

Language teaching

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07-377 BAMIRO, EDMUND (Adekunle Ajasin U, Nigeria; eddiebamiro@yahoo.com), **Nativization strategies: Nigerianisms at the intersection of ideology and gender in Achebe's fiction.** *World Englishes* (Blackwell) 25.3 & 4 (2006), 315–328. doi:10.1111/j.1467-971X.2006.00473.x

The present paper employs the semiotic distinction between underdetermined and overdetermined language use to probe the nativization of English in Achebe's fiction. Language use is underdetermined when it subverts the hegemony of English through the strategy of nativization of linguistic forms that are altered to have different cultural overtones when used by African and other non-native English speakers and writers. Conversely, an overdetermined language use relates to heteroglossic social discourses arising from conflicts of race, class, gender, and ethnicity, especially in the postcolonial literary context. The study points out that although Achebe has done more than any other African writer in indigenizing the English language in the African literary context, his failure to interrogate the patriarchal linguistic structures of his world makes his rhetoric complicit with the English language's devaluation and semantic pejoration of the female Other in the Nigerian context. However, given the power of English to consolidate male dominance and give men representational prominence, more studies are needed on how non-verbal communication and certain linguistic devices and discursive formations mask the ingrained patriarchal prejudices not only in Achebe's writing but also in postcolonial English literatures in general.

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

07-378 BOWERS, ANTHONY (Ningbo U Technology, China), **Presentation of an Australian–Chinese joint venture program in China.** *EA Journal* (English Australia) 23.1 (2006), 24–34.

A major Australian ELICOS College which uses portfolio-based assessment in its ELT programs also run a number of joint venture programs in Mainland China. From hereon in these will be referred to as the Portfolio-based assessment (PBA) Programs. Each PBA program is run in partnership with a local school or higher education institution. Students are enrolled in an Advanced Diploma of Business, but before students enter the Diploma they need to successfully complete the Australian College's English training PBA Program. Usually this involves students being assessed in their competencies for the equivalent of CSWE 1, 2 and 3. However, the particular program described in this paper has a slightly different format, in that students

complete a Certificate 3 Introduction to IELTS and CULT course before they enter into the Advanced Diploma of Business.

<http://www.englishaustralia.com.au>

07-379 CHANG, JUNYUE (Dalian U, China; junyuechang@yahoo.com), **Globalization and English in Chinese higher education.** *World Englishes* (Blackwell) 25.3 & 4 (2006), 513–525. doi: 10.1111/j.1467-971X.2006.00484.x

This paper sets China's education of English majors within the changing global and national context. It examines the impact of accelerating globalisation and the rise of global English, the adjustment of China's English language policy, the growth of the education of English majors and the challenges faced by this sector of education. To adapt to the changes, efforts have been made to change the training models, revise the national curriculum and update textbooks. The introduction of six new training models is significant: 'English major plus courses in other specialisms', 'English major plus an orientation towards other disciplines', 'English major plus a minor', 'A major plus English language', 'English language plus another foreign language', and 'Dual degree: BA degree of English language and literature plus another BA degree'. Turning out 'composite-type' graduates has become a training objective of the curriculum for English majors, with consequent implications for the future development of this sector of education in China.

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07-380 DETERDING, DAVID (Nanyang Technological U, Singapore; david.deterding@nie.edu.sg) & **ANDY KIRKPATRICK, Emerging South-East Asian Englishes and intelligibility.** *World Englishes* (Blackwell) 25.3 & 4 (2006), 391–409. doi: 10.1111/j.1467-971X.2006.00478.x

An English lingua franca seems to be emerging in the ten ASEAN countries, and this paper investigates features of the pronunciation of this lingua franca. Twenty speakers, two from each of the ASEAN countries, were recorded while they were conversing in groups of three or four people, all from a different country. The speech that they used is analysed to identify shared features of pronunciation, especially to evaluate the effect that these features have on intelligibility, and it is argued that some of their shared non-standard features actually enhance intelligibility. Finally, some of the misunderstandings that occurred are analysed to determine the extent

to which pronunciation played a part, and it is found that only those features of pronunciation not shared by speakers from other ASEAN countries resulted in a break-down in communication.

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

07-381 ERLING, ELIZABETH J. (Freie U Berlin, Germany; berling@zedat.fu-berlin.de) & **SUZANNE K. HILGENDORF, Language policies in the context of German higher education.** *Language Policy* (Springer) 5.3 (2006), 267–293. doi:10.1007/s10993-006-9026-3

This paper analyzes the growing impact of English in German higher education. The analysis addresses the issues of higher education policy and practice, focusing on the discrepancies across these areas with respect to English use. The first part of the paper examines policy initiatives on the European Union (EU), federal, and institutional levels that reveal the lack of an explicit language policy. This is contrasted with an analysis of administrative measures that in fact are paving the way for the expanded functional range for English, such as the establishment of new degree programs specifically designated as *auslandsorientiert* or internationally oriented. The examination includes a closer look at the impact of English at one German institution, the Freie Universität Berlin (FUB). Finally, the paper addresses some of the political, financial and educational issues to be considered as a consequence of the expanding role of English in higher education.

<http://www.springer.com>

07-382 GLEW, PAUL J. (U Western Sydney, Australia; aui.glew@coverdale.nsw.edu.au), **A perspective on ELICOS in an independent school.** *EA Journal* (English Australia) 23.1 (2006), 14–23.

This paper examines the relevance of teaching English to speakers of other languages (TESOL) in independent schools, and discusses how schools can develop the curriculum framework, organisational qualities and pedagogical approaches to implement English language intensive courses for overseas students (ELICOS). A variety of ELICOS institutions in the private, university and TAFE sectors offer ELICOS but few Australian schools in the independent education sector conduct their own programs. The paper offers a perspective on operating ELICOS as a TESOL service in one independent school to illustrate how it renewed its curriculum using ELICOS to prepare full-fee-paying international students for further education studies in Australia. The discussion focuses on designing curriculum for high school and foundation studies preparation and on developing an ELICOS program in the context of an independent school.

<http://www.englishaustralia.com.au>

07-383 HAMMOND, JENNIFER (U Technology, Sydney, Australia), **High challenge, high support: Integrating language and content instruction for diverse learners in an English literature classroom.** *Journal of English for Academic Purposes* (Elsevier) 5.4 (2006), 269–283. doi:10.1016/j.jeap.2006.08.006

In this paper, I argue for a response to the needs of linguistically and culturally diverse students that is both high challenge and high support. In elaborating this argument I draw on an English literature programme that was designed for a year 7 boys' class (the first year of high school) in an Australian public school. The students in the programme were diverse in terms of their socio-cultural and linguistic backgrounds and although academically capable, required on-going English language support. Although all were English as a Second Language (ESL) students, they worked in a 'mainstream' class, and were expected to participate in full content instruction of all key curriculum areas. In the paper, I focus in particular, on the ways in which the teacher, in a Unit of work on *Romeo and Juliet*, drew on socially oriented theories both of learning and of language to articulate the nature of the challenge that students faced in their engagement with academic language in the mainstream curriculum. I suggest that the ways in which the teacher wove both content and language teaching in her lessons. Her explicit teaching of language, as well as her ability to incorporate drama into the Unit, contributed to her students' successful learning of intellectually challenging curriculum content and their affective engagement with that content. The teacher's approach to ESL learning in a mainstream content classroom, I suggest, provided a constructive and positive alternative to the more common response of modifying the curriculum for ESL learners.

<http://www.elsevier.com>

07-384 HYLAND, KEN (U London, UK; k.hyland@ioe.ac.uk) