learners of English as a second language were randomly assigned to 3 stimulus conditions: AV-gesture-face (audiovisual including gestures and face), AV-face (no gestures), and Audio-only. Results of a multiple choice comprehension task revealed significantly better scores with visual cues for both proficiency levels. For the higher level, the AV-face condition produced the highest scores; for the lower level, AV-gesture–face showed the best results. Questionnaire responses revealed positive attitudes toward visual cues,

demonstrating their effectiveness as components of face-to-face interactions.

http://www.blackwellpublishing.com/jnl_default.asp

06–63 **TAGUCHI, NAOKO** (Carnegie Mellon U, USA; taguchi@andrew.cmu.edu), **Comprehending implied meaning in English as a foreign language**. *The Modern Language Journal* (Blackwell) 89.4 (2005), 543–562. doi:10.1111/j.1540-4781.2005.00329.x

This study investigated whether second language (L2) proficiency affects pragmatic comprehension, namely the ability to comprehend implied meaning in spoken dialogues, in terms of accuracy and speed of comprehension. Participants included 46 native English speakers at a U.S. university and 160 Japanese students of English in a college in Japan who were at different L2 proficiency levels. They took a 38-item computerised listening task measuring their ability to comprehend conversational implicatures of different types (i.e. 2 sets of items in different degrees of conventionality). The participants' comprehension was analysed in terms of accuracy (i.e. test scores on a multiple choice measure) and comprehension speed (i.e. average time in seconds taken to answer each item correctly). The results revealed a significant L2 proficiency influence on accuracy, but not on comprehension speed. There was no significant relationship between accuracy and comprehension speed. A post hoc analysis of error data revealed a short-term memory influence on comprehension accuracy for L2 learners.

http://www.blackwellpublishing.com/jnl_default.asp

06–64 **TAILLEFER, GAIL F.** (Université Toulouse I Sciences Sociales, France; gail.taillefer@univ-tlse1.fr), **Foreign language reading and study abroad: Cross-cultural and cross-linguistic questions**. *The Modern Language Journal* (Blackwell) 89.4 (2005), 503–528. doi:10.1111/j.1540-4781.2005.00327.x

Little cross-cultural empirical research has been devoted to expectations for academic performance of study abroad (SA) students, particularly in their foreign language (FL) reading. This study explored pre-mobility English and French FL reading comprehension and strategy use in 177 European SA students of law and economics. It sought to establish whether students of particular academic literacy and sociolinguistic backgrounds (English and Irish, French, Spanish, German, Dutch and Flemish Belgian), at given levels of FL competency, would differ significantly in their reading skill and strategy use, and whether causal inference might be drawn regarding grades during their SA experience. Test results revealed equivalent FL competency but a clear hierarchy in both FL reading comprehension and strategy use: English-language (British and Irish)

30

and French students ranking highest, followed by Spanish, German, and Dutch-speaking students. Causal effects of reading on academic results varied across groups. The findings are interpreted in terms of the interaction of different cross-cultural academic literacy and FL traditions and of FL competency. Pedagogical recommendations are made, along with suggestions for further study.

http://www.blackwellpublishing.com/jnl_default.asp

06–65　**TANI-FUKUCHI, NAOKO** (Kwansei Gakuin U, Japan), **Japanese learner psychology and assessment of affect in foreign language study**. *The Language Teacher* (Japan Association for Language Teaching) 29.4 (2005), 3–9.

The purpose of this study is (a) to investigate the most prevalent student emotions in the classroom, (b) to identify positive English learning experiences, (c) to identify aspects of English education which need improvement, (d) to identify student and teacher roles for better class management, and (e) to identify student expectations for future English education in Japan, each from the students' perspective. This paper illustrates the need for understanding learner psychology and suggests further studies to explore teacher feelings and psychology. The psychology of both teachers and learners is beginning to shed new light on both the teaching and learning processes, and prescriptions for a psychologically supportive curriculum are explored.

http://www.jalt-publications.org

06–66　**TANI-FUKUCHI, NAOKO** (Kwansei Gakuin U, Hyogo, Japan) **& ROBIN SAKAMOTO, Affective dimensions of the Japanese foreign language learner: Implications for psychological learner development in Japan**. *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 26.4 (2005), 333–350.

As learner-centred approaches are gaining popularity in many language classrooms, the affective dimensions of learners and the interaction effects of learners and teachers have become an important theme for research and assessment. This paper explores how Japanese learners of English as a foreign language evolve in two geographically distinct regions in Japan, one urban and one rural, with different exposure toWestern cultures. Demographic and personal factors under consideration include: geographical location of the university, gender, English study outside of school, native speaker teacher experience and overseas experience. These personal factors were further explored to determine how they interact with the five experimental themes: language attributes, Japanese identity, learner style, tolerance of ambiguity and motivation. Significant interactions were found between overseas experience and Japanese identity, native speaker teacher experience and learner style, overseas experience and learner style, gender

and motivation, native speaker teacher experience and motivation, and overseas experience and motivation. Implications for learner and educator collaboration are explored.

http://www.multilingual-matters.com/multi/journals.asp

06–67　**THOMS, JOSHUA** (U Iowa, USA; joshua_thomas@uiowa.edu), **JIANLING LIAO & ANJA SZUSTAK, The use of L1 in an L2 on-line chat activity**. *The Canadian Modern Language Review* (University of Toronto Press) 62.1 (2005), 161–182.

This study focuses on the use of the L1 by L2 learners when carrying out a collaborative jigsaw task in a computer chat environment. It investigates the extent and function of L1 use by means of a sociocultural theoretical framework. The research project was carried out in three languages: Chinese, German, and Spanish. Students were assigned to dyads at random and were asked to perform a jigsaw task activity. The chat logs were collected and analysed via descriptive statistics and discourse analysis. The findings suggest that across all three languages, the students used their L1 (English) to varying degrees and for a variety of functions. 'Moving the task along' (Swain & Lapkin 2000) was the primary function of the L1. Further examination of the chat logs indicates that several factors affected the use of L1, such as participants' task management strategies and the use of symbols.

http://www.utpjournals.com

06–68　**TICKOO, ASHA** (Southern Illinois U, USA; atickoo@siue.edu), **The selective marking of past tense: Insights from Indian learners of English**. *International Journal of Applied Linguistics* (Blackwell) 15.3 (2005), 364–378. doi:10.1111/j.1473-4192.2005.00096.x

This study examines the selective marking of past tense in the narrative prose of low intermediate-level Indian learners of English as a second language who use Hindi or Urdu as their first language, in order to seek effective classroom strategies to address this learning challenge. It tests the applicability of the existing explanations of selective marking on the past tense use of this group of learners and, finding these explanations inadequate, identifies a more viable explanation, with its source in the learners' L1. This knowledge is used to formulate an effective instructional approach for the learners' proper mastery of the English past tense. In finding explanations for performance data in processes quite extraneous to the basic developmental process that monitors SLA, the study is able to contribute to the formulation of a more comprehensive and holistic understanding of SLA.

http://www.blackwellpublishing.com/jnl_default.asp

06–69　**TOCALLI-BELLER, AGUSTINA & MERRILL SWAIN** (U Toronto, Canada; atocalli-beller@oise.utoronto.ca), **Reformulation:**

The cognitive conflict and L2 learning it generates. *International Journal of Applied Linguistics* (Blackwell) 15.1 (2005), 5–28. doi:10.1111/j.1473-4192.2005.00078.x

This paper provides evidence of the role of cognitive conflict in the process of learning a second language. Twelve grade 7 French immersion students participated in a multi-stage task that provided them with the opportunity to discuss the reformulation of a text they had written. Through a pre-test and post-test design, it is demonstrated that the reformulation of the students' own writing, an opportunity to notice the changes, and a subsequent stimulated recall provided opportunities for learning: they presented the students with cognitive conflicts that prompted the students to articulate differences between the two texts and discuss the reformulation. The students were also interviewed, which provided insights into their own learning experiences.

http://www.blackwellpublishing.com/jnl_default.asp

06–70   TROFIMOVICH, PAVEL (Concordia U, Quebec, Canada; pavel@education.concordia.ca), **Spoken-word processing in native and second languages: An investigation of auditory word priming**. *Applied Psycholinguistics* (Cambridge University Press) 26.4 (2005), 479–504. doi:10.1017/S0142716405050265

The present study investigated whether and to what extent auditory word priming, which is one mechanism of spoken-word processing and learning, is involved in an L2. The objectives of the study were to determine whether L2 learners use auditory word priming as monolinguals do when they are acquiring an L2, how attentional processing orientation influences the extent to which they do so, and what L2 learners actually 'learn' as they use auditory word priming. Results revealed that L2 learners use auditory word priming, that the extent to which they do so depends little on attention to the form of spoken input, and that L2 learners over-rely on detailed context-specific information available in spoken input as they use auditory word priming.

http://journals.cambridge.org

06–71   TUVENG, ELENA (U Oslo, Norway) **& ASTRI HEEN WOLD, The collaboration of teacher and language-minority children in masking comprehension problems in the language of instruction: A case study in an urban Norwegian school**. *Language and Education* (Multilingual Matters) 19.6 (2005), 513–536.

Problems in comprehending the language of instruction may contribute to language minority children's difficulties with different educational tasks. In this project the relationship between difficulties in language comprehension and task solutions was explored by studying in depth the concrete interactions and communications in mathematical lessons in one group of children from a multicultural third-grade class in Norway and their teacher. The methods included non-participant classroom observations, audio recordings of classroom communication, interviews with teachers and children, and language testing. The children's difficulties in mathematics were categorised as either technical difficulties, diffuse difficulties or difficulties in comprehending the language of instruction. Only one example of an explicitly expressed language-comprehension difficulty was observed in about 10 hours of observation. The pattern of results from observations, interviews and testing strongly suggests that more comprehension problems are actually experienced by the children, however. Responsibility for changing the situation lies with the teacher, whose modelling co-creates with the children a situation in which difficulties in comprehending the language of instruction are masked.

http://www.multilingual-matters.com/multi/journals.asp

06–72   WARGA, MURIEL (Karl Franzens U, Graz, Austria), **'Je serais très merciable': Formulaic vs. creatively produced speech in learners' request closings**. *Canadian Journal of Applied Linguistics* (Canadian Association of Applied Linguistics) 8.1 (2005), 67–94.

This paper reports the findings of a study on intermediate classroom learners' ability to perform appropriate formulaic sequences (FSs) for closing high-imposition requests. Based on a corpus of 1,200 requests it was found that FSs constitute a substantial part of French and Austrian native speakers' request-closing behaviour. Classroom learners of French, on the other hand, are shown to use FSs significantly less frequently than native speakers. Moreover, the data provide convincing evidence that employing complex, situation-specific request-closings is a strategy learners draw upon to compensate for their lack of appropriate FSs. For instance, native speakers 'offer a reward' by saying in very general terms *Je te rendrai ça*. Learners, by contrast, 'offer a reward' in exactly the same situation by saying *En contrepartie, je t'aiderai avec l'interrogation en maths*. Furthermore, it was found that if learners *do* use formulaic language, the FSs they use are not necessarily the same as those used by native speakers. Therefore, the results of this study clearly suggest that the use of FSs differs considerably between native speakers and classroom learners not only at a quantitative but also at a qualitative level.

http://www.aclacaal.org

Reading & writing

06–73   AL-SA'DI, RAMI A. & JIHAD M. HAMDAN (U Jordan, Amman, Jordan;

enigma_1g@yahoo.co.uk), **'Synchronous online chat' English: Computer-mediated communication**. *World Englishes* (Blackwell) 24.4 (2005), 409–424.
doi:10.1111/j.0883-2919.2005.00423.x

This study aims to investigate the linguistic features of e English, relying on a large corpus of authentic IRC and Yahoo Messenger chat sessions (both public and private). The study concludes that economy is a salient attribute of e English. Among the other major linguistic features that were detected in this study are: sentences are characteristically short and simple, many words are distorted and truncated in familiar and unfamiliar ways, abbreviations and acronyms are widespread, and taboo words very likely to occur in most chat sessions (especially in public ones). One more major finding is that e English can be viewed as unclassifiable as either written or spoken language despite the written medium wherein it occurs.

http://www.blackwellpublishing.com/jnl_default.asp

06–74   BITCHENER, JOHN, STUART YOUNG & DENISE CAMERON (Auckland, New Zealand), **The effect of different types of corrective feedback on ESL student writing**. *Journal of Second Language Writing* (Elsevier) 14.3 (2005), 191–205.
doi:10.1016/j.jslw.2005.08.001

Debate about the value of providing corrective feedback on L2 writing has been prominent in recent years as a result of J. Truscott's [The case against grammar correction in L2 writing classes. *Language Learning* 46 (1996), 327–369] claim that it is both ineffective and harmful and should therefore be abandoned. A growing body of empirical research is now investigating the agenda proposed by D. R. Ferris [The case for grammar correction in L2 writing classes: A response to Truscott (1996). *Journal of Second Language Writing* 8 (1999), 1–10; The 'Grammar correction' debate in L2 writing: Where are we, and where do we go from here? (and what do we do in the meantime . . .?). *Journal of Second Language Writing* 13 (2004), 49–62]. Contributing to this research base, the study reported in this article investigated whether the type of feedback (direct, explicit written feedback and student–researcher 5 minute individual conferences; direct, explicit written feedback only; no corrective feedback) given to 53 adult migrant students on three types of error (prepositions, the past simple tense, and the definite article) resulted in improved accuracy in new pieces of writing over a 12 week period. The study found a significant effect for the combination of written and conference feedback on accuracy levels in the use of the past simple tense and the definite article in new pieces of writing but no overall effect on accuracy improvement for feedback types when the three error categories were considered as a single group. Significant variations in accuracy across the four pieces of writing support earlier SLA discoveries that L2 learners, in the process of acquiring new

linguistic forms, may perform them with accuracy on one occasion but fail to do so on other similar occasions.

http://www.elsevier.com

06–75   BLEVINS, WILEY (Scholastic Inc., USA), **The importance of reading fluency and the English language learner**. *The Language Teacher* (Japan Association for Language Teaching) 29.6 (2005), 13–16.

Reading fluency is an essential component of any language curriculum. A focus on the speed and accuracy with which English language learners can identify letters, sound-letter correspondences, and words can assist students in developing their English reading skills. This paper examines six research-based ways to build fluency: (a) modeling reading, (b) providing direct instruction and feedback, (c) providing reader supports, (d) doing repeated readings of one text, (e) using phrase-cues texts, and (f) engaging in wide reading.

http://www.jalt-publications.org

06–76   BROWN, ANNIE (U Melbourne, Australia; a.brown@unimelb.edu.au), **Self-assessment of writing in independent language learning programs: The value of annotated samples**. *Assessing Writing* (Elsevier) 10.3 (2005), 174–191.
doi:10.1016/j.asw.2005.06.001

Although independent learning, making use of multi-media technologies, provides a more flexible learning context, it also presents new challenges in assessment in that the learners themselves are responsible for monitoring and evaluating their own learning. This paper reports on the development of an approach to learner self-assessment which aims to facilitate the self-assessment of performance on extended-response writing tasks. Such tasks are typical within current approaches to communicative language learning, but a review of the self-assessment literature reveals no precedent for how actual task performance might be effectively and reliably self-assessed. A methodology was therefore developed using samples of learner–produced texts with annotations to elucidate both the criteria by which performance should be judged and the standards expected, thus enabling learners to assess their own performances by comparing their work with these samples. The methodology was trialled on a small sample of Chinese students learning English in Australia. It was found to be both reliable and useful, allowing students not only to accurately evaluate their own performance but also to learn new language skills from the samples.

http://www.elsevier.com

06–77   CLARIDGE, GILLIAN (International Pacific College, New Zealand), **Simplification in graded**

33

readers: Measuring the authenticity of graded texts. *Reading in a Foreign Language* (National Foreign Language Resource Center, University of Hawaii) 17.2 (2005), 144–159.

The use of graded readers to give elementary and intermediate level learners of English the experience of extensive reading has been criticised on the grounds that such texts lack authenticity. If, however, such texts have, for the audience, the characteristics of authentic messages, their simplifications may be experienced not as distorted, but in ways similar to the intended audience of the originals. This study examines the characteristics and quality of simplification in graded readers as compared to those of 'normal' authentic English. Two passages from graded readers are compared with the original passages to show the percentage and distribution of high and low frequency of words. The comparison uses a computer programme, RANGE (Nation & Heatley 2003) to analyse the distribution of high and low frequency words in the passages. This is supported by a comparison of the texts in terms of Swaffar's (1985) characteristics of authentic message. In contrast to Honeyfield's (1977) seminal study of simplification, the present analysis finds that patterns of use of structure, discourse markers, redundancy, collocations, and high and low frequency vocabulary, are similar in both original and simplification. Findings suggest that the writing in well-written graded readers can be, for its audience, experienced as authentic and typical of 'normal' English.

http://nflrc.hawaii.edu

06–78 ERIKSSON, KATARINA & KARIN ARONSSON (U Linköping, Sweden), **'We're really lucky': Co-creating 'us' and the 'other' in school booktalk**. *Discourse & Society* (Sage) 16.5 (2005), 719–738.
doi:10.1177/0957926505054943

This article addresses how 'Otherness' is co-construed in booktalk in a Swedish school. The data consist of video-recorded teacher-led booktalk sessions, involving small groups of pupils in grades 4–7. Seven of the eight books discussed were, at least partly, set in settings foreign to the pupils. We found that a basic teacher device for constructing the 'Other', was to implicitly or explicitly compare a group of others with the participant children themselves, 'us Swedish children', accomplishing 'Otherness' by foregrounding differences, setting up a series of implicit or explicit contrasts between 'them' and 'us'. Such contrasts concerned: literacy and language skills (Extracts 1 and 2), ways of 'sticking together' (Extracts 3 and 4), as well as contrasts in terms of the distribution of material educational resources and work demands on children (Extracts 5–8). Moreover, the last extracts also illustrate how pupils co-construct the teachers' implicit or explicit underlying moral agendas.

http://das.sagepub.com

06–79 FERENZ, ORNA (Bar Ilan U, Ramat Gan, Israel; ferenzo@mail.biu.ac.il), **EFL writers' social networks: Impact on advanced academic literacy development**. *Journal of English for Academic Purposes* (Elsevier) 4.4 (2005), 339–351. doi:10.1016/j.jeap.2005.07.002

For non-native English writers, second language (L2) advanced academic literacy encompasses knowledge of the rhetorical, linguistic, social and cultural features of academic discourse as well as knowledge of English as used by their academic disciplines. Literacy is acquired through a socialisation process embedded in social practice, patterned by social institutions [D. Barton & M. Hamilton (1998), *Local literacies: Reading and writing in one community*. London: Routledge] and interactions between learners and their academic discourse community members. These interactions may also be identified as a writer's social network, which, in turn, may influence the writer's attitude to second language academic literacy acquisition. Adopting a social network perspective, this paper poses two questions: (1) What type of relationships do English as a Foreign Language (EFL) graduate students form in order to develop L2 academic literacy? (2) What impact do these relationships have on students' acquisition of L2 academic literacy and writing. The results suggest that the composition of a writer's social network affects L2 advanced academic literacy acquisition and practice as disciplinary communication. Implications for FL practitioners are considered.

http://www.elsevier.com

06–80 FOWLE, CLYDE (Macmillan Education, East Asia), **Simply read! Introducing reading for pleasure**. *The Language Teacher* (Japan Association for Language Teaching) 29.6 (2005), 20–22.

This article looks at some of the advantages of encouraging learners to read extensively for pleasure. The article addresses some common questions teachers have about introducing extended reading into a language programme and aims to provide a clear idea of the issues involved as well as suggesting practical ideas for its successful introduction. Some contentious questions, such as whether or not tasks accompanying extensive reading are a good thing, are also considered.

http://www.jalt-publications.org

06–81 HEE KO, MYONG (Seoul National U, Korea; myongheeko@yahoo.co.kr), **Glosses, comprehension, and strategy use**. *Reading in a Foreign Language* (National Foreign Language Resource Center, University of Hawaii) 17.2 (2005), 125–143.

This study, using both qualitative and quantitative measures, investigates how different types of gloss conditions

affect Korean college students' reading comprehension, and investigates the kind of strategies foreign language readers use while reading. It also reports L2 reader preference on two different types of glosses. One hundred and six undergraduates, with reading abilities evaluated as either an intermediate or a high-intermediate level, homogeneous group in terms of age and English education background, at a university in Korea participated in the study. Twelve were assigned to think aloud, and the rest (ninety-four) took part in the main study only. They read the material under one of three conditions: no gloss, Korean gloss (L1 glossing), and English gloss (L2 glossing). After reading, they took a multiple-choice reading comprehension test and answered a questionnaire. The results of the quantitative analyses indicated that only the second language (L2) gloss condition significantly affected students' reading comprehension. Think-aloud procedure revealed information about learners' reading strategies, indicating that both L1 and L2 glossing made learners' reading comprehension smoother and faster. However, statistics did not indicate a significant difference between the no gloss and L1 gloss conditions. When surveyed, learners showed their preference for glosses in the margin: more than 62% of the learners preferred L2 glosses.

http://nflrc.hawaii.edu

06–82 HINKEL, ELI (Seattle U, USA), **Hedging, inflating, and persuading in L2 academic writing**. *Applied Language Learning* (Defense Language Institute Foreign Language Center and Presidio of Monterey, USA) 15.1 & 15.2 (2005), 29–53.

This study analyses the types and frequencies of hedges and intensifiers employed in native speaker (NS) and non-native speaker (NNS) academic essays included in a corpus of first language (L1) and second language (L2) student academic texts (745 essays/220,747 words). The overarching goal of this investigation is to focus on these lexical and syntactic features of written discourse because they effectively lend themselves to instruction in L2 academic writing courses. The research discussed in this paper compares the NS and NNS frequencies of uses of various types of hedging devices and intensifiers in written academic prose: epistemic hedges (*normally*, *relatively*), lexical hedges (*more or less*, *most*), possibility hedges (*in case*, *hopefully*), down toners (*a bit*, *simply*), assertive pronouns (*anyone*, *somebody*), and adverbs of frequency (*frequently*, *usually*). In addition, the analysis also includes intensifiers, such as universal and negative pronouns (*all*, *nothing*), amplifiers (*a lot*, *forever*), and emphatics (*extreme/-ly/*, *total/-ly/*). A detailed examination of median frequency rates of hedges and intensifiers in NS and NNS academic essays point to the fact that L2 writers employ a severely limited range of hedging devices, largely associated with conversational discourse and casual spoken interactions. These findings are further supported by a prevalence of conversational intensifiers and overstatements that are ubiquitous in informal speech but are rare in formal written prose.

http://www.dliflc.edu

06–83 HIRVELA, ALAN (Ohio State U, USA; hirvela.1@osu.edu) **& YUERONG LIU SWEETLAND**, **Two case studies of L2 writers' experiences across learning-directed portfolio contexts**. *Assessing Writing* (Elsevier), 10.3 (2005), 192–213. doi:10.1016/j.asw.2005.07.001

Portfolios have attracted considerable interest among ESL writing and assessment specialists since the 1980s. Whether they have fulfilled the promise their proponents envision is a question still under investigation. This paper describes two case studies which looked at student experiences with portfolios in two English as a Second Language writing courses where the portfolio pedagogies employed differed, so that each student was able to experience portfolios under meaningful conditions for comparison. The results showed that the participants liked the idea of portfolios but did not strongly endorse their use as employed in the courses which served as the research settings. The study's findings shed light on how students respond to different portfolio models and thus contribute to our understanding of the place portfolios can occupy in L2 writing instruction.

http://www.elsevier.com

06–84 HOLLIGAN, CHRIS (U Paisley, UK), **Fact and fiction: A case history of doctoral supervision**. *Educational Research* (Routledge/Taylor & Francis) 47.3 (2005), 267–278. doi:10.1080/00131880500287179

This paper aims to explore and critique received ideas about supervision, and seeks to elucidate their implications for intellectual originality and the nature of research-based knowledge production. The sample consists of one doctoral student who is advanced in the progress of her studies, based in a Scottish university and of overseas origin. A case-study design is adopted within which a supervisor has the stance of a participant observer. The findings suggest that the conflicting array of ideological discourses exercising authority over the university sector may undermine the concept of scholarly originality and the underpinning academic skills as well as dispositions. It is concluded that supervisory strategies vary, but the received ones premised upon a different historical landscape which championed academic autonomy may bring supervisors into a tense relationship with their institutions and policies of performativity.

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

06–85 KAAKINNEN, JOHANNA K. & JUKKA HYONA (U Turku, Finland), **Perspective effects on expository text comprehension: Evidence from think-aloud protocols, eyetracking, and recall**. *Discourse Processes* (Lawrence Erlbaum) 40.3 (2005), 239–257.
doi:10.1207/s15326950dp4003_4

In this study, 36 participants read an expository text describing 4 rare illnesses from a given perspective. Their eye movements were recorded during reading, and think-alouds were probed after 10 relevant and 10 irrelevant sentences. A free recall was collected after reading. The results showed that in addition to increasing the fixation time and recall for relevant in comparison to irrelevant text information, a reading perspective guides readers to use slightly different comprehension processes for relevant text information, as shown by think-aloud protocols. Repetitions were more frequent responses after relevant than after irrelevant target sentences. Verbally reported processing strategies were associated with the eye-fixation patterns. Verbal responses indicative of deeper processing were associated with longer first-pass fixation times than those indicative of shallower processing. It is concluded that a 'triangulation' using complementary measures is a worthwhile endeavor when studying text-comprehension processes.

https://www.erlbaum.com

06–86 KIMBALL, MILES (Texas Technical U, USA), **Database e-portfolio systems: A critical appraisal**. *Computers and Composition* (Elsevier) 22.4 (2005), 434–458.
doi:10.1016/j.compcom.2005.08.003

This article surveys trends in the e-portfolio boom, relating the development of database portfolio systems to portfolio pedagogy. As the market for enterprise-level database systems has grown, PORTFOLIO has spread to become a term used to describe systems from assessment initiatives to institutional portals to academic records management tools. After examining materials and demonstration sites, I found that despite sometimes hyperbolic marketing, database portfolio systems have a troubling and mixed relationship to portfolio pedagogy. The article first discusses central concepts – not of portfolios per se, but of portfolio pedagogy. The article then surveys the development of the boom in enterprise database systems and chronicles prominent trends in those systems. Finally, the article makes critical recommendations for realigning database portfolio systems with portfolio pedagogy, and calls for greater involvement of computers and writing scholars in the development of database portfolios.

http://www.elsevier.com

06–87 KREKELER, CHRISTIAN (Konstanz U of Applied Sciences, Germany), **Language for special academic purposes (LSAP) testing: The effect of background knowledge revisited**. *Language Testing* (Hodder Arnold) 23.1 (2006), 99–130.
doi:10.1191/0265532206lt323oa

This study investigates the effect of background knowledge in languages for specific academic purposes (LSAP) tests. Following the observation of previous studies that the effect of background knowledge varies according to the level of language proficiency, the study applied the theory of linguistic thresholds to LSAP reading tests. The research question was whether students would be able to draw on their background knowledge only at certain levels of second language (L2) proficiency. International students in Germany took part in a study based on two LSAP reading tests from different subject areas. The texts were subject specific but did not assume previous knowledge. Language proficiency was assessed by C-tests; background knowledge by three different variables. The effect of background knowledge on reading test performance was strong. Whilst the effect of background knowledge did vary somewhat according to the level of language proficiency, the findings were inconclusive in relation to possible thresholds. In the case of the employed LSAP tests, which were not highly specific, they were fuzzy or non-existent and the concept seems inappropriate in relation to language tests for academic purposes.

http://www.arnoldpublishers.com/journals

06–88 LILLIS, THERESA (The Open U, UK) **& MARY JANE CURRY**, **Professional academic writing by multilingual scholars: Interactions with literacy brokers in the production of English-medium texts.** *Written Communication* (Sage) 23.1 (2006), 3–35.
doi:10.1177/0741088305283754

Scholars around the world are under increasing pressure to publish their research in the medium of English. However, little empirical research has explored how the global premium of English influences the academic text production of scholars working outside of English-speaking countries. This article draws on a longitudinal text-oriented ethnographic study of psychology scholars in Hungary, Slovakia, Spain and Portugal to follow the trajectories of texts from local research and writing contexts to English-medium publications. Findings indicate that a significant number of mediators, 'literacy brokers', involved in the production of such texts, influence the texts in different and important ways. The authors illustrate in broad terms the nature and extent of literacy brokering in English-medium publications and characterize and exemplify brokers' different orientations. They explore what kind of brokering is evident in the production of a specific group of English-medium publications – articles written and published in English-medium international journals – by focusing on three text histories. They conclude by

discussing what a focus on brokering can tell us about practices surrounding academic knowledge production.

http://wcx.sagepub.com

06–89 MARTÍNEZ, ILIANA A. (Universidad Nacional de Rio Cuarto, Argentina), **Native and non-native writers' use of first person pronouns in the different sections of biology research articles in English**. *Journal of Second Language Writing* (Elsevier) 14.3 (2005), 174–190.
doi:10.1016/j.jslw.2005.06.001

Various authors have shown the first person to play a key role in the construction of the writer's persona in research articles. This paper compares the use of first person in a corpus of biology articles produced by native English-speaking (NES) writers and a corpus of research article manuscripts produced by non-native English-speaking (NNES) writers, focusing on first person distribution and function in the different sections. The results revealed under-use, overuse, and phraseological problems in the NNES corpus. The first person occurred in all the sections of both corpora, with significant differences of use across the sections. The most notable differences occurred in the Results section, where NES writers used first person mainly to show that they assumed responsibility for the methodological decisions that led to the results obtained. This study stresses the need to raise NNES writers' awareness of NES's use of first person in articles written in English, and to make them notice differences of use in the sections. Such instruction is expected to empower NNES writers by providing information that will allow them to make informed decisions.

http://www.elsevier.com

06–90 PAVRI, SHIREEN (California State U, USA), JOHNELL BENTZ, JANETTA FLEMING BRADLEY & LAURIE CORSO, **'Me amo leer' reading experiences in a central Illinois summer migrant education programme**. *Language, Culture and Curriculum* (Multilingual Matters) 18.2 (2005), 154–163.

This paper describes the assessment and instructional strategies used in a migrant education programme that had positive academic outcomes for a group of 11 eight-to-twelve-year-old Spanish/English-speaking students of Mexican descent. Students attended this four-week summer programme, jointly sponsored by the University of Illinois and the local public school district, while older siblings and parents harvested crops in the central Illinois region. Curriculum-based measures of students' oral reading fluency and comprehension, along with strategies for teaching reading and writing allowed the teacher to tailor instruction. The article provides useful suggestions for teachers working with students from culturally and linguistically diverse backgrounds.

http://www.multilingual–matters.com/multi/journals.asp

06–91 REINHEIMER, DAVID A. (Southeast Missouri State U, USA; dreinheimer@semo.edu), **Teaching composition online: Whose side is time on?** *Computers and Composition* (Elsevier) 22.4 (2005), 459–470.
doi:10.1016/j.compcom.2005.08.004

Although online education is at times envisioned as a time-saving enterprise, a recent, mostly anecdotal consensus indicates that, in fact, online education is more labor intensive for the instructor, if not for the student as well. Previous studies both confirm and deny this consensus because they examine different design paradigms that resist comparison. This study compares the workload for a student-centered paradigm in one face-to-face (F2F) and three online sections of the same composition course, and finds that teaching composition online takes almost twice as much time as face-to-face teaching. The major causes of this disparity appear to be hardware and applications, instructional design, and student learner characteristics.

http://www.elsevier.com

06–92 ROTT, SUSANNE (U Illinois at Chicago, USA), **Processing glosses: A qualitative exploration of how form–meaning connections are established and strengthened**. *Reading in a Foreign Language* (National Foreign Language Resource Center, University of Hawaii), 17.2 (2005), 95–124.

Using a think-aloud procedure, the reported investigation assessed the effect of exposure frequency on strengthening of lexical form-meaning connections (FMCs) to investigate which reading interventions facilitate lexical FMCs that are retained over time. It also studied the effect of word interventions on reading comprehension. The participants were ten native speakers of English learning German as a foreign language (L2) at university in the Midwest of the United States. L2 readers' QUALITY and QUANTITY (Hulstijn, 2001) of word processing strategies were recorded to determine the effect on (a) establishing and (b) strengthening lexical FMCs as well as (c) text comprehension. L2 learners read a text enhanced with either multiple-choice glosses (MCGs) or single-translation glosses (STGs). In both conditions the target words occurred three more times in the text after the first glossed occurrence. The data-analyses suggested that MCGs may lead to more robust and complete FMCs than STGs. Strengthening of FMCs seemed to be related to the integration of multiple meta-cognitive and semantic-elaborative resources, and the repeated search and evaluation of individual word meanings, as well as recursive reading strategies. Weaker FMCs were marked by the use of only meta-cognitive resources, linear text processing, and a lack of motivation to assign concrete word meaning. Readers in both conditions comprehended main ideas equally well, but MCG readers tended to comprehend more supporting ideas.

http://nflrc.hawaii.edu

37

06–93 Salmeron, Ladislao (U Granada, Spain), Jose J. Canas, Walter Kintsch & Immaculada Fajardo, **Reading strategies and hypertext comprehension**. *Discourse Processes* (Lawrence Erlbaum) 40.3 (2005), 171–191. doi:10.1207/s15326950dp4003_1

The literature on assessing the cognitive processes involved in hypertext comprehension during the past 15 years has yielded contradictory results. In this article we explore a possible factor affecting this situation, mainly the fact that previous works did not control for the potential effects on comprehension of reading strategies in hypertext. In Experiment 1, results showed that reading strategies selectively affect the textbase and the situation model level. The number of different nodes read mainly affected the textbase, whereas the reading order influenced the situation model. In Experiment 2, the analysis of reading strategies replicated the effect of knowledge and coherence found in the literature on linear text comprehension (McNamara & Kintsch 1996), but it was not replicated in hypertext. Low-knowledge participants learned more by following a high coherent reading order, whereas high-knowledge participants learned more by reading the hypertext in a low-coherence order. We discuss the theoretical and methodological consequences of this approach for the study of hypertext comprehension.

https://www.erlbaum.com

06–94 Sapp, David Alan & James Simon (Fairfield U, USA; dsapp@mail.fairfield.edu), **Comparing grades in online and face-to-face writing courses: Interpersonal accountability and institutional commitment**. *Computers and Composition* (Elsevier) 22.4 (2005), 471–489. doi:10.1016/j.compcom.2005.08.005

In spite of benefits surrounding distance education programs, many online writing courses suffer from low student completion rates. Student retention has been identified as a concern in a number of studies of online education. We extend this discussion by examining the relationship of assessment of student work to retention, and comparing the grades students receive in online and face-to-face undergraduate writing courses. Our data point to what we call the 'thrive or dive' phenomenon for student performance in online writing courses, which describes the disproportionately high percentage of students who fail or do not complete online courses compared to conventional, face-to-face courses. We extend this discussion on challenges related to student retention and propose instructional approaches for online learning that include the interpersonal accountability between teachers and students, as well as the institutional commitment necessary to ensure that students can succeed in online writing courses and programs.

http://www.elsevier.com

06–95 Shaffer, Jeffrey (Osaka Gakuin U, Japan), **Choosing narrow reading texts for incidental vocabulary acquisition**. *The Language Teacher* (Japan Association for Language Teaching) 29.7 (2005), 21–27.

This article explores how the lexical content of narrow reading texts varied between similar and less similar contexts. Seven newspaper articles, divided into three groups of increasing contextual similarity, were analysed with the Range software program (Heatley & Nation 1996) to address questions pertaining to overlapping word classes (i.e. function words, etc.), vocabulary levels (i.e. high frequency, academic, etc.), and word generation among the three groups of articles. It was found that articles with more similar contexts contain a smaller overall number of words, see an increase in the repetition of context-defining vocabulary, and have a slight, but insignificant, increase in word generation. Pedagogical implications are also discussed.

http://www.jalt–publications.org

06–96 Storch, Neomy (U Melbourne, Australia), **Collaborative writing: Product, process, and students' reflections**. *Journal of Second Language Writing* (Elsevier) 14.3 (2005), 153–173. doi:10.1016/j.jslw.2005.05.002

Although pair and group work are commonly used in language classrooms, very few studies have investigated the nature of such collaboration when students produce a jointly written text. This study set out to investigate collaborative writing. The study was classroom based, and the participants (23) were adult ESL students completing degree courses. Students were given a choice to write in pairs or individually. Although most chose to work in pairs, some chose to work individually. All pair work was audiotaped and all completed texts collected. All pairs were also interviewed after class. The study compared texts produced by pairs with those produced by individual learners and investigated the nature of the writing processes evident in the pair talk. The study also elicited the learners' reflections on the experience of collaborative writing. The study found that pairs produced shorter but better texts in terms of task fulfilment, grammatical accuracy, and complexity. Collaboration afforded students the opportunity to pool ideas and provide each other with feedback. Most students were positive about the experien ce, although some did express some reservations about collaborative writing.

http://www.elsevier.com

06–97 Syrquin, Anna F. (U Miami, USA), **Registers in the academic writing of African American college students**. *Written Communication* (Sage) 23.1 (2006), 63–90. doi:10.1177/0741088305283935

38

The study examines the development of the registers of academic writing by African American college-level students through style and grammar: indirection inherent in the oral culture of the African American community and the paratactic functions of *because*. Discourse analysis of seventy-four samples of academic writing by twenty African American undergraduate students and of sixty-one samples by a control group showed that first, only African American subjects used indirection; second, paratactic functions of *because* were significantly more prevalent among African American students than in the control group; and third, among African American students, those from low-income families showed statistically significant higher frequencies of the use of both indirection and paratactic *because*. A relationship of hierarchy in the uses of indirection and paratactic *because* was also evident in the data.

http://wcx.sagepub.com

06–98 TARDY, CHRISTINE M. (DePaul U, USA; ctardy@depaul.edu), **'It's like a story': Rhetorical knowledge development in advanced academic literacy**. *Journal of English for Academic Purposes* (Elsevier) 4.4 (2005), 325–338. doi:10.1016/j.jeap.2005.07.005

In the academic ranks of schooling, writing tasks move gradually from a focus on the transmission of knowledge to the transformation of knowledge. As a more complex writing task, knowledge-transforming requires writers to engage in the rhetorical act of persuading readers of their work's value, significance, and credibility. At the graduate level, writers may be wrestling with these issues for the first time, often discovering this more occluded rhetorical dimension only after they have become somewhat more comfortable with issues of generic form or subject-matter content. This paper explores the nature and role of rhetorical knowledge in advanced academic literacy through the writing of two multilingual writers. As these writers engage in high-stakes writing tasks, their rhetorical knowledge of disciplinary writing becomes more explicit and more sophisticated, influenced by mentoring, disciplinary participation, identity, and task exigency.

http://www.elsevier.com

06–99 TAYLOR, ALISON (U the West of England, UK), **ELISABETH LAZARUS & RUTH COLE, Putting languages on the (drop down) menu: Innovative writing frames in modern foreign language teaching**. *Educational Review* (Routledge/ Taylor & Francis) 57.4 (2005), 435–455. doi:10.1080/00131910500278322

The paper presents findings from a school-based collaborative research project, the InterActive Education Project, which linked teachers, teacher educators and university researchers in English secondary schools.

It centres on a case study from one school where students used a simple yet highly effective electronic learning tool to facilitate extended, more complex, more accurate and more imaginative writing. The subjects were secondary school students aged 14–15, whose mother tongue is English, learning to write in German. Particular difficulties of writing in German are analysed. The writing tool was developed by the project teachers and consisted of simple electronic writing frames incorporating drop down menus. Reasons for the effectiveness of this simple tool are presented. The research process and the nature of support structures provided by various aspects of the classroom environment are discussed, as are learning outcomes.

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06–100 TETSUHITO, SHIZUKA, TAKEUCHI, OSAMU, YASHIMA, TOMOKO & YOSHIZAWA, KIYOMI (Kansai U, Japan), **A comparison of three- and four-option English tests for university entrance selection purposes in Japan**. *Language Testing* (Hodder Arnold) 23.1 (2006), 35–57. doi:10.1191/0265532206lt319oa

The present study investigated the effects of reducing the number of options per item on psychometric characteristics of a Japanese EFL university entrance examination. A four-option multiple-choice reading test used for entrance screening at a university in Japan was later converted to a three-option version by eliminating the least frequently endorsed option in each item, and was given to a separate group. Responses to the two tests indicated that using three options instead of four did not significantly change the mean item facility or the mean item discrimination. Distractor analyses revealed that whether four or three options were provided, the actual test-takers' responses spread, on the average, over about 2.6 options per item, that the mean number of functioning distractors was much lower than 2, and that reducing the least popular option had only a minimal effect on the performance of the remaining options. These results suggested that three-option items performed nearly as well as their four-option counterparts.

http://www.arnoldpublishers.com/journals

06–101 THOMAS, SUE (De Montfort U, UK), **Narratives of digital life at the trAce online writing centre**. *Computers and Composition* (Elsevier) 22.4 (2005), 493–501. doi:10.1016/j.compcom.2005.08.007

This paper examines text-based interactions found on the Internet, that is stories that contributors have told about themselves and their everyday lives, specifically *The Noon Quilt*, *Lost* and *Home*, as well as *Migrating Memories*, *The Dawn Quilt* and *The Road Quilt*. All of

39

the websites were developed and managed by the trAce Online Writing Centre between 1998 and 2005.

http://www.elsevier.com

06–102   You, Xiaoye (The Pennsylvania State U, USA; xuy10@psu.edu), **'The choice made from no choice': English writing instruction in a Chinese university**. *Journal of Second Language Writing* (Elsevier) 13.2 (2004), 97–110.
doi:10.1016/j.jslw.2003.11.001

Approaches to writing instruction developed in North America have gradually made their presence felt in other parts of the world during recent years. A curricular evaluation of the local needs, instruction, assessments, teacher preparation, and other pedagogical factors are crucial for the successful transmission and integration of those approaches into the new contexts. Set against the background of recent, exuberant scholarly discussions of the issue of transplanting Western writing pedagogies, this article presents an observational report of a typical college English curriculum for non-majors in China, with a focus on its writing component. The study has found that English writing is taught under the guidance of a nationally unified syllabus and examination system. Rather than assisting their students to develop thoughts in writing, teachers in this system are predominantly concerned about the teaching of correct form and test-taking skills. Because of their relatively low economic status in China, English teachers have to work extra hours and have little time to spend on individual students or on furthering their professional training. However, signs of recent Western writing pedagogies, such as pre-writing and multiple-drafting activities, are identified in classrooms and textbook publishing, which indicate the possibility of successful adaptations of the recent Western writing pedagogies in the Chinese context.

http://www.elsevier.com

Language testing

06–103   Gamliel, Eyal (Ruppin Academic Center, Israel) **& Liema Davidovitz, Online versus traditional teaching evaluation: Mode can matter**. *Assessment & Evaluation in Higher Education* (Routledge/Taylor&Francis) 30.6 (2005), 581–592.
doi:10.1080/02602930500260647

Using an experimental mixed design, this study compared the traditional paper-and-pencil method for evaluating teaching with the online method. Replicating previous findings, the comparison revealed similar evaluation means of the two methods. However, the stability of teaching evaluations using paper-and-pencil twice was substantially higher than the corresponding stability using different methods – online and paper-and-pencil. One possible explanation for this finding is the different visual presentation of the scales: a typical form of the paper-and-pencil method presents the scale horizontally, enabling the subjects to examine the profile of their answers that might result in an artificially lower variability of the evaluations. In contrast, an electronic answering form can abolish this artificial answering effect.

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

06–104   Lorenzo-Dus, Nuria & Paul Meara (U Wales, UK), **Examiner support strategies and test-taker vocabulary**. *International Review of Applied Linguistics in Language Teaching* (Mouton de Gruyter) 43.3 (2005), 239–258.

Over the past fifteen years or so examiner input in oral proficiency interviews has provided a constant topic of discussion within language assessment quarters. Despite the attention received, the precise nature of such input remains largely elusive, as does its relationship to test-taker performance and its assessment. The aim of this paper is to shed some further light on this matter by focusing on the relationship between examiner support and test-taker vocabulary. An analysis of 30 Spanish oral examinations reveals that test-takers' lexical richness and diversity, on the one hand, and examiner's support strategies, on the other, discriminate between grades awarded for vocabulary in these examinations. Qualitative analysis of the transcribed corpus and of examiner retrospective verbal protocols, however, reveals that vocabulary output on its own does not adequately explain some of the grades awarded. Nor does frequency of examiner support entirely explain the relative impact of accommodation strategies and vocabulary on grades. In view of this, an integrative approach that combines statistical and qualitative analysis is suggested as an optimal framework within which to develop current work on oral proficiency interviews.

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06–105   Luce-Kapler, Rebecca & Don Klinger (Queen's U, Kingston, Canada; rebecca.luce-kapler@queensu.ca). **Uneasy writing: The defining moments of high-stakes literacy testing**. *Assessing Writing* (Elsevier) 10.3 (2005), 157–173.
doi:10.1016/j.asw.2005.08.002

The authors report on an exploratory study that investigated Grade 10 students' responses to a large-scale, high-stakes literacy test, the results of which determine high school graduation in Ontario, Canada. Through focus-group and individual interviews, the authors found that students perceived the test as evaluating their English skills rather than their cross-curricular literacy as is the stated purpose by the test administrators. Furthermore, the test contributed to students' narrow definition of writing. Rather than promoting writing

40

as a powerful tool for thinking and expressing ideas, students understood writing to be a fill-in-the-blanks response to particular genres. The authors conclude by pointing out the power of such tests to define unintended learning in secondary education.

http://www.elsevier.com

06–106 **McClure, James E.** (Ball State U, USA) **& Lee C. Spector**, *Plus/minus* **grading and motivation: An empirical study of student choice and performance**. *Assessment & Evaluation in Higher Education* (Routledge/Taylor&Francis) 30.6 (2005), 571–579. doi:10.1080/02602930500260605

This paper considers whether student motivation might be impacted by the replacement of a straight (A, B, C, D, F) grading system with a plus/minus system. The data that are examined are from several undergraduate economics classes at a mid-sized midwestern university in the United States. The data includes student characteristics, student performance and students' choices of either a plus/minus or a straight grading system. In this small-scale study students, who chose plus/minus grading, were not significantly more motivated than students who opted for straight grading.

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

06–107 **Ricketts, Chris** (U Portsmouth, UK) **& Stan Zakrzewski, A risk-analysis approach to implementing web-based assessment**. *Assessment & Evaluation in Higher Education* (Routledge/Taylor&Francis) 30.6 (2005), 603–620. doi:10.1080/02602930500260720

Computer-Based Assessment is a risky business. This paper proposes the use of a model for web-based assessment systems that identifies pedagogic, operational, technical (non-web-based), web-based and financial risks. The strategies and procedures for risk elimination or reduction arise from risk analysis and management and are the means by which the quality of the system is measured. A comparison is made between the severity of risks for non-web-based systems and web-based systems.

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

Teacher education

doi:10.1017/S026144480625331X

06–108 **Andrew, Michael D.** (U New Hampshire, USA), **Casey D. Cobb & Peter J. Giampietro, Verbal ability and teacher effectiveness**. *Journal of Teacher Education* (Sage) 56.4 (2005), 343–354. doi:10.1177/0022487105279928

Critics of traditional teacher education programs have suggested that verbal ability along with subject know-ledge is sufficient for measuring good teaching. A small group of research studies is called upon to support this contention. This article reviews these studies, analyses the role of verbal ability in teaching, and presents research examining the relationship of teachers' verbal ability and teacher effectiveness. Research results indicate that for acceptable, good, very good, and outstanding teachers, there is no significant correlation between verbal scores and expert assessment of teacher effectiveness. However, weaker teachers have lower average verbal scores. This research and logical analysis suggest that educators should take verbal ability into account, but due to the wide range of scores among good to excellent teachers, it is inadvisable to use single measures of verbal ability to measure or predict teacher effectiveness. The authors provide an alternative system for teacher selection.

http://jte.sagepub.com

06–109 **Beran, Tanya** (U Calgary, Canada) **& Claudio Violato, Ratings of university teacher instruction: How much do student and course characteristics really matter?** *Assessment & Evaluation in Higher Education* (Routledge/Taylor&Francis) 30.6 (2005), 593–601. doi:10.1080/02602930500260688

Several student and course characteristics were examined in relation to student ratings of instruction. Students at a major Canadian university completed the Universal Student Ratings of Instruction instrument at the end of every course over a three-year period, providing 371,131 student ratings. Analyses of between-group differences indicate that students who attend class often and expect high grades provide high ratings of their instructors ($p < .001$). In addition, lab-type courses receive higher ratings than lectures or tutorials, and courses in the social sciences receive higher ratings than courses in the natural sciences ($p < .001$). Regression analyses indicated, however, that student and course characteristics explain little variance in student ratings of their instructors ($< 7\%$). It is concluded that student ratings are more related to teaching instruction and behaviour of the instructor than to these variables.

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

06–110 **Cadman, Kate** (U Adelaide, Australia; kate.cadman@adelaide.edu.au), **Towards a 'pedagogy of connection' in critical research education: A REAL story**. *Journal of English for Academic Purposes* (Elsevier) 4.4 (2005), 353–367. doi:10.1016/j.jeap.2005.07.001

Despite increasing scholarly work on Advanced Academic Literacies (AAL) focussing on course curricula and genre materials, there has been little exploration of the classroom and personal relationships which are daily enacted in pursuit of the global and local aspirations of international research students. In this paper, I present aspects of my lived experience as a teacher of research

English as an Additional Language (REAL) by telling a reflexive story of developing a critical pedagogy which privileges 'connection' within an Australian AAL context. Prioritising interpersonal relationships over curriculum and content material requires a reassessment of the classroom as a teaching space, as well as of the roles of teachers and students. As this narrative indicates, it is my belief that such a pedagogy not only enhances students' interrogation, and consequent manipulation, of the linguistic structures in which they have investment, but it also goes some way to fulfilling our hopes for AAL teaching as a site for transcultural dialogues and outreaches beyond language education.

http://www.elsevier.com

06–111 FRANCIS, DAWN (James Cook U, Australia) **& LOUISE INGRAM-STARRS, The labour of learning to reflect**. *Teachers and Teaching: Theory and Practice* (Routledge/Taylor&Francis) 11.6 (2005), 541–553.
doi:10.1080/13450600500293225

This article presents a polyphonic narrative of reflection in action across two institutional contexts; a university and a primary (elementary) school. It traces an honours student's research on reflection and her supervisor's reactions as reader. Both engage in construction and reconstruction of their basic beliefs about reflective practice as they engage with each other and these contexts. This research resulted in both people accepting that reflection is a public text with a specific genre to be mastered. Issues of power surround what can be shared with whom within the institutions as political sites. Students engage in strategic compliance whether to attract teachers' attention or to avoid it. Notions of trust and openness often mask power. This article poses that learning to reflect is hard labour.

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

06–112 GORDON, JUNE A. (U California at Santa Cruz, USA), **The crumbling pedestal: Changing images of Japanese teachers**. *Journal of Teacher Education* (Sage) 56.5 (2005), 459–470.
doi:10.1177/0022487105282579

Teachers in Japan are no longer are held in high esteem simply because of their position in the Confucian hierarchy of status and authority. Gone is the time when the word of the *sensei* would bring silence and order to a classroom. Ironically, the fruits of a post-war first-world nation – increased parental education, material affluence, and a liberalisation of educational practices – have placed teachers in a precarious position. This research is based on 113 formal interviews with 69 teachers and 44 parents in 10 cities between 1996 and 2001. Consultations with 22 Japanese scholars and activists during the same span of time also assisted in deepening the understanding of the complex changes taking place

in Japanese society. The results are discussed within this fluctuating economic, political, and cultural climate while attending to the variation in responsibilities and attitudes across levels of schooling.

http://jte.sagepub.com

06–113 GREEN, CATHERINE & ROSIE TANNER (IVLOS Institute of Education, Utrecht U, the Netherlands; catherine_green@usamedia.tv), **Multiple intelligences and online teacher education**. *ELT Journal* (Oxford University Press) 59.4 (2005), 312–321.
doi:10.1093/elt/cci060

Colleagues ask us, 'What are the applications of multiple intelligence (MI) theory to teacher education?' And since we have both recently been developing online materials, a further question to ourselves has been, 'What are the applications of MI theory to online training and teaching?' In this article, we examine some applications of MI theory to the online training of English language teachers, using examples taken from a course on teaching writing.

http://eltj.oxfordjournals.org

06–114 HSU, SHIHKUAN (National Taiwan U, Taiwan), **Help-seeking behaviour of student teachers**. *Educational Research* (Routledge/Taylor&Francis) 47.3 (2005), 307–318.
doi:10.1080/00131880500287716

The study investigates how student teachers seek assistance. Using a *Help-seeking behaviour questionnaire*, student teachers' critical problems and their efforts to find assistance are examined. The participants were 40 student teachers in a secondary education teacher certificate programme at a university in Taipei, Taiwan. The participants belonged to a class of about 100 student teachers who did their internships at local junior and senior high schools. Subjects were to pick a critical problem that they had encountered during the previous week, whom they asked for help, how many times and through which communication channel the help was provided. Some student teachers requested help many times; others made a limited number of requests. Among the requests for help ($n = 935$), only 2% were directed to university supervisors. The student teachers sought help from the cooperating teacher 15% of the time, and 41% of the time they asked student teacher peers for assistance. About 90% of the communication was face to face, 9% was by phone and 1% was by email. Peer support should be cultivated in teacher training programmes because peer student teachers' help was most frequently sought. Cooperating teachers and university supervising teachers' communication with student teachers can be improved. Various ways of

42

contacting student teachers can be encouraged, but face-to-face communication must still be supported.

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

06–115 KOLESNIKOVA, IRINA L. (St Petersburg, Russia; vkolesni@rol), **English or Russian? English language teacher training and education**. *World Englishes* (Blackwell) 24.4 (2005), 471–476.
doi:10.1111/j.0883-2919.2005.00430.x

Having joined the Bologna agreement, Russia has taken upon itself the obligation to modernise the system of higher education as well as that of foreign language teacher training and development, and put it into practice by 2010. In order to bring about change, new syllabuses for various pedagogical, teacher training and development programmes, institutions and language pre service and in service teacher training courses must be designed. At present there are two approaches to organising teacher training courses for English teachers in Russia: state supported teacher training courses and the alternative programmes organised by charity organisations. The former are run in Russian, the latter in English. Each of the two approaches has its advantages and disadvantages, which are described in this paper. The author argues that a new approach should be an integrated comparative approach based on readings from Russian and English publications, and should take into account the achievements of the national school of thought and new educational trends in English speaking countries. An example of applying this approach to designing teacher training tasks is given in the paper.

http://www.blackwellpublishing.com/jnl_default.asp

06–116 LEEMAN, YVONNE & GUUSKE LEDOUX (U Amsterdam, the Netherlands), **Teachers on intercultural education**. *Teachers and Teaching: Theory and Practice* (Routledge/Taylor&Francis) 11.6 (2005), 575–589.
doi:10.1080/13450600500293258

Opinions differ on the desirability of paying attention to intercultural education in schools and on the opportunities to do this. Theoretical agreement and conceptual clarity on the concept are hard to find. The theoretical debate on intercultural education is far removed from daily practice in the classroom. Ideally, experience-related ideas and the insights of teachers should form part of the debate. In this article we present an example of measuring teachers' opinions on the concept of inter-cultural education. The research was carried out in The Netherlands with the help of a written questionnaire. Seventy-four teachers participated. The researchers differentiated four accents in intercultural education, based on the literature. This differentiation was not reflected in the teachers' answers. They had a slight pref-erence for a general pluralistic interpretation of inter-cultural education and, hence, for a particular pedagogical

approach. We will explore this finding further in the discussion.

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

06–117 LONGAKER, MARK GARRETT (U Texas at Austin, USA), **Market rhetoric and the Ebonics debate**. *Written Communication* (Sage) 22.4 (2005), 472–501.
doi:10.1177/0741088305279954

Using a method of topical rhetorical analysis, inspired by K. Burke, to discuss the Ebonics debate, this article demonstrates that conversations about education, particularly writing instruction, have adopted a market rhetoric that limits teachers' agency. However, reappro-priation of this market rhetoric can help writing teach-ers to imagine and actuate a more empowered and long-sighted agency for themselves. Rhetorical analysis can therefore help educators to understand how local lan-guage practices shape their interaction with the rapidly changing material environment of fast capitalism.

http://wcx.sagepub.com

06–118 LOVTSEVICH, GALINA N. (Vladivostok, Russia; lovtsev@ext.dvgu.ru), **Language teachers through the looking glass: Expanding Circle teachers' discourse**. *World Englishes* (Blackwell) 24.4 (2005), 461–469.
doi:10.1111/j.0883-2919.2005.00429.x

When English language teachers from Russia join in professional discourse with their counterparts from other countries, they do so in English, using a profes-sional register which is, to a large extent, determined by language teaching theorists and practitioners in Inner Circle countries. This paper examines some of the issues surrounding communication under these circum-stances, including a search for an Inner Circle coun-terpart for a Russian teacher of English, and a consi-deration of how teachers from the Inner and Expanding Circle must adjust their use of language when they communicate professionally with each other. Through-out the paper there are examples of language teaching terms which can be problematic in such a situation. The paper ends with recognition of the important role that awareness of these issues (among both Inner Circle and Extended Circles teachers) can play in solving them.

http://www.blackwellpublishing.com/jnl_default.asp

06–119 McDONALD, RIA (U South Africa, South Africa) **& DANIEL KASULE, The monitor hypothesis and English teachers in Botswana: Problems, varieties and implications for language teacher education**. *Language, Culture and Curriculum* (Multilingual Matters) 18.2 (2005), 188–200.

This paper reports the results of a brief investigation into what non-native English-speaking teachers (non-NESTs) perceive to be their difficulties with the English

language. It was hypothesised that the confidence of such teachers, which affects the effectiveness with which they teach, would be low. Results from 15 randomly selected interviewees confirmed this hypothesis. The monitor hypothesis was utilised in the investigation as it explains how adults perceive their L2 competence. It was deduced that because of the negative impact of teachers' feelings of inadequacy on their teaching, they should be required to participate in in-service programmes in order to empower them in their teaching.

http://www.multilingual-matters.com/multi/journals.asp

06–120   ORLAND-BARAK, LILY (U of Haifa, Israel), **Lost in translation: Mentors learning to participate in competing discourses of practice**. *Journal of Teacher Education* (Sage) 56.4 (2005), 355–366.
doi:10.1177/0022487105279566

Situated in the context of Israeli in-service education, this article explores the development of the author's understanding of the process of learning to mentor from the acquisition of communicative competencies (as identified in an initial study), toward a more discursive view of the process as 'participation in competing discourses of practice' (as identified in subsequent studies). Recent work has revealed the intricacies and complexities entailed in translating from one language (teaching) to another (mentoring), often positioning mentors as 'lost in translation'. Specifically, studies shed light on issues of morality, expertise, context, and conditions for learning to mentor. To discuss the author's evolving understandings, she attends to three interrelated themes: Mentoring as connected to teaching, mentoring as distinct from teaching, and conditions for learning to mentor. Finally, the author addresses the question, So what? to consolidate her emergent understandings of the metaphor, framed as assertions for thinking about the practice of mentoring.

http://jte.sagepub.com

06–121   POSTHOLM, MAY BRITT (Norwegian U Science & Technology, Norway), **The teacher shaping and creating dialogues in project work**. *Teachers and Teaching: Theory and Practice* (Routledge/Taylor&Francis) 11.6 (2005), 519–539.
doi:10.1080/13450600500293217

The background of the work presented in this article is that for quite some time project work has been a method of working that is more theoretically described than it is put into practice. The aim of this text is to show how a teacher can function as a facilitator or a guide for the students within project-directed teaching and how this setting can enhance the students' learning. A qualitative method with a focus on dialogues in the classroom was used in the inquiry process. In this article a dialogue between the students in the realization phase of the work is analysed in depth to illustrate how student interaction framed by project work can enhance the

students' learning. In the study Dewey's, Vygotsky's and Bakhtin's theories are used as a theoretical framework and the activity system is used to visualize the work processes in their intertwined context. The outcome of the study shows that learning is inherent in language, but concludes that it demands a great deal of the teacher to create such learning situations.

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

06–122   POULOU, MARIA (U Crete, Greece), **Educational psychology with teacher education**. *Teachers and Teaching: Theory and Practice* (Routledge/Taylor&Francis) 11.6 (2005), 555–574.
doi:10.1080/13450600500293241

In a context where the role of the teacher and teacher education are undergoing considerable change, the role of educational psychology in teacher preparation is discussed within a new framework. Educational psychology is now perceived as an inherent component within teacher training and professional development, having previously been an additional course and often considered irrelevant to teaching practice. The current paper discusses the relationship between educational psychology and teacher preparation. Educational psychology's contribution to teachers' professional development is delineated through the constructs of teachers' prior beliefs about teaching, reflective practice and self-efficacy, while its contribution to the improvement of teacher–pupil interaction is viewed through the lenses of instruction theories, social and emotional learning, special educational needs and classroom management. It is argued that through a productive dialectic dialogue between educational psychology and education, educational psychology provides the knowledge defined by its field to be utilised by teachers, whereas at the same time, teachers gain a wider reconceptualisation of their practice.

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

06–123   SHAHRZAD, SAIF (Université Laval, Quebec, Canada), **Aiming for positive washback: A case study of international teaching assistants**. *Language Testing* (Hodder Arnold) 23.1 (2006), 1–34.
doi:10.1191/0265532206lt322oa

The aim of this study is to explore the possibility of creating positive washback by focusing on factors in the background of the test development process and anticipating the conditions most likely to lead to positive washback. The article reports on a multiphase empirical study investigating the washback effects of a needs–based test of spoken language proficiency on the content, teaching, classroom activities and learning outcomes of the ITA (international teaching assistants) training program linked to it. As such, the conceptual framework underlying the study differs from previous models in that it includes the processes before test development and test design as two main components of washback

investigation. The analysis of the data – collected from different stakeholders through interviews, observations and test administration at different intervals before, during and after the training program – suggests a positive relationship between the test and the immediate teaching and learning outcomes. There is, however, no evidence linking the test to the policy or educational changes at an institutional level.

http://www.arnoldpublishers.com/journals

06–124 **Siew-Lian Wong, Mary** (Batu Lintang Teachers' College, Malaysia; marywsl@yahoo.com), **Language learning strategies and self-efficacy: Investigating the relationship in Malaysia**. *RELC Journal* (Sage) 36.3 (2005), 245–269. doi:10.1177/0033688205060050

This study explored graduate pre-service teachers' language learning strategies and language self-efficacy and the relationship between these two constructs. Seventy-four graduate English-as-a-second-language (ESL) pre-service teachers (13 males, 61 females) from a teachers' college in Kuching, Sarawak, Malaysia, participated in this study. These pre-service teachers were in a one-year Diploma in Education course to prepare them to teach English in school. Six categories of language learning strategies were identified from their responses to seven hypothetical learning contexts. Pearson correlation coefficients show that there was a significant positive relationship between language learning strategies and language self-efficacy. Interview findings were in agreement with the above findings. High self-efficacy pre-service teachers reported more frequent use of more number of language learning strategies than did low self-efficacy pre-service teachers. Implications and suggestions for further research are put forward.

http://rel.sagepub.com

06–125 **Sifakis, Nicos C. & Areti-Maria Sougari** (Hellenic Open U, Greece), **Pronunciation issues and EIL pedagogy in the periphery: A survey of Greek state school teachers' beliefs**. *TESOL Quarterly* (Teachers of English to Speakers of Other Languages) 39.3 (2005), 467–488.

This article presents a survey of Greek EFL teachers' (N = 421) attitudes regarding their pronunciation beliefs and practices. It touches on two sets of questions. First, it refers to teachers' viewpoints regarding pronunciation-specific issues and the possible links between pronunciation teaching, English as an international language (EIL), and the sociocultural identity of non-native speakers of English (NNSs). Second, it tries to establish the extent to which these teachers are aware of EIL-related matters, such as the need for mutual intelligibility in NNS–NNS communication. We conclude that teachers' viewpoints are predominantly norm bound. We further attempt to make sense of these viewpoints by referring to (a) the teachers' sense of being the custodians of the English language as regards English language learners and (b) the wider sociocultural linguistic background in Greece (which involves a history of diglossia and a recent experience of a massive inflow of immigrants). We go on to suggest ways to raise teachers' awareness of EIL-related concerns by suggesting that they use their immediate geopolitical and sociocultural surroundings.

http://www.tesol.org

06–126 **Yin Wa Chan, Alice** (City U Hong Kong, China), **Tactics employed and problems encountered by university English majors in Hong Kong in using a dictionary**. *Applied Language Learning* (Defense Language Institute Foreign Language Center and Presidio of Monterey) 15.1 & 15.2 (2005), 1–27.

Building on the results of a small-scale survey which investigated the general use of dictionaries by university English majors in Hong Kong using a questionnaire survey and their specific use of dictionaries using an error correction task, this article discusses the tactics these students employed and the problems they encountered when using a dictionary. A total of 106 respondents participated in the questionnaire survey, and twenty-five volunteered to also participate in the error-correction workshops. A thinkaloud approach was adopted in the workshops, whereby the students recorded their process of locating a target word, searching for the appropriate usage, and determining on the correct usage. Results show that though many students regularly consulted one or more dictionaries in their learning of English as a second language, their dictionary skills were often not adequate enough for them to cope with their learning demand. It is recommended that in order to promote learner autonomy, teachers should raise students' awareness of the usefulness of a dictionary and help them develop dictionary skills. Organisers of teacher training programs should also consider including the training of dictionary skills as one of the chief components in their programs so as to equip student teachers with the required knowledge of dictionary training.

http://www.dliflc.edu

Bilingual education & bilingualism

doi:10.1017/S0261444806263316

06–127 **Ameel, Eef** (U Leuven, Belgium; eef.ameel@psy.kuleuven.ac.be), **Gert Storms, Barbara C. Malt & Steven A. Sloman, How bilinguals solve the naming problem**. *Journal*

45

of Memory and Language (Elsevier) 53.1 (2005), 60–80.
doi:10.1016/j.jml.2005.02.004

If different languages map words onto referents in different ways, bilinguals must either (a) learn and maintain separate mappings for their two languages or (b) merge them and not be fully native-like in either. This study replicated and extended past findings of cross-linguistic differences in word-to-referent mappings for common household objects using Belgian monolingual speakers of Dutch and French. Word-to-referent mappings in Dutch–French bilinguals were then examined by comparing the way they named in their two languages. It was found that the French and Dutch bilingual naming patterns converged on a common naming pattern, with only minor deviations. Through the mutual influence of the two languages, the category boundaries in each language move towards one another and hence diverge from the boundaries used by the native speakers of either language. Implications for the organisation of the bilingual lexicon are discussed.

http://www.elsevier.com

06–128 CHOI, JINNY K. (U Texas at Arlington, USA), **Bilingualism in Paraguay: Forty years after Rubin's study**. *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 26.3 (2005), 233–248.

Nearly 40 years have passed since the publication of Rubin's renowned study on Paraguayan bilingualism. The present study compares the results of surveys conducted in the years 2000–2001 with data from Rubin's 1960–1961 investigation. The main objective of this study is to examine the linguistic changes that have occurred in four decades and the causal factors of these changes. Lastly, the directionality of bilingualism in Paraguay will be discussed (bilingualism, language shift, language maintenance, linguistic domains, Spanish, Guaraní).

http://www.multilingual-matters.com/multi/journals.asp

06–129 ECHEVERRIA, BEGOÑA (U of California, Riverside, USA), **Language attitudes in San Sebastian: The Basque vernacular as challenge to Spanish language hegemony**. *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 26.3 (2005), 249–264.

This paper examines the effects of Basque- versus Spanish-language schooling on the language attitudes of secondary school students in San Sebastian, in the Basque Autonomous Community (BAC) of Spain. By mandating the teaching of Basque ('euskera') in schools, and by requiring Basque proficiency of civil servants, the Basque government is attempting to increase the utility and use of Basque. By teaching people Basque, the Basque Government is also trying to create a link between Basque language and identity. I will show

that schooling has no independent effect on language attitudes; rather, positive attitudes towards Basque are correlated with exposure to Basque in both the home and school domains. Further, whether they attend Basque- or Spanish-medium schools, students who speak only Spanish at home exhibit identical language attitudes. Finally, regardless of the language(s) they use at home and school, all students favour vernacular Basque, which is not used for instruction. This suggests that, in developing their policies and educational programmes, language planners should take into greater account how vernacular forms are used in domains outside the school, and the values students ascribe them, and how these compare with the language varieties promoted in schools.

http://www.multilingual-matters.com/multi/journals.asp

06–130 ENRIGHT VILLALVA, KERRY (U North Carolina at Chapel Hill, USA), **Hidden literacies and inquiry approaches of bilingual high school writers**. *Written Communication* (Sage) 23.1 (2006), 91–129.
doi:10.1177/0741088305283929

This article presents findings from case studies of two Latina bilingual high school writers engaged in a year-long research and writing project. Both young women demonstrated unique patterns related to their approaches to inquiry and performance of literacy practices. By using an ecological framework to integrate a multiple literacies perspective into the study, the author argues that both young women engaged in 'hidden literacies' that indicated potential toward the development of academic English. The article closes with suggestions for a reframing of common approaches to the study of academic English.

http://wcx.sagepub.com

06–131 GENTIL, GUILLAUME (Carleton U, Canada), **Commitments to academic biliteracy: Case studies of Francophone university writers**. *Written Communication* (Sage), 22.4 (2005), 421–471.
doi:10.1177/0741088305280350

This article examines the appropriation of academic biliteracy by three French-speaking students at an English-medium university in the Canadian province of Québec. Drawing on Hornberger's continua model of biliteracy, Bourdieu's critical social theory, and philosophical hermeneutics, the author conceptualises individual biliterate development as a subjective and inter-subjective evaluative response to social contexts of possibilities for biliteracy. Case study data were collected during two-and-a-half years and included autobiographical and text-based interviews, inventories and analyses of academic writing in English and French, classroom-based observations, field notes, and documentation of the legal, historical, institutional, and demographic contexts. Analyses of the participants'

46

negotiations and trajectories of bilingual academic writing development reveal the challenges and resources of bilingual writers to uphold their commitment to academic biliteracy within English–dominant institutional and disciplinary contexts. Implications for the advancement of multilingual academic literacies are drawn.

http://wcx.sagepub.com

06–132 LASAGABASTER, DAVID (U the Basque Country, Vitoria-Gasteiz, Spain), **Attitudes towards Basque, Spanish and English: An analysis of the most influential variables**. *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 26.4 (2005), 296–316.

The enlargement of the European Union (EU) has strengthened the position of English, a situation which has led some voices to warn against the hegemony of this language. Yet, very few studies have been undertaken in contexts where English is added to the presence of both a minority and a majority language. This is the case of the Basque Autonomous Community (BAC) in Spain, a bilingual community where English is undoubtedly the main foreign language. In this study 1087 undergraduates' attitudes towards Basque (minority language), Spanish (majority language) and English (foreign language) are examined in an attempt to check which individual and sociolinguistic variables are the most influential when it comes to language attitudes towards the three languages in contact. The results showed the significant impact of variables such as language competence, the sociolinguistic context and the knowledge of a second foreign language (a key issue if, as the EU intends, multilingualism and multiculturalism are to be maintained).

http://www.multilingual-matters.com/multi/journals.asp

06–133 MALCOLM, IAN G. (Edith Cowan U, Mount Lawley, Australia) **& FARZAD SHARIFIAN, Something old, something new, something borrowed, something blue: Australian Aboriginal students' schematic repertoire**. *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 26.6 (2005), 512–532.

Learning a second dialect entails learning new schemas, and in some cases learning a whole new set of language schemas as well as cultural schemas. Most Australian Aboriginal children live in a bicultural and bidialectal context. They are exposed, to a greater or lesser extent, to the discourse of Australian English and internalise some of its schemas. This may occur in diverse contexts, not only the context of the school. However, Western-based schooling by its nature generally expects students to operate exclusively according to the schemas that underlie the 'standard' dialect. An analysis of the discourse of bidialectal Aboriginal children in the South-west of Australia suggests that it exhibits the use of schemas from Aboriginal English ('something

old'), Australian English ('something new') as well as parodic uses of Australian English schemas ('something borrowed') and schematic blends which may sometimes be dysfunctional ('something blue'). In this paper, discourse illustrating each of these schema types will be exemplified and discussed in terms of its implications for our understanding of second dialect acquisition and the literacy education of Aboriginal children.

http://www.multilingual-matters.com/multi/journals.asp

06–134 MISHINA-MORI, SATOMI (Rikkyo U, Japan; morisato@rikkyo.ac.jp), **Autonomous and interdependent development of two language systems in Japanese/English simultaneous bilinguals: Evidence from question formation**. *First Language* (Sage) 25.3 (2005), 291–315. doi:10.1177/0142723705052560

The recent finding that two languages develop autonomously in young simultaneous bilinguals has been challenged by several researchers. The current study attempts to show that both independence and interdependence are involved in early bilingual development. Longitudinal analysis of the acquisition of question formation was conducted in two Japanese/English bilingual children. The results indicate that the development of the two grammars is basically autonomous, but cross-language effects are also present, although not in both children. It is suggested that cross-linguistic cue competition best captures the transfer process, and that linguistic environment for each child may be the source of individual differences in the use of cross-linguistic structures. Implications of the current results for language acquisition theories are discussed.

http://fla.sagepub.com

06–135 PICKFORD, STEVE (Charles Sturt U, Australia), **Emerging pedagogies of linguistic and cultural continuity in Papua New Guinea**. *Language, Culture and Curriculum* (Multilingual Matters) 18.2 (2005), 139–153.

This paper explores issues of linguistic and cultural continuity in vernacular education in the south pacific state of Papua New Guinea (PNG). It draws from an ongoing ethnographic study of the introduction of vernacular teaching in elementary and lower primary schooling where English has recently been replaced as the medium of instruction making way for PNG's more than 850 languages to potentially be languages of early school instruction. In this paper, PNG's multilingual setting is presented in terms of a linguistic ecology of which vernacular schooling is emerging as an integral part. The circumstances discussed have been selected to highlight the way the introduction of vernacular and the use of vernacular genres and storytelling practices has prompted the emergence of indigenous or culturally continuous pedagogies not previously apparent. They derive from visits to rural schools in two provinces, classroom

observations and discussions with elementary school teachers, and video recording and discussions of micro-teaching sessions in storytelling with final year primary teacher trainees during 2003. The situated meanings of stori performance, gesture, circulation and place are discussed as key features of local communicative genres. The paper has relevance for educators working in multilingual, vernacular and language transition settings where, it is argued, pedagogy can be informed by a greater awareness, understanding and uptake of local language genres.

http://www.multilingual–matters.com/multi/journals.asp

06–136 SEBASTIÁN-GALLÉS, NÚRIA (U Barcelona, Spain; nsebastian@ub.edu), **SAGRARIO ECHEVERRÍA & LAURA BOSCH**, **The influence of initial exposure on lexical representation: Comparing early and simultaneous bilinguals**. *Journal of Memory and Language* (Elsevier) 52.2 (2005), 240–255. doi:10.1016/j.jml.2004.11.001

The representation of L2 words and non-words was analysed in a series of three experiments. Catalan–Spanish bilinguals, differing in terms of their L1 and the age of exposure to their L2 (since birth − simultaneous bilinguals − or starting in early childhood − early sequential bilinguals), were asked to perform a lexical decision task on Catalan words and non-words. The non-words were based on real words, but with one vowel changed: critically, this vowel change could involve a Catalan contrast that Spanish natives find difficult to perceive. The results confirmed previous data indicating that in spite of early, intensive exposure, Spanish–Catalan bilinguals fail to perceive certain Catalan contrasts, and that this failure has consequences at the lexical level. Further, the results from simultaneous bilinguals show: (a) that even in the case of bilinguals who are exposed to both languages from birth, a dominant language prevails; and (b) that simultaneous bilinguals do not attain the same level of proficiency as early bilinguals in their first language.

http://www.elsevier.com

06–137 STARKS, DONNA (U Auckland, New Zealand), **The effects of self-confidence in bilingual abilities on language use: Perspectives on Pasifika language use in South Auckland**. *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 26.6 (2005), 533–550.

This paper considers speakers' differing degrees of self-confidence in their bilingual abilities and their effects on reported language use and observed patterns of language choice. One hundred and twenty individuals from NewZealand's four largest Pasifika communities – Samoan, Cook Islands, Tongan and Niuean – reported on their selfconfidence in both their community language (CL) and English, and on the basis of these

responses, five speaker types are distinguished. Analysis of their demographic profiles reveals differences with respect to first language, language of the childhood home and language of primary education. First language, for example, is an important variable for distinguishing those with limited self-confidence in their CL. Primary education singles out those who view themselves as English dominant (EDs), while differing CL use at home distinguishes CL dominant bilinguals (CDs), dual high proficiency speakers (DHPs) and English dominants (EDs). The findings show how analyses based on speakers' self-confidence in bilingual abilities may provide a community-friendly tool for describing patterns of language use and explaining the effects of social variables on language proficiency.

http://www.multilingual–matters.com/multi/journals.asp

06–138 YANG, JIAN (Seattle U, USA; yangj@seattleu.edu), **Lexical innovations in China English**. *World Englishes* (Blackwell) 24.4 (2005), 425–436. doi:10.1111/j.0883-2919.2005.00424.x

The literature on China English available seems to focus mostly on the attitudes toward English, the use of English, or the EFL industry in this country. Lexical borrowing as part of nativisation has rarely been investigated. This paper presents a data based analysis of 59 borrowed lexical items as found in 84 articles from two English newspapers in China, including both loanwords and loan translations. On the whole these items do not seem to be in widespread use. Additionally, the findings show that the loanwords tend to be culture specific lexical items, nonce borrowings, and necessary borrowings. The loan translations may be more foreign than they appear, because of the underlying facets of Chinese culture. Also discussed in the paper are two linguistic factors that may decide if a lexical item may be borrowed as a loanword or a loan translation, as well as the existence of pairs and sets of synonymous loanwords and/or loan translations, found among Chinese English bilingual communities in and outside China.

http://www.blackwellpublishing.com/jnl_default.asp

Sociolinguistics

06–139 BASSNET, SUSAN (U Warwick, UK), **Bringing the news back home: Strategies of acculturation and foreignisation**. *Language and Intercultural Communication* (Multilingual Matters) 5.2 (2005), 120–130.

This paper considers the long-standing debate in the field of translation concerning whether texts should be fully acculturated into the target system or should retain traces of their foreign origin. The author suggests that these debates become redundant, if not

48

counter-productive in the field of news translation, where the demands of the target audience, the time constraints and the hybrid nature of the linguistic processes involved in creating global news approximate more closely to what happens in interpreting, where the target needs take precedence and acculturation becomes the dominant strategy. The paper also raises a fundamental question about the nature of news translation, and asks whether we have an adequate definition of the whole, complex process. The argument is illustrated by two case studies: translated transcripts of the first court appearance of Saddam Hussein and a statement issued by al Qaida following the terrorist bombing of the British consulate in Istanbul in November 2003.

http://www.multilingual-matters.com/multi/journals.asp

06–140 BIELSA, ESPERANÇA (U Warwick, UK), **Globalisation and translation: A theoretical approach**. *Language and Intercultural Communication* (Multilingual Matters) 5.2 (2005), 131–144.

Two fundamental features of globalisation are the overcoming of spatial barriers and the centrality of knowledge and information. These developments, which result in the increased mobility of people and objects and a heightened contact between different linguistic communities (mass tourism, migration, information and media flows) signal, in spite of the predominance of English as a global lingua franca, an exponential growth in the significance of translation, which becomes a key mediator of global communication. Yet language and translation have been systematically neglected in the current literature on globalisation. This paper critically examines current theories of globalisation and interrogates their lack of attention towards translation. It formulates an attempt to understand the significance of translation in a global context, conceptualising its analytical place in globalisation theory and its key role in the articulation of the global and the local.

http://www.multilingual-matters.com/multi/journals.asp

06–141 BUTLER, SUSAN (Macquarie U, Australia; Susan.Butler@macmillan.com.au), **Lexicography and world Englishes from Australia to Asia**. *World Englishes* (Blackwell) 24.4 (2005), 533–546. doi:10.1111/j.0883-2919.2005.00437.x

This paper provides a history of the *Macquarie dictionary* with an emphasis on the elements necessary for the successful publication of a national dictionary of Australian English. A brief description is given of aspects of the variety captured in the dictionary, as well as of the social context in which the dictionary was published. Research into English in South East Asia followed to determine firstly if varieties of English existed, and if publication of a dictionary range was viable. The introduction of dictionaries into the education market

in Asia was not successful. However, a whole dictionary range is being published in India with indications of success. The situation in Asia with regard to dictionaries that capture the local varieties of English is still doubtful.

http://www.blackwellpublishing.com/jnl_default.asp

06–142 CAIN, WHITNEY J. (Peace College, USA), KIMBERLY L. EATON, LYNNE BAKER-WARD, & GRACE YEN, **Facilitating low-income children's narrative performances through interviewer elaborative style and reporting condition**. *Discourse Processes* (Lawrence Erlbaum) 40.3 (2005), 193–208. doi:10.1207/S15326950dp4003_2

This research examined 2 strategies for encouraging children's narratives. Twenty-five European American and 31 African American children from low-income backgrounds (Mean age = 4.76) participated. Children were assigned randomly to either high or low elaborative narrative style conditions and to either a draw-and-tell or tell-only reporting condition. Afterward, each child participated in an in-class activity and then narrated about it with either high or low elaborative interviewers in either draw-and-tell or tell-only reporting conditions. Children's narratives were coded for narrative indicators. Children's narratives did not differ by ethnicity. However, analysis of variance tests documented that children provided more particular narrative indicators when narrating with high elaborative interviewers. The tell-only and draw-and-tell reporting conditions differentially benefitted African American and European American children's narratives. Implications for future work are discussed.

https://www.erlbaum.com

06–143 CARTER, JULIE (The Wolfson Centre, London, UK), JANET A. LEES, GLADYS M. MURIRA, JOSEPH GONA, BRIAN G. R. NEVILLE & CHARLES R. J. C. NEWTON, **Issues in the development of cross-cultural assessments of speech and language for children**. *International Journal of Language and Communication Disorders* (Routledge/Taylor & Francis) 40.4 (2005), 385–401. doi:10.1080/13682820500057301

There is an increasing demand for the assessment of speech and language in clinical and research situations in countries where there are few assessment resources. Due to the nature of cultural variation and the potential for cultural bias, new assessment tools need to be developed or existing tools require adaptation. However, there are few guidelines on how to develop 'culturally appropriate' assessment tools. This paper reviews the literature on cross-cultural assessment in order to identify the major issues in the development and adaptation of speech and language assessments for children and to illustrate these issues with practical examples from a research programme in Kenya. Five broad categories pertaining to cross-cultural

49

assessment development were identified: the influence of culture on performance, familiarity with the testing situation, the effect of formal education, language issues and picture recognition. The results of the review were integrated to produce a list of ten guidelines highlighting the importance of collaboration with mother tongue speakers, piloting familiar assessment materials, assessment location, and practice items and prompts. It is concluded that awareness of cultural variation and bias and cooperative efforts to develop and administer culturally-appropriate assessment tools are the foundation of effective, valid treatment programmes.

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

06–144   CRONIN, MICHAEL (Dublin City U, Ireland), **Burning the house down: Translation in a global setting**. *Language and Intercultural Communication* (Multilingual Matters) 5.2 (2005), 108–119.

The paper examines the situation of translation in the contemporary world, particularly with respect to the changes in the political economy of developed and developing societies. It is argued that the nature of the changes impinge directly on translation and translation finds itself at the heart of the new informational economy, which in turn has implications for the relationship between translation and the global media. The paper looks specifically at the position of interpreters who frequently find themselves in news-gathering activities and whose specificity as embodied agents needs to be acknowledged in intercultural research.

http://www.multilingual-matters.com/multi/journals.asp

06–145   CUTRONE, PINO, A case study examining backchannels in conversations between Japanese–British dyads. *Multilingua* (Mouton de Gruyter) 24.3 (2005), 237–274.

Listener responses (called backchannels) and their effect on intercultural communication were investigated in eight dyadic conversations in English between Japanese and British participants. The findings of this study revealed several differences in the way each culture used backchannels: the Japanese participants used slightly more backchannels per interlocutor word, the British participants displayed greater variability in the types of backchannels they used, and there were several differences in the lexical items making up these backchannels. Japanese participants sent noticeably more backchannels in three discourse contexts: at or directly after a pause, directly after a primary speaker's non-verbal gesture, and directly after a tag question or an utterance ending with the lexical items 'ya know'. This study found evidence supporting the hypothesis that backchannel conventions, which are not shared between cultures, contribute to negative perceptions and stereotyping. The findings of this study support the conclusion that

backchannels warrant more attention in EFL classes in Japan.

http://www.degruyter.de/journals

06–146   FUKUSHIMA, SAEKO (Tsuru U, Japan), **Evaluation of politeness: The case of attentiveness**. *Multilingua* (Mouton de Gruyter) 23.4 (2004), 365–387.

This paper attempts to fill a gap in politeness research by introducing the concept of behavioural politeness and including the hearer as a significant component in the proposed analytical framework, which is set in the context of a cross-cultural study. Research into politeness has predominantly focused on linguistic features and on the speaker. Little attention has been paid to politeness as a whole unit of behaviour, and to the perspective of the hearer/receiver, i.e. how the hearer/receiver would judge politeness. It is proposed that politeness manifested through behaviour, i.e. behavioural politeness, and evaluation of politeness by the hearer/receiver are also important, and this paper takes the evaluation of attentiveness as an example of behavioural politeness using subjects from three cultural backgrounds. An attempt is also made to characterise the cultures (British, Japanese and Swiss) involved in this study in order to clarify this significant variable.

http://www.degruyter.de/journals

06–147   GARRETT, PETER, ANGIE WILLIAMS & BETSY EVANS (Cardiff U, UK), **Attitudinal data from New Zealand, Australia, the USA and UK about each other's Englishes: Recent changes or consequences of methodologies?** *Multilingua* (Mouton de Gruyter) 24.3 (2005), 211–235.

Recent attitudinal research by Bayard et al. (2001) suggested changes in the comparative evaluations of Australian, New Zealand, US and English Englishes, with US English on its way to becoming the preferred variety. We revisit these attitudes after a period of political change in the US, and using a research methodology in line with folklinguistic approaches to attitudes research (e.g. Preston 1996). Convenience samples of respondents in these four countries were asked to identify the countries where they knew English was spoken as a native language, and then quickly to write down their first reactions to those varieties. US English was viewed strikingly negatively in terms of its affective associations, and there were references to 'excess' from all respondent groups (e.g. over-assertive, overenthusiastic). And, against expectations, the affective profile of English English was not overwhelmingly negative for all groups of respondents. We consider the results in relation to the findings and methods of the earlier studies, and also briefly consider the different statuses of these varieties in terms of the current discussion of late modernity and

50

of different standard varieties (e.g. Kristiansen 2001b) serving different aspects of social life.

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06–148 LEONTOVICH, OLGA A. (Volgograd, Russia; olgaleo@vspu.ru), **American English as a medium of intercultural communication**. *World Englishes* (Blackwell) 24.4 (2005), 523–532. doi:10.1111/j.0883-2919.2005.00436.x

The paper deals with the status of American English in the Russian scholarly tradition of teaching English as a Foreign Language. The paper considers its influence on Russian values and the resulting intercultural personality transformation vs. the notion of cultural loss.

http://www.blackwellpublishing.com/jnl_default.asp

06–149 LINDEMANN, STEPHANIE (Georgia State U, USA), **Who speaks 'broken English'? US undergraduates' perceptions of non-native English**. *International Journal of Applied Linguistics* (Blackwell) 15.2 (2005), 187–212. doi:10.1111/j.1473-4192.2005.00087.x

This study attempts to discover how native US English speakers construct social categories for people outside the US. A close look at one group's belief system provides insights that can be used in addressing linguistic discrimination, with information on how varieties and features of varieties are perceived. Here 79 US under-graduates labeled maps with descriptions of English spoken by international students, and 208 rated the English of students from 58 countries. Familiarity and sociopolitical relationships with countries of origin appeared to play a role in responses. Evaluation was often central to description, with a category of stigmatised, often 'broken', English used for all non-native speakers except perhaps (Western) Europeans. Salient subgroups were: negatively evaluated 'Chinese' English, somewhat negatively evaluated 'Mexican' English, and 'harsh' and 'guttural' Russian English. Respondents had competing frameworks for classifying Indian and German English. A model of these overlapping categories and impli-cations for addressing linguistic prejudice are suggested.

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06–150 NEWMAN, MICHAEL (City U, New York, USA; mnewman@qc.edu), **Rap as literacy: A genre analysis of Hip-Hop ciphers**. *Text – Interdisciplinary Journal for the Study of Discourse* (Mouton de Gruyter) 25.3 (2005), 399–436.

Socioliteracy, meaning concern with practices, genre, and ideologies, has arguably displaced decoding orthographic writing in the mainstream of literacy theory and research. However, this shift has engendered disagreements about the meaning of literacy itself. Whereas some theorists take the Multiliteracies view

that all forms of communication can be considered literacy, others require involvement of written language or, alternatively, education-dependent genres. The present study supports the Multiliteracies definition by exploring an oral vernacular genre, the rap CIPHER – improvised round-robin rhyming – which fails both proposed delimiting criteria, as literacy. The study explores a young inner-city rap crew's ciphers using the kind of ethnography and genre analysis typical of socioliteracy research. It finds that the practices and forms of the ciphers are tightly bound up with their creators' ideologies and that when holders of incompatible ideologies interact in rap, generic conflict results. Since such findings directly parallel those of numerous literacy studies of written and educational forms, they suggest that similar processes occur across modalities and domains. This conclusion suggests that it may be useful to conceptualise literacy as a particular perspective on communicative forms rather than as an inherent quality of certain forms.

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06–151 ORENGO, ALBERTO (U Warwick, UK), **Localising news: Translation and the 'global-national' dichotomy**. *Language and Intercultural Communication* (Multilingual Matters) 5.2 (2005), 168–187.

Due to the peculiar nature of news texts, the adoption of a theory of 'localisation' rather than conventional translation theories accounts more easily for both the commercial nature and the global scale of news distribution. News texts are global products which are distributed through a localisation process involving not only reception by locales of a given text, but also the simultaneous production of more versions of a same news report and the production of a new target text of which translation is only a part and not the translator-journalist's goal. Such a text is tailored for 'sub-locales' whose identity is political as well as linguistic. The case of the Italian press is typical, as it shows how a global news report is not only interlinguistically localised into the Italian locale, but also intralinguistically adapted to suit readers' political leanings within the same linguistic locale.

http://www.multilingual-matters.com/multi/journals.asp

06–152 PROSHINA, ZOYA G. (Vladivostok, Russia; ulina_p@mail.ru), **Intermediary translation from English as a lingua franca**. *World Englishes* (Blackwell) 24.4 (2005), 517–522. doi:10.1111/j.0883-2919.2005.00435.x

The paper raises the question of intermediary translation from English as a lingua franca in communication between people belonging to Russian and East Asian cultures. This type of translation faces the controversy of two tendencies – a long standing tradition of direct translation recommended by the Russian School of Orientalism and a tendency to follow English–Russian

correspondences due to the fact that Asian loans have a Romanised form in English texts. To date, the solution to the controversy is seen in the registers applied to the text – in formal texts orientalist tendency prevails, while in informal everyday speech English like ways of rendering Romanised Asian loans dominate.

http://www.blackwellpublishing.com/jnl_default.asp

06–153 RIVLINA, ALEXANDRA A. (Blagoveshchensk, Russia; rivlina@mail.ru), **'Threats and challenges': English–Russian interaction today**. *World Englishes* (Blackwell) 24.4 (2005), 477–485. doi:10.1111/j.0883-2919.2005.00431.x

Language contacts have been extensively studied linguistically and sociolinguistically. This paper argues that cross cultural analysis of language transfer can also prove useful in contact linguistics. One of the latest borrowings from English into Russian, the semantic calque *vyzov vyzovy* 'challenge/challenges' used often in the cliché *Ugrozy i vyzovy* 'threats and challenges', makes certain shifts in the Russian world view traceable. *Challenge*, a key word in English, is untranslatable into Russian and the trite Russian translation equivalent for *Challenge–Problema* 'problem' reveals important differences between the two cultures: the Anglophone (especially American) linguaculture, whose dominant values are individual success and activity, competitiveness, positive thinking, sense of adventure, etc., perceives difficulties as 'stimuli' and conceptualises them in terms of CHALLENGES; contrary to this, the Russian linguaculture, which is, if compared with the Western cultures, 'being-oriented', 'relationship–oriented', 'passive' and 'pessimistic', encourages the discussion of difficulties in terms of PROBLEMS. The borrowing of the concept CHALLENGE by extending the meaning of *vyzov* registers a shift of the Russian value system in the direction of increased agentivity, assertiveness, positivism, competitiveness, etc. Such borrowings are 'challenges' rather than 'threats' to the Russian language and culture and they call for a more in-depth linguacultural analysis of English–Russian interactions.

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06–154 SCHÄFFNER, CHRISTINA (Aston U, UK), **Bringing a German voice to English-speaking readers: Spiegel International**. *Language and Intercultural Communication* (Multilingual Matters) 5.2 (2005), 154–167.

Translation is a regular phenomenon for news production, even if this is not always explicitly indicated. It is quite common that journalists themselves perform translations in their text production processes. Online media have added new possibilities to these processes. This paper looks at the transfer between print and online media texts from the point of view of translation. On the basis of case studies of English translations made available

online by Spiegel International, the text production practice and its reflection in the linguistic structure of the translations is illustrated. The declared aim of putting English translations on the Spiegel website is to bring its 'unique voice' to English-speaking readers. This paper argues that this 'unique voice' will not be seen by the readers in the actual linguistic make-up of the texts, but that it is as a result of the text selection process that English-speaking readers can get access to a different point of view.

http://www.multilingual-matters.com/multi/journals.asp

06–155 SEARGEANT, PHILIP (Institute of Education, U London, UK; PSeargeant@ioe.ac.uk), **'More English than England itself': The simulation of authenticity in foreign language practice in Japan**. *International Journal of Applied Linguistics* (Blackwell) 15.3 (2005), l326–345. doi:10.1111/j.1473-4192.2005.00094.x

This article examines the way in which the concept of 'authenticity' operates as a key motif in the construction of the symbolic cultural meaning of English as a foreign language in Japan. It reviews the way the term is used in a technical sense in language teaching and the political implications of its competing definitions within this context, then contrasts this with examples drawn from language institutions in Japan in which ideas of 'authenticity' are central to the way that English is sold to society. It is argued that the presentation of the language within these terms constructs and maintains elaborate simulations of English-language society within Japan, which produces an ideology that may be in direct conflict with the prevailing conception of the role of English as an international language. The article considers the effect that such social practice has on the role of English within Japan and the implications of this for theoretical discussion of the relationship between this global language and local culture.

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06–156 SICHYOVA, OLGA N. (Blagoveshchensk, Russia; sichyova@mail.ru), **A note on Russian–English code switching**. *World Englishes* (Blackwell) 24.4 (2005), 487–494. doi:10.1111/j.0883-2919.2005.00432.x

The present study discusses the contact between English and Russian, which has given rise to widespread code switching among Russians. The paper looks at the three variables, which affect Russian–English code switching and code mixing among bilinguals. The three affecting factors are: (1) the social contexts in which each language is learned; (2) the specific function for which each language is customarily employed; and (3) the efficacy of a language as a communicative tool in the society where it is used.

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52

06–157 **S**WAIN, **M**ERRILL **& S**HARON **L**APKIN (U Toronto, Canada), **The evolving sociopolitical context of immersion education in Canada: Some implications for program development**. *International Journal of Applied Linguistics* (Blackwell) 15.2 (2005), 169–186. doi:10.1111/j.1473-4192.2005.00086.x

In 1997 Swain and Johnson defined immersion as one category within bilingual education, providing examples and discussion from multiple international perspectives. In this article, we review the core features of immersion program design identified by Swain and Johnson and discuss how current sociopolitical realities and new research on second language learning serve to update and refresh the discussion of these features. One feature identified by Swain and Johnson is that the classroom culture is that of the local L1 community'. The dramatic increase in ethnic diversity in Canada's urban centres calls into question the notion of a monolithic culture in the school community. A second example concerns the use of the L1 in the classroom: while a central feature of immersion education is the use of the L2 as medium of instruction, new research suggests that allowing a judicious use of the L1 on the part of learners may be warranted. The article concludes with suggestions for building on multiple L1s in the immersion classroom.

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06–158 **T**SAI, **C**LAIRE (U Warwick, UK), **Inside the television newsroom: An insider's view of international news translation in Taiwan**. *Language and Intercultural Communication* (Multilingual Matters) 5.2 (2005), 145–153.

As Taiwan is striving to become an integral part of the global community, the dissemination of international news and the diversity of its representation are increasingly vital in shaping people's knowledge of the world. This paper serves as a first-hand account of the work of a television news translator – a reflection on the author's five years experience in television and newspaper newsrooms. With an anecdotal start, the author revisits the routine in the newsroom to see how international news is processed and re-processed before being televised to the local audience. The author then attempts to deconstruct the process and strategies involved by looking into the concept of rewriting as opposed to translation, and how recent research perceives this sort of language transformation and manipulation in the fast-paced television newsroom. The linkage between translation and interpreting in the media context is another subject worth delving into in the future. In addition to the freedom a translator enjoys in the newsroom and its confines, this paper deals with journalistic hierarchy which reflects how news translators see themselves and how they are perceived, in the hope that the status of the translator can be elevated.

http://www.multilingual–matters.com/multi/ journals.asp

06–159 **U**STINOVA, **I**RINA P. **& T**EJ K. **B**HATIA (Kentucky, USA; irina.ustinova@murraystate.edu), **Convergence of English in Russian TV commercials**. *World Englishes* (Blackwell) 24.4 (2005), 495–508. doi:10.1111/j.0883-2919.2005.00433.x

Russian TV commercials are under the influence of Western advertising discourse. The presence of English and an English–Russian mix as the main source of linguistic creativity is a salient feature of Russian TV commericals. Three fourths of commercials shown on Russian TV during the last five years employ a bilingual mix. English is present in abundance in many structural components in the layout of Russian commercials, especially in brand name, name of the company, logo, wrapper, and attention-getter. Creativity is also observed through using structural patterns influenced by English, exploiting multiple meanings and ambiguous interpretations, using literary devices and figures of speech, as well as employing social meanings and connotations. The English usage in commercials is explained by functional, social, and psychological reasons: English serves as an external code to attract the attention of the customers, as a source of cross-cultural creativity and as a marker of Westernisation, internationalism, modernisation, innovation, and prestige.

http://www.blackwellpublishing.com/jnl_default.asp

06–160 **Y**U, **M**ING-CHUNG, **Sociolinguistic competence in the complimenting act of Native Chinese and American English speakers: A mirror of cultural value**. *Language and Speech* (Kingston Press) 48.1 (2005), 91–119.

The present study examines sociolinguistic features of a particular speech act, paying compliments, by comparing and contrasting native Chinese and native American speakers' performances. By focusing on a relatively under-studied speaker group such as the Chinese, typically regarded as having rules of speaking and social norms very different from those of Westerners, this paper aims at illuminating the fact that, in cross-cultural communication, foreign language speakers have to pay close attention to sociolinguistic rules of the target language in addition to structure and discourse rules to meet the needs of linguistic accuracy and fluency. This is due to the fact that such rules play an indispensable role in appropriating the proper use of linguistic forms. The data for this study were collected using ethnographic observation pioneered in this field by Wolfson and Manes (1980). The analysis will first explore both the features of distribution of paying compliments, and the functions they may serve in spoken exchanges for native Chinese and American English speakers. To present a fuller picture of the sociocultural features this speech act may represent in Chinese and American societies, the analysis will further

focus on the issues of topics, the addresser–addressee relationship, and culture-specificity versus universality.

http://www.kingstonpress.com

06–161 **YUZEFOVICH, NATALIA G.** (Khabarovsk, Russia; yuzefovich_2005@mail.ru), **English in Russian cultural contexts**. *World Englishes* (Blackwell) 24.4 (2005), 509–516.
doi:10.1111/j.0883-2919.2005.00434.x

This paper deals with a regional variety of English used to communicate within Russian culture and to describe Russian culture. It is based on the theory of cross-cultural English developed by Russian scholar Professor V. V. Kabakchi. The major part of Russian English consists of Soviet English, so the stress is on the meaning of political terms which are used today and on their semantic variation which is revealed in comparison with analogous units used by native speakers.

http://www.blackwellpublishing.com/jnl_default.asp

Applied linguistics

doi:10.1017/S0261444806283319

06–162 **ANSARY, HASAN** (Shiraz U, Iran; ansary2877@yahoo.com) **& ESMAT BABAII** (Teacher Training U, Iran), **The generic integrity of newspaper editorials: A systemic functional perspective**. *RELC Journal* (Sage) 36.3 (2005), 271–295.
doi:10.1177/0033688205060051

One fruitful line of research has been to explore the local linguistic as well as global rhetorical patterns of particular genres in order to identify their recognizable structural identity, or what Bhatia (1999: 22) calls 'generic integrity'. In terms of methodology, to date most genre-based studies have employed one or the other of Swales' (1981/1990) move-analytic models of text analysis to investigate whether or not the generic prototypical patterns that he has introduced exist universally. This paper, however, considers the application of the Systemic Functional (SF) theory of language to genre analysis. The paper looks, in particular, at distinctive rhetorical features of English newspaper editorials as an important public 'Cinderella' genre and proposes a generic prototypical pattern of text development for editorials or what Halliday & Hasan (1989) refer to as the GENERIC STRUCTURE POTENTIAL (GSP) of a genre. The results of this study should benefit both genre theory and Systemic Functional Linguistics (SFL) and will be, it seems, of interest not only to applied linguists, but to those involved in education, journalism, and the media.

http://rel.sagepub.com

06–163 **BARNBROOK, GEOFF** (U Birmingham, UK; G.Barnbrook@bham.ac.uk), **Usage notes in Johnson's *Dictionary***. *The International Journal of Lexicography* (Oxford University Press) 18.2 (2005), 189–201.
doi:10.1093/ijl/eci020

This paper explores the contribution made by Johnson's *Dictionary* to the development of usage notes in mono-lingual English dictionaries. In order to investigate the process of development, the purpose of the modern usage note is considered, and dictionaries produced before and after Johnson's are examined to discover the nature and extent of their provision of usage information and to assess the influence on later dictionaries of Johnson's approach.

http://ijl.oxfordjournals.org

06–164 **BRUMFIT, CHRISTOPHER, ROSAMOND MITCHELL, BRENDA JOHNSTON, PETER FORD** (U Southampton, UK) **& FLORENCE MYLES, Language study in higher education and the development of criticality**. *International Journal of Applied Linguistics* (Blackwell) 15.2 (2005), 145–168.
doi:10.1111/j.1473-4192.2005.00085.x

This article explores the development of criticality in Modern Languages graduates in the UK. It is based on a larger research project investigating the development of criticality in (initially) two academic disciplines through the detailed analysis of a large corpus of qualitative data. This includes student interviews, teacher interviews, classroom observation, written and oral work produced by students, documentation produced for courses, and policy statements from national and institutional sources. This article focuses on the relationship between the Modern Languages curriculum, particularly language teaching and learning, and the development of criticality. Drawing upon evidence from the qualitative data, it outlines the ways in which the courses can be seen to contribute to the development of wider social competences. Finally it discusses the distinctiveness of the contribution to criticality development provided by the cross-cultural and cross-linguistic experience of Modern Languages undergraduates.

http://www.blackwellpublishing.com/jnl_default.asp

06–165 **BYRNES, HEIDI** (Georgetown U, USA), **Perspectives**. *The Modern Language Journal* (Blackwell) 89.4 (2005), 582–616.
doi:10.1111/j.1540-4781.2005.00331.x

The relatively recent introduction of the terms HERITAGE LEARNERS and HERITAGE LANGUAGES into public discussion, as well as SLA parlance, in the United States warrants questioning. What word or words were used before? What term or terms then, did these terms replace, and what meanings originally associated with the earlier terms have been lost? Where

did the HERITAGE designation come from? Who used it in what context, with what purposes and with what sociopolitical motivations? Interrogating the terminology itself opens up a host of issues that highlight the very connection between the work of SLA (second language acquisition) researchers and practitioners and sociopolitical practices as well as between changing social realities and the concerns that require careful consideration. The contributors to the *Perspectives* volume, all specialists who have devoted their professional careers to in-depth study of this topic, address a list of questions beyond those already mentioned above.

http://www.blackwellpublishing.com/jnl_default.asp

06–166   CAMPS, JOAQUIM (U Florida, USA), **The emergence of the imperfect in Spanish as a foreign language: The association between imperfective morphology and state verbs**. *International Review of Applied Linguistics in Language Teaching* (Mouton de Gruyter) 43.3 (2005), 163–192.

This descriptive study analysed the emergence of the imperfect in the written production of 30 beginning learners of Spanish. The analysis focused on the use of the imperfect and the morphological marking of state verbs. The results follow the patterns predicted by the aspect hypothesis (Andersen & Shirai 1994), and support some refinements of the proposed stages of spread of the imperfect across aspectual classes. A detailed analysis of the category of state verbs showed that these verbs do not behave as a homogeneous category with regard to past tense marking. The possibility of the application of associative mechanisms of learning (Pinker & Prince 1994) was explored based on the past tense marking of irregular and regular verbs in connection to the stages of acquisition proposed by the aspect hypothesis, but not enough evidence was found to strongly support the application of such learning mechanisms.

http://www.degruyter.de/journals

06–167   COOK, GUY (The Open U, UK; g.cook@open.ac.uk), **Calm seas or troubled waters? Transitions, definitions and disagreements in applied linguistics**. *International Journal of Applied Linguistics* (Blackwell) 15.3 (2005), 282–301. doi:10.1111/j.1473-4192.2005.00092.x

This article advances the position that an apparent current consensus over the nature and scope of applied linguistics is illusory. It is achieved only when definitions of the discipline are couched in the most general terms. When the details of theories are specified, we find fundamental differences of opinion both WITHIN applied linguistics and *with* linguistics. In the first part, the article reflects upon the history of applied linguistics, characterising it as falling into three periods. The

second part presents a view of radical ideas in the third of these periods, focusing upon recent applied linguistic work in three areas: describing languages and defining speakers; modularity, modality and relativity; science, authority and action. Some work in these areas challenges fundamental linguistic as well as more conservative applied linguistic orthodoxies such as: the comparability of languages, the centrality of the native speaker, linguistic modularity and universalism, description without prescription, and the unique authority of science.

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06–168   ELS, THEO VAN (U Nijmegen, the Netherlands; t.vanels@ru.nl), **Multilingualism in the European Union**. *International Journal of Applied Linguistics* (Blackwell) 15.3 (2005), 263–281. doi:10.1111/j.1473-4192.2005.00091.x

The European Union (EU) has recently undergone a substantial expansion of the number of its member states to 25. The various institutions of the EU are faced with serious language problems, with 20 languages acknowledged by the EU as 'official and working languages', in principle all having equal rights. To overcome these problems, restricting the number of languages seems to be the solution, but an effective and acceptable restrictive policy is hard to devise. How far can the number of working languages be reduced? Is such a reduction to be applied indiscriminately to all the institutions? Which language(s) should be selected as working language(s)? What is the future of German in this, German having the greatest number of native speakers within the EU but lacking the standing of English or French? The perspective from which these questions are approached is primarily that of the (applied) linguist.

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06–169   HANKS, PATRICK (Brandeis U, USA & Berlin-Brandenburg Academy of Sciences, Germany; hanks@bbaw.de), **Johnson and modern lexicography**. *The International Journal of Lexicography* (Oxford University Press) 18.2 (2005), 243–266. doi:10.1093/ijl/eci024

Johnson not only compiled a magnificent dictionary, he also explicitly addressed some of the theoretical issues involved. His comments can be compared with modern lexicographical practice and its concerns. Among the topics touched on in his 1755 Preface are empirical principles in lexicographical practice: the size and nature of the lexicon, the selection of entries, problems of lexical grammar, including the status of –*ing* forms, phrasal verbs, and light verbs, definitions, including substitutability and issues of definability, the nature of word

meaning, lexical pragmatics, sequencing of senses and definitions, and language change. This paper will review what Johnson said about these topics, and demonstrate the relevance to current dictionary-making.

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06–170   HERSCHENSOHN, JULIA, JEFF STEVENSON & JEREMY WALTMUNSON (U Washington, USA), **Children's acquisition of L2 Spanish morphosyntax in an immersion setting**. *International Review of Applied Linguistics in Language Teaching* (Mouton de Gruyter) 43.3 (2005), 193–217.

This article reexamines Critical Period and L1/L2 differences by looking at the development of Spanish morphosyntax by young Anglophone immersion learners, in light of two hypotheses, Full Transfer/Full Access (FTFA) and Failed Functional Features (FFFH). FTFA maintains that syntax and morphology develop separately in L2 acquisition for adults and children, while FFFH holds that syntax is dependent on morphology development and that a post-Critical Period failure of morphosyntactic functional features contributes to an L1A/ adult L2A distinction. We first review L1A and L2A of Spanish morphosyntax and elaborate FFFH and FTFA. Then we describe our data collection, results and discussion in terms of the two hypotheses. We conclude that the child learners are sensitive to the importance of inflectional morphology (L1A-like), but make numerous errors (adult L2A-like). Their syntax develops more quickly and accurately than their morphology, supporting FTFA.

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06–171   HJÖRNE, EVA (Göteborg U, Sweden; eva.hjorne@ped.gu.se) **& ROGER SÄLJÖ, The pupil welfare team as a discourse community: Accounting for school problems**. *Linguistics and Education* (Elsevier) 15.4 (2004), 321–338. doi:10.1016/j.linged.2005.07.001

The purpose of this study is to analyse pupil welfare team meetings as an institutional context for handling dilemmas of schooling. It focuses on how difficulties encountered by teachers and pupils are categorised and accounted for by team members (teachers, school administrators, and various experts). As a discourse community, the pupil welfare team has considerable power in defining problems and in allocating resources for dealing with them. The data for this study were gathered in a primary school, where the welfare team's meetings were documented over the course of 1 year. The results show that meetings are highly routinised and characterised by a high degree of consensus among the staff as to the perspectives relevant for handling the problems encountered. The accounts produced individualise the problems of pupils by pointing to lack of ability or other necessary qualifications on the part of the individual pupil for managing life in school.

The problems are very rarely seen as consequential to pedagogical practices or teacher actions. It is noted that the pupils have no say in articulating their accounts of the issues discussed.

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06–172   HOOD, SUSAN & GAIL FOREY (U of Technology, Sydney, Australia; sue.hood@uts.edu.au), **Introducing a conference paper: Getting interpersonal with your audience**. *Journal of English for Academic Purposes* (Elsevier) 4.4 (2005), 291–306. doi:10.1016/j.jeap.2005.07.003

One of the key means by which knowledge is disseminated in the academic discourse community is the spoken presentation of papers at an academic conference. In contrast to the written research article, the spoken presentation remains relatively under-researched from a linguistic perspective, limiting the knowledge available for explicating this kind of discourse in academic language programs. In this paper, we draw on a social semiotic theory of language (Systemic Functional Linguistics) and of gesture, to frame a multi-layered exploration of interpersonal meaning in this register that incorporates attention to generic staging, to expressions of attitude, and to the co-expression of attitudinal language and gesture. The data are a set of plenary presentations at an academic conference, and the study aims to explore means by which the speakers construe a relationship of solidarity with their audiences in the introductory or 'set-up' stage of their talk.

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06–173   JUUL, HOLGER (U Copenhagen, Denmark; juul@hum.ku.dk), **Grammatical awareness and the spelling of inflectional morphemes in Danish**. *International Journal of Applied Linguistics* (Blackwell) 15.1 (2005), 87–112. doi:10.1111/j.1473-4192.2005.00082.x

Danish sixth-graders ($N = 32$, mean age 12:7 years) were asked to spell words with inflectional endings which had grammatically unique but phonemically inconsistent spellings: present tense verbs and present participles. As found in a previous Danish study using pseudo-words (*Juul* and *Elbro*), such spellings were a major spelling problem. The present study shows that in spite of a weak inter-correlation, scores for both types of inflections correlate with grammatical awareness as measured through an 'odd word out' task. This supports the relevance of grammatical awareness for inflectional spelling competence, which has also been demonstrated in studies of English 8-to-10-year-olds (e.g. Nunes et al. 1997). The present study extends previous findings by distinguishing awareness of two aspects of grammar: word class distinctions, related here to the spelling of

56

present tense verbs, and inflections, related here to the spelling of participles. Thus, grammatical awareness and inflectional spelling competence appear to be heterogeneous concepts.

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06–174 **Juzwik, Mary M.** (Michigan State U, USA; mmjuzwik@msu.edu), **What rhetoric can contribute to an ethnopoetics of narrative performance in teaching: The significance of parallelism in one teacher's narrative**. *Linguistics and Education* (Elsevier) 15.4 (2004), 359–386. doi:10.1016/j.linged.2005.07.003

This article employs rhetoric to examine the poetic dimensions of one performed narrative in teaching. The analysis stems from a larger study of oral narratives in classroom talk during a Holocaust unit in a middle school language arts classroom. A corpus of seventy-five teacher and student narratives was transcribed and analysed for the broader study. Focusing on the poetic dimensions of one narrative performance from that study, this analysis illustrates what rhetoric can contribute to the study of oral narrative in teaching. This rhetorical analysis is situated within an ethnopoetic approach to narrative study, attending to parallelism of sound, word, syntax, stanza, and theme in the teacher's narrative performance. Analysis of this multilayered parallelism reveals this teacher's construal – through narrative – of a tightly coherent poetic text which may cue processes of identification during a lesson about *Kristallnacht*. The discussion elaborates some pedagogical implications of analytic attention to the textual coherence and structure of oral narrative in teaching – especially to 'poetic' performance keys. Treating teaching as a rhetorical practice, the discussion further illuminates new questions about the pedagogical and moral significance of narrative performances in classrooms.

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06–175 **Katz, Stacey** (U Utah, USA; skatz@hum.utah.edu) **& Johanna Watzinger-Tharp**, **Toward an understanding of the role of applied linguists in foreign language departments**. *The Modern Language Journal* (Blackwell) 89.4 (2005), 490–502. doi:10.1111/j.1540-4781.2005.00326.x

This article presents an analysis of the results of a survey conducted with foreign language program directors and coordinators in American university foreign language departments. The goal of the survey was twofold. First, it aimed to compile a profile of these individuals: their backgrounds, research, and teaching and coordinating responsibilities. A second objective was to investigate whether the participants consider themselves to be

applied linguists. Despite the fact that most participants interviewed are arguably practicing applied linguists, many of them hesitated to identify themselves as such. This ambivalence reflects recent heated discussions about the field of applied linguistics, a debate that was sparked by Firth and Wagner's provocative (1997) article. The authors call for more voices in this ongoing dialogue. The future of the diverse field of applied linguistics depends upon a variety of perspectives, including more input from applied linguists within foreign language departments.

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06–176 **Leung, Constant** (King's College, U London, UK), **Convivial communication: Recontextualizing communicative competence**. *International Journal of Applied Linguistics* (Blackwell) 15.2 (2005), 119–144. doi:10.1111/j.1473-4192.2005.00084.x

The advent of the concept of communicative competence in English Language Teaching (ELT) over thirty years ago signalled a shift from grammar-based pedagogy to Communicative Language Teaching. It was generally accepted that, in addition to grammar rules, language teaching needed to take account of social context and social rules of use. The concept of communicative competence, initially developed for ethnographic research, appeared to offer an intellectual basis for pedagogic broadening. The transfer of this concept from research to language teaching has, however, produced abstracted contexts and idealised social rules of use based on (English language) native-speakerness. Drawing on recent work in the fields of World Englishes, English as a lingua franca and Second Language Acquisition, this article argues that it is imperative for ELT to take notice of real–world social, cultural and language developments in contemporary conditions and to re-engage with a set of reformulated ethnographic sensitivities and sensibilities.

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06–177 **Lind, Marianne** (Bredtvet Resource Centre, Norway), **Conversation – more than words: A Norwegian case study of the establishment of a contribution in aphasic interaction**. *International Journal of Applied Linguistics* (Blackwell) 15.2 (2005), 213–239. doi:10.1111/j.1473-4192.2005.00088.x

The article presents an analysis of the means and processes through which an aphasic speaker with severe limitations in spontaneous speech production is able to make a self-initiated, substantial contribution in interaction with a non-aphasic interlocutor. The analytical process is based on the principles of conversation analysis, and the study draws on insights from interactional linguistics. The analysis illustrates the

aphasic participant's ability to make himself understood by using several methods of communication and by situating his parts of the contribution in relation to the sequential context. Hence, the analysis reveals an essential form of orderliness and complementarity in what may initially seem like a disorderly piece of interaction. The analysis highlights the need for systematic, functional assessment of communicative and linguistic abilities in aphasia, a perspective with possible consequences for the training and practice of speech and language therapists.

http://www.blackwellpublishing.com/jnl_default.asp

06–178 MAUTNER, GERLINDE (Vienna U of Economics and Business Administration, Austria), **Time to get wired: Using web-based corpora in critical discourse analysis**. *Discourse & Society* (Sage) 16.6 (2005), 809–828. doi:10.1177/0957926505056661

Although the world wide web has become a popular object of and tool for different kinds of semiotic and linguistic investigation, critical discourse analysis (CDA) does not seem to share this enthusiasm in equal measure. The contemporary relevance of the web as a key site for the articulation of social issues should make it a prime target for critical discourse analysts with a political and emancipatory brief. Nonetheless, CDA publications are still predominantly based on conventional, non-electronic sources of data. This article discusses the analytic potential that web-based data opens up and also identifies the specific challenges that arise as a result. These are linked to the size of the web, its diversity, ephemeral quality, interactivity, and multimodality. Indicating directions in which future research might proceed, the article makes a plea for more critical discourse analysts to work with web-based corpora.

http://das.sagepub.com

06–179 OTANI, HIROAKI (Hoshi U, Japan; hiroaki-otani@jcom.home.ne.jp), **Investigating intercollocations – towards an archaeology of text**. *The International Journal of Lexicography* (Oxford University Press) 18.1 (2005), 1–24. doi:10.1093/ijl/eci001

This paper explores the issue of how reciprocal, interdependent networks of words based on differences as described by Saussure are at work in the dimension of collocation. The investigation is carried out concerning how a verb (the verb *conceal* in its infinitive form is chosen as a point of departure) shares some of its most typical collocates (the top 10 collocates by t-score) with the other lexical verbs in the British National Corpus (BNC). Consequently, the lexical networks articulated by the differences in collocational patterns emerge. These networks consist of paired sets of nodes and collocates corresponding in a many–to–many way. Each set in the pair is observed to include words with multiple, complementary but indeterminate semantic orientations (polarities) towards the members of its corresponding set, thus delimiting the scope of the collocational dimension. The unique lexical profile of each word can be described as a bundle of several such collocational networks.

http://ijl.oxfordjournals.org

06–180 PAHL, KATE (U Sheffield, UK; k.pahl@sheffield.ac.uk), **Narratives, artifacts and cultural identities: An ethnographic study of communicative practices in homes**. *Linguistics and Education* (Elsevier) 15.4 (2004), 339–358. doi:10.1016/j.linged.2005.07.002

This article draws from an ethnographic research project looking at the communicative practices of children and parents in a multilingual area of London. One focus in the study was on participants' use of narrative to convey cultural identities. Narratives in the families were evoked through shared discussions of artifacts and objects displayed within homes and often spanned a number of years and related to family histories and cultural identities. The study considers the interplay between artifacts and oft-told narratives within families. The implications of these home-produced narratives are considered for family literacy education.

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06–181 SAWYER, R. KEITH (U Washington, USA; keith@keithsawyer.com) **& SARAH BERSON**, **Study group discourse: How external representations affect collaborative conversation**. *Linguistics and Education* (Elsevier) 15.4 (2004), 387–412. doi:10.1016/j.linged.2005.03.002

This article examines collaborative discourse in an informal undergraduate study group in which students focus on their lecture notes. Several decades of educational research have demonstrated that collaborative groups contribute to enhanced learning, and recent work has explored how external representations – such as those that appear in lecture notes – enhance collaboration. However, few of these studies have focused directly on the discourse processes that occur in collaborating groups, or how external representations influence these processes. Here conversation analytic methods are used to show how the notebooks' external representations affect discourse processes and thus scaffold both individual and group learning. These analyses demonstrate that a close focus on discourse processes can help researchers understand how collaboration using external representations contributes to learning.

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58

06–182 **SOLBJØRG, AUD** (Skulstad U Bergen, Norway; aud.skulstad@eng.uib.no), **Competing roles: Student teachers using asynchronous forums**. *International Journal of Applied Linguistics* (Blackwell) 15.3 (2005), 346–363. doi:10.1111/j.1473-4192.2005.00095.x

This article examines the communication in asynchronous forums by student teachers enrolled in a university course in the teaching of English as a foreign language. In their postings, the writers perform two 'macro-roles': student and EFL teacher. Within the first macro-role the participants may adopt the role of a friend (social) or a person enrolled in an academic course (institutional). In the second the participants may position themselves as a professional or a trainee (novice). The study shows that the genres, discourse types, discourse structure and discourse strategies chosen may be seen as evidence of the constant negotiation of the writer's roles in the forums. These forums may thus be viewed as conflict zones when it comes to competing identities. The article looks at the relevance of these findings for teacher education.

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06–183 **THOMPSON, PAUL** (U Reading, UK), **Points of focus and position: Intertextual reference in PhD theses**. *Journal of English for Academic Purposes* (Elsevier) 4.4 (2005), 307–323. doi:10.1016/j.jeap.2005.07.006

This paper investigates the nature of texts produced for assessment at the highest level of advanced academic literacy: PhD theses. Eight theses from within a single department (Agricultural Botany) at a British university are the subject of study, and the contexts in which these texts were written are investigated through interviews with the supervisors. The notion of a genre of the PhD thesis is problematised and it is argued that a genre-analytic approach can be highly generative. Finally, the ways that the writers manipulate focus and position within their texts is explored through an investigation of citation practices in the theses.

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06–184 **ÜSTÜNEL, EDA** (Mugla U, Turkey; eustunel@mu.edu.tr) **& PAUL SEEDHOUSE**, **Why that, in that language, right now? Code-switching and pedagogical focus**. *International Journal of Applied Linguistics* (Blackwell) 15.3 (2005), 302–325. doi:10.1111/j.1473-4192.2005.00093.x

The study depicts the relationship between pedagogical focus and language choice in the language teaching/learning environment of English as a Foreign Language (EFL) at a Turkish university. The article presents the organisation of code-switching which is teacher-initiated and 'teacher-induced'. The data were collected from six beginner-level English classrooms. Transcripts of the lessons were examined using the conversation analysis (CA) method of sequential analysis in relation to the pedagogical focus, applying an adapted version of the classic CA question for interaction involving code-switching: 'why that, in that language, right now?' The study demonstrates that code-switching in L2 classrooms is orderly and related to the evolution of pedagogical focus and sequence. Through their language choice, learners may display their alignment or misalignment with the teacher's pedagogical focus.

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06–185 **WERRY, CHRIS** (San Diego State U, USA; cwerry@mail.sdsu.edu), **Rhetoric and reflexivity in cognitive theories of language**. *Language and Communication* (Elsevier) 25.4 (2005), 377–397. doi:10.1016/j.langcom.2005.07.002

Linguistic theories rarely examine linguistic discourse as an object of self-reflexive scrutiny. This paper examines how the issue of reflexivity is dealt with in two cognitive theories of language, Chomskyan linguistics and cognitive linguistics. It is argued that Chomskyan linguistics systematically excludes consideration of the language of linguistic inquiry. This author suggests such systematic exclusion is achieved through a set of rhetorical moves that construct linguistic discourse as a 'transparent window'. The paper contrasts the suppression of reflexivity in Chomskyan linguistics with its treatment in cognitive linguistics. It is argued that despite statements suggesting a reflexive stance and an interest in looking 'at' as well as 'through' linguistic discourse, cognitive linguistics continues for the most part to treat linguistic discourse as a transparent window or neutral metalanguage.

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06–186 **YUAN, BOPING & YANG ZHAO** (Cambridge U, UK), **Resumptive pronouns in English–Chinese and Arabic–Chinese interlanguages**. *International Review of Applied Linguistics in Language Teaching* (Mouton de Gruyter) 43.3 (2005), 219–237.

While resumptive pronouns (RPs) are generally not allowed in English relative clauses, Chinese allows the use of RPs in indirect object position and genitive position but not in subject and direct object positions. Arabic languages allow RPs in direct object position as well as in indirect object position and genitive position, although not in subject position of the matrix clause. The different behaviours of RPs in the three languages raise interesting questions in L2 research. An empirical study was conducted, which involved advanced Palestinian-speaking learners of Chinese and intermediate English-speaking learners of Chinese.

Given that the Palestinian speakers were more advanced learners of Chinese than the English speakers and that the use of RPs is available in Palestinian but not in English, it was hypothesised that Palestinian speakers would be more accurate in judging Chinese sentences with the use of RPs than English speakers. However, this hypothesis is not confirmed in the study. We will account for the difference between the two groups on the basis of L1 transfer and learnability problems.

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Pragmatics

06–187　HAYASHI, MAKOTO, Referential problems and turn construction: An exploration of an intersection between grammar and interaction. *Text – Interdisciplinary Journal for the Study of Discourse* (Mouton de Gruyter) 25.4 (2005), 437–468.

In conversation, speakers often face problems in formulating and establishing referential expressions that are appropriate for the particular recipients to whom their utterances are addressed. This study investigates how participants in Japanese conversation deal with such referential problems in the course of constructing a turn at talk and how various grammatical practices used in this process shape the organisation of turns and sequences in an orderly and recurrent manner. When referential problems occur, they regularly create tension between two orientations. On the one hand, in order to solve referential problems, speakers need to put on hold the construction of the turn with which they intend to execute the larger action. On the other hand, speakers' orientation to executing the larger action motivates the progress of turn construction, which in turn motivates the minimisation of a disruption to the 'progressivity' of the unfolding turn. By examining ways in which participants handle referential problems during turn construction, we show how participants organise their engagement with two potentially competing activities within an ongoing turn and how they mobilise grammar to organise their concurrent involvement in these competing activities.

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06–188　HOLMES, JANET (U Wellington, New Zealand; Janet.Holmes@vuw.ac.nz), **Leadership talk: How do leaders 'do mentoring', and is gender relevant?** *Journal of Pragmatics* (Elsevier) 37.11 (2005), 1779–1800.
doi:10.1016/j.pragma.2005.02.013

This paper explores the way people 'do mentoring' in the workplace. Using examples from our extensive database of interactions, recorded in a number of New Zealand workplaces, the analysis identifies a variety of discourse strategies used by those in positions of responsibility in mentoring colleagues. The mentors in our corpus draw from a wide repertoire of strategies, ranging from those which focus on procedural aspects of career advising, through corrective and appreciative comments, to supportive advising, and indirect coaching. Although mentoring has traditionally been associated with men, the examples demonstrate that women leaders do mentoring too, and the analysis suggests that some do it very well. Moreover, this exploratory look at how mentoring is accomplished indicates that 'feminine' strategies are well represented among those available, and appear to be very effective. Finally, it is suggested that successful women leaders contest or 'trouble' established gender boundaries and thereby expand the very concept of what it means to be a leader. Through their discursive practices, they give the legitimacy of power to a range of discursive strategies, including some conventionally regarded as feminine. Thus, it is argued, the process of constructing one's identity as an effective leader becomes increasingly compatible for women with that of constructing a socially coherent gender identity.

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06–189　KWON, JIHYUN (Defense Language Institute, Foreign Language Center, USA), **Expressing refusals in Korean and in American English**. *Multilingua* (Mouton de Gruyter) 23.4 (2004), 339–364.

This study investigated refusals of forty Korean speakers in Korea (KSKs) and thirty-seven American English speakers in the USA (AEAs). Subjects' refusals were collected using a Discourse Completion Test (DCT) taken from Beebe, Takahashi, and Uliss-Weltz (1990). Data were analysed in terms of semantic formula sequences and were categorised according to the refusal taxonomy by Beebe et al. (1990). Results indicated that although a similar range of refusal strategies were available to the two language groups, cross-cultural variation was evident in the frequency and content of semantic formulas used by each language group in relation to the contextual variables, which include the status of interlocutors (i.e. higher, equal, lower status) and eliciting acts (i.e. requests, invitations, offers, suggestions). For instance, Korean speakers hesitated more frequently and used direct refusal formulas much less frequently than did English speakers. Thus, Korean speakers' refusals at times sounded less transparent and more tentative than those of English speakers. In addition, Korean speakers frequently paused and apologised before refusing, while English speakers often stated positive opinion and expressed gratitude for a proposed action. Further, the two language groups differed in terms of the types of reasons used in their refusals; Korean speakers typically used reasons (e.g. referring to a father's 60th birthday when refusing a boss's invitation), which were not found in the English data. Evidence also suggested that Korean speakers tended to take a more mitigating approach in dealing

60

with a higher status person as compared to other status types, whereas English speakers did not seem to be particularly sensitive to one status versus another in their refusals across the different situations. These differences in Korean and English refusals may cause pragmatic failure when Korean learners of English rely on their native culture-specific refusal strategies in interacting with native English speakers.

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06–190   LEWIN, BEVERLY A., Contentiousness in science: The discourse of critique in two sociology journals. *Text – Interdisciplinary Journal for the Study of Discourse* (Mouton de Gruyter) 25.6 (2005), 723–744.

In the study of scientific discourse, most of the linguistic literature emphasises politeness strategies, claiming that the scientific role demands maintaining objectivity and, therefore, mitigating criticism of other scientists (e.g. Myers 1989; Hyland 1998). However, this literature is based on studies of research reports. Adversative discourse, highlighted by Tannen (1998, 2002), has received much less attention. This paper focuses on an institutionalised genre for expressing criticism. The corpus consists of 30 'comments' from the two major sociological journals. In general, the findings show that, although non-contentious or polite options are available for giving criticism, the critics often chose a more confrontational alternative. For one, criticism is often directly levelled at the target (termed Judgment) rather than restricted to his/her work. Specifically, most texts cast at least one aspersion about the target's honesty, propriety, competence, or ability to perceive. Secondly, Judgments are unhedged and, in fact, are often intensified. Lastly, sometimes discourse strategies are employed that force the reader to concur in the criticism. These practices, which leave no room for negotiating, are inconsistent with both politeness theory and the commitment to open inquiry in science. The genre of 'comment' apparently allows expression of the intrapersonal needs of scientists in their role as academics. There, personal goals might dictate disregarding politeness strategies, as well as adopting an adversarial rather than collegial stance to fellow scientists.

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06–191   LEWIS, DIANA M. (Faculté des Langues, Lyon, France; Diana.Lewis@univ-lyon2.fr), **Arguing in English and French asynchronous online discussion**. *Journal of Pragmatics* (Elsevier) 37.11 (2005), 1801–1818. doi:10.1016/j.pragma.2005.02.014

Online discussion fora have introduced a new type of communicative situation characterised by many-to-many interaction, physical distance and particularly low contextual information. Analysis of a French–English comparable corpus of online political discussion reveals tendencies to topic decay and to fragmentation of interaction from multi-party discourse to overlapping dyadic 'conversation'. A recurrent message structure is identified in the political discussions: [reaction] + position + support. Within this structure, the usage of two concession markers is examined and found to resemble more closely that of conversation than that of monologic political discourse. Data are drawn from online discussions of current affairs and political themes, within the readers' fora provided by *The Financial Times*, *Le Monde*, *The Guardian* and *Le Nouvel Observateur*.

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06–192   OVERSTREET, MARYANN (U Hawaii at Manoa, USA; overst@hawaii.edu), **And stuff *und so*: Investigating pragmatic expressions in English and German**. *Journal of Pragmatics* (Elsevier) 37.11 (2005), 1845–1864. doi:10.1016/j.pragma.2005.02.015

This article offers a comparative analysis of a group of pragmatic expressions called 'general extenders' (e.g. *and stuff*, *und so*; *or something*, *oder so*) in recorded English and German conversation among adult familiars. After comparing the frequency and distribution of these forms in two databases, I illustrate how general extenders are used in both languages to mark assumptions of being similar, informative, accurate and polite. A cross-linguistic comparison of these pragmatic expressions reveals that forms that are different on a formal level seem to have functional similarities within comparable contexts of occurrence. This type of cross-linguistic study may help analysts more accurately define the core functions of pragmatic expressions and develop a suitable metalanguage for describing them.

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06–193   WANG, YU-FANG, From lexical to pragmatic meaning: Contrastive markers in spoken Chinese discourse. *Text – Interdisciplinary Journal for the Study of Discourse* (Mouton de Gruyter) 25.4 (2005), 469–518.

This paper explores the use of a set of apparently synonymous contrastive conjunctions in Mandarin spoken discourse: *zhishi*, *buguo*, *keshi* and *danshi*. Using Halliday's (1994) analytical model of discourse, the author examines their discourse-pragmatic and socio-pragmatic functions. The corpus contains two sets of data: one from casual conversation and another from radio/TV talk. It is shown that these seemingly synonymous conjunctions differ in several ways. Firstly, among these contrastive markers, *keshi* is the marker that most frequently occurs in spoken discourse, particularly in casual conversation, whereas *zhishi* is the one that occurs the least frequently. Secondly, *danshi* tends to convey explicit contrast, while *buguo* and *keshi* express implicit contrast. Finally, *buguo* and *keshi* often appear in

61

dispreferred responses expressing disagreement, while *buguo* seems to appear in formal speech situations, and *keshi* occurs in informal situations.

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Neurolinguistics

doi:10.1017/S026144480630331X

06–194   ALTARRIBA, JEANETTE & JENNIFER L. GIANICO (U Albany, State U New York, USA), **Lexical ambiguity resolution across languages: A theoretical and empirical review**. *Experimental Psychology* (Hogrefe & Huber Publishers) 50.3 (2003), 159–170.
doi:10.1026//1617-3169.50.3.159

Words that involve completely different meanings across languages but possess significant overlap in form are referred to as homographic non-cognates or interlexical homographs (e.g. red is a colour word in English but means 'net' in Spanish). An important question in the investigation of the processing of these words is whether or not both meaning and form are integral to their representation, leading to language-specific processing of these items. In contrast, some theories have been put forth indicating that the processing of these words is non-selective with regards to language. Simply stated, when one of these words is encountered, all of the relevant meanings are accessed regardless of the specific demands of the task and the base language that is being used. In the present, critical review, evidence purported to favour each view is presented along with a discussion of the methodological and analytic constraints that moderate the reported findings. The data lead to the conclusion that there is a time course involved in the activation of multiple meanings such that a primary or dominant meaning (sometimes biased by frequency) is typically accessed more readily, followed by the opposite language meaning. These results indicated that studies should focus on manipulating the timing intervals between the presentation of these words and subsequent responses that are required by a particular task.

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06–195   BIALYSTOK, ELLEN (York U, Canada; ellenb@yorku.ca) **& DANA SHAPERO, Ambiguous benefits: The effect of bilingualism on reversing ambiguous figures**. *Developmental Science* (Blackwell) 8.6 (2005), 595.
doi:10.1111/j.1467-7687.2005.00451.x

Two studies are reported in which monolingual and bilingual children, approximately 6 years old, attempted to identify the alternative image in a reversible figure. In both studies, bilingual children were more successful than monolinguals in seeing the other meaning in the images. In the first study, there was no relation between the ability to reverse the interpretation and performance on the children's embedded figures task, a task that superficially appeared to involve similar processes. The second study replicated this finding but showed that performance was strongly related to success in the post-switch phase of the dimensional change card sort task. In both cases, the meaning of an image must be reassigned, and bilinguals were better in both these tasks.

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06–196   BLOT, J. KEVIN (Clark U & Boston College, USA), **MICHAEL A. ZARATÉ & PAUL B. PAULUS, Code-switching across brainstorming sessions: Implications for the revised hierarchical model of bilingual language processing**. *Experimental Psychology* (Hogrefe & Huber Publishers) 50.3 (2003), 171–183.
doi:10.1026//617-3169.50.3.171

The revised hierarchical model (RHM) of bilingual language processing posits independent word form representations for the dominant language (L1) and the non-dominant language (L2), facilitated translation from L2 words to L1 words, access to common concepts for L1 and L2, and stronger activation of concepts for L1 than for L2. Spanish-English and English-Spanish bilinguals brainstormed for two sessions; half switched languages (L1–L2 or L2–L1) and half stayed in the same language (L1–L1 or L2–L2) across sessions. In both sessions, L1 brainstorming resulted in more efficient idea productivity than L2 brainstorming, supporting stronger concept activation for L1, consistent with the RHM. Switching languages from L2 to L1 resulted in the most efficient idea productivity in Session 2, suggesting that switching to L1 not only permits strong concept activation, but also the activation of concepts that are relatively different than those activated by L2, inconsistent with the RHM. Switching languages increased the proportion of Session 1 ideas repeated during Session 2, despite instructions not to repeat. This finding suggests that there is activation of concepts as well as word forms in same language brainstorming and that this dual activation aids in following instructions not to repeat, consistent with the RHM. It is suggested that the RHM be re-specified to accommodate the notion that L1 and L2 access relatively different concepts.

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06–197   COSTA, ALBERT (U Barcelona, Spain; acosta@ub.edu), **MIKEL SANTESTEBAN & AGNÈS CAÑO, On the facilitatory effects of cognate words in bilingual speech production**. *Brain and Language* (Elsevier) 94.1 (2005), 94–103.
doi:10.1016/j.bandl.2004.12.002

There is a growing body of evidence showing that a word's cognate status is an important dimension affecting the naming performance of bilingual speakers. In a recent article, Kohnert (2004) extended this observation to the naming performance of an aphasic bilingual (DJ). DJ named pictures with cognate names

more accurately than pictures with non–cognate names. Furthermore, having named the pictures in Spanish helped the subsequent retrieval (with a delay of one week between the two tests) of the same pictures' names in English, but only for pictures with cognate names. That is, there was a language transfer but only for those translation words that were phonologically similar. In this article, the authors evaluate the conclusions drawn from these results by Kohnert, and then discuss the theoretical implications of the facilitatory effects of cognate words for models of speech production in bilingual speakers.

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06–198 DE DIEGO BALAGUER, R. (Faculté de Médecine, Paris XII, France), **N. SEBASTIÁN-GALLÉS, B. DÍAZ & A. RODRÍGUEZ-FORNELLS, Morphological processing in early bilinguals: An ERP study of regular and irregular verb processing**. *Cognitive Brain Research* (Elsevier) 25.1 (2005), 312–327. doi:10.1016/j.cogbrainres.2005.06.003

Although the age of acquisition of a language has an effect when learning an L2, the similarity between languages may also have a crucial role. The aim of the present study is to understand the influence of this latter factor in the acquisition of morphosyntactic information. With this purpose, two groups of highly proficient early Catalan–Spanish bilinguals were presented with a repetition-priming paradigm with regular and irregular verbs of Spanish. Catalan and Spanish have a similar suffix (-*o*) for regular verbs and completely different alternations for irregular verbs. Two types of irregular verbs were studied. Regular verbs showed the same centro-parietal N400 priming effect in the L2 as in L1 speakers. However, differences between groups, in the ERP pattern and the topography of the N400 effect, were observed for irregular morphology. In L1 speakers, the N400 effect (brain response to semantic anomalies) was attenuated only for semi-regular verbs. In contrast, L2 speakers showed a reduced N400 priming effect in both irregular contrasts. This pattern of results suggests that the similarity between languages may help for similar structures but may interfere for dissimilar structures, at least when the two languages have very similar morphological systems.

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06–199 ELSTON-GÜTTLER, KERRIE E. (Max Planck Institute of Human Cognitive and Brain Sciences, Leipzig, Germany; km.guettler@t.online.de) **& ANGELA D. FRIEDERICI, Native and L2 processing of homonyms in sentential context**. *Journal of Memory and Language* (Elsevier) 52.2 (2005), 256–283. doi:10.1016/j.jml.2004.11.002

The authors compare native and non–native processing of homonyms in sentence context whose two most frequent meanings are nouns (e.g. *sentence*) or a noun and a verb (e.g. *trip*). With both participant groups, a combined reaction time (RT)/event-related brain potential (ERP) lexical decision experiment was carried out with two stimulus-onset asynchronies (SOAs) of 200 and 500 ms. At the 200 ms SOA, overall RT and ERP N400 priming was observed in both natives and non-natives, indicating multiple access for both homonym types. At the 500 ms SOA, RTs revealed that contextually inappropriate meanings were no longer active for both groups. In contrast, the ERP data showed that activation of inappropriate meanings had decayed for natives, but not for non-natives. Results suggest that non-natives show native-like multiple access at an early processing stage, but differ from the natives later in processing when sentence context information is used to disambiguate meanings.

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06–200 LUKA, BARBARA J. (Bard College, USA; Luka@bard.edu) **& LAWRENCE W. BARSALOU, Structural facilitation: Mere exposure effects for grammatical acceptability as evidence for syntactic priming in comprehension**. *Journal of Memory and Language* (Elsevier) 52.3 (2005), 436–459. doi:10.1016/j.jml.2005.01.013

In five experiments, participants first read grammatical sentences of English and later rated identical, structurally similar, or novel sentences for grammatical acceptability. The experimental method was modelled after 'mere exposure' and artificial grammar learning paradigms in which preference ratings are enhanced by prior experience with the material. Participants rated sentences as more grammatical if they had read them earlier. Increased grammaticality ratings were also observed for sentences that shared syntactic structure, but not content words, with those read earlier. A single prior exposure to a similar sentence was sufficient to induce this structural facilitation effect, although more exposures enhanced the effect. The results are interpreted with respect to frequency sensitive models of parsing and to syntactic priming observed in language production, and consideration made of the available evidence for shared representations or mechanisms for language production and comprehension.

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06–201 MCLAUGHLIN, JUDITH (U Washington, USA; giuditta@u.washington.edu), **LEE OSTERHOUT & ALBERT KIM, Neural correlates of second-language word learning: Minimal instruction produces rapid change**. *Nature Neuroscience* (Nature Publishing Group) 7 (2004), 703–704.

63

Neurolinguistics

Adult L2 learning is often claimed to be slow and laborious compared to L1 acquisition, but little is known about the rate of L2 word learning. Here the authors report that adult L2 learners' brain activity, as measured by event-related potentials (ERPs), discriminated between L2 words and L2 'pseudowords' (word-like letter strings) after just 14 hours of classroom instruction. This occurred even while the learners performed at chance levels when making overt L2 word-nonword judgments, indicating that the early acquisition of some aspects of a new language may be overlooked by current behavioural assessments.

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06–202   MECHELLI, ANDREA (Wellcome Department of Imaging Neuroscience, U London, UK; a.mechelli@fil.ion.ucl.ac.uk), **JENNY T. CRINION, UTA NOPPENEY, JOHN O'DOHERTY, JOHN ASHBURNER, RICHARD S. FRACKOWIAK & CATHY J. PRICE, Neurolinguistics: Structural plasticity in the bilingual brain**. *Nature* (Nature Publishing Group) 431.757 (2004), 256–283.

Humans have a unique ability to learn more than one language – a skill thought to be mediated by functional (rather than structural) plastic changes in the brain. In this paper, the authors show that learning a second language increases the density of grey matter in the left inferior parietal cortex and that the degree of structural reorganisation in this region is modulated by the proficiency attained and the age at acquisition. They suggest this relation between grey-matter density and performance may represent a general principle of brain organisation.

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06–203   MEIJER, PAUL J. A. (Clark U & Boston College, USA) **& JEAN E. FOX TREE, Building syntactic structures in speaking: A bilingual exploration**. *Experimental Psychology* (Hogrefe & Huber Publishers) 50.3 (2003), 184–195.
doi:10.1026//1617-3169.50.3.184

In a series of three experiments, syntactic priming was investigated using a sentence recall task. Participants read and memorised a target sentence for later recall. After reading a prime sentence and engaging in a distraction task, they were asked to produce the target sentence aloud. Earlier investigations have shown that this task is sensitive to a syntactic priming effect. That is, the syntactic form of the prime sentence sometimes influences the syntactic form of the recalled target. In this paper, the authors report on a variation on this task, using Spanish-English bilingual participants. In the first two experiments, a replication was carried out using the prepositional phrase priming effect with English target sentences and Spanish prime sentences. In the final experiment, two additional syntactic forms were studied, using Spanish target sentences and English prime sentences. Implications for models of

syntax generation and bilingual speech production are discussed.

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06–204   MORENO, EVA M. (U Califonia, USA; kutas@cogsci.ucsd.edu) **& MARTA KUTAS, Processing semantic anomalies in two languages: An electrophysiological exploration in both languages of Spanish–English bilinguals**. *Cognitive Brain Research* (Elsevier) 22.2 (2005), 205–220.
doi:10.1016/j.cogbrainres.2004.08.010

The latency of the brain response to semantic anomalies (N400 effect) has been found to be longer in a bilingual's L2 than in their L1 and/or to that seen in monolinguals. This has been explained in terms of late exposure to L2, although age of exposure and language proficiency are often highly correlated. The relative contributions of these factors were examined not only in L2 but also in L1 in a group of Spanish–English bilinguals for whom age of exposure and language proficiency were not highly correlated, by recording event-related brain potentials (ERPs) to semantically congruous/incongruous words completing written sentences. Subjects were divided into a Spanish-dominant subset who had late exposure and reduced vocabulary proficiency in L2 (English) relative to L1 (Spanish) and an English-dominant group who had early exposure to both their languages although greater proficiency in English than in Spanish. In both groups, the N400 effect was significantly later in the non-dominant than the dominant language. Although this slowing could be due to late exposure to English in the Spanish-dominant group, late exposure cannot explain the slowing in Spanish in the English-dominant group. Overall, it was found that vocabulary proficiency and age of exposure are both important in determining the timing of semantic integration effects during written sentence processing – with vocabulary proficiency predicting the timing of semantic analysis in L1 and both age of exposure and language proficiency, although highly correlated, making additional small but uncorrelated contributions to the speed of semantic analysis/integration in L2.

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06–205   PALLIER, C. (Service Hospitalier Fredrik Joliot, Orsay, France; pallier@lscp.ehess.fr), **S. DEHAENE, J.-B. POLINE, D. LEBIHAN, A.-M. ARGENTI, E. DUPOUX & J. MEHLER, Brain imaging of language plasticity in adopted adults: Can a second language replace the first?** *Cerebral Cortex* (Oxford University Press) 13.2 (2003), 155–161.
doi:10.1093/cercor/13.2.155

Do the neural circuits that subserve language acquisition lose plasticity as they become tuned to the

64

maternal language? Adult subjects born in Korea and adopted by French families in childhood were tested; they have become fluent in their L2 and report no conscious recollection of their native language. In behavioural tests assessing their memory for Korean, it was found they do not perform better than a control group of native French subjects who have never been exposed to Korean. Event-related functional magnetic resonance imaging was also used to monitor cortical activations while the Korean adoptees and native French listened to sentences spoken in Korean, French and other, unknown, foreign languages. The adopted subjects did not show any specific activations to Korean stimuli relative to unknown languages. The areas activated more by French stimuli than by foreign stimuli were similar in the Korean adoptees and in the French native subjects, but with relatively larger extents of activation in the latter group. These data are discussed in light of the critical period hypothesis for language acquisition.

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06–206   REITERER, SUSANNE (U Vienna, Austria; Susanne.Reiterer@med.uni-tuebingen.de), **CLAUDIA HEMMELMANN, PETER RAPPELSBERGER & MICHAEL L. BERGER, Characteristic functional networks in high- versus low-proficiency second-language speakers detected also during native language processing: An explorative EEG coherence study in 6 frequency bands**. *Cognitive Brain Research* (Elsevier) 25.2 (2005), 566–578. doi:10.1016/j.cogbrainres.2005.08.010

EEG-coherence analysis is designed to find out whether the brain waves from two different parts of the brain are synchronised. An EEG coherence study was performed with a twofold objective: first, to scrutinise the theoretical concept of 'cortical efficiency' in connection with L2 acquisition and, second, to detect cooperations between cortical areas in specific frequency bands indicative for highly proficient L2 processing. Two groups differing only in their level of L2 proficiency were contrasted during presentation of natural language videos in English (L2) and German (L1), with explorative coherence analysis in 6 frequency bands (0.5–31.5 Hz). The coherence brain maps revealed more pronounced and widespread increases in coherences in the α1-band (8–10 Hz) in low-proficiency than in the high-proficiency L2 speakers. Surprisingly, this difference was obtained also during L1 processing and corroborated for both languages by multivariate permutation tests. These tests revealed additional differences between the low- and the high-proficiency group also for coherences within the β1- (13–18 Hz) and the β2-band (18.5–31.5 Hz), again during L2 and L1 processing. Since the same group differences were observed during L1 and L2 processing, our high-proficiency group might have profited from a more generic in language or text processing strategy. This strategic advantage was most evident at α1 frequencies, possibly related to a specific way of processing internal mental states (top–down processing).

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06–207   THAM, WENDY W. P. (Nanyang Technological U, Singapore), **SUSAN J. RICKARD LIOW, JAGATH C. RAJAPAKSE, TAN CHOONG LEONG, SAMUEL E. S. NG, WINSTON E. H. LIM & LYNN G. HOMORENO, Phonological processing in Chinese–English bilingual biscriptals: An fMRI study**. *Neuroimage* (Elsevier) 28.3 (2005), 579–587. doi:10.1016/j.neuroimage.2005.06.057

Different activation loci have been reported for language processing in unilingual Chinese and unilingual English participants, as well as in bilingual readers of English and French, two alphabetic languages. Nevertheless, the extant imaging work on Mandarin–English bilinguals favours common neural substrates for English and Chinese, languages with contrasting oral and written forms. The phonological processes in reading for English–Chinese biscriptals was investigated using a homophone matching task with parallel behavioural ($n = 28$) and fMRI ($n = 6$) experiments. Unlike previous reports, distinct regions of activation were observed for Mandarin in the left and right frontal lobes, the left temporal lobe, and the right occipital lobe, plus distinct regions of activation for English bilaterally in both the frontal and parietal lobes. The implications of these novel findings are discussed with reference to language representation in bilinguals.

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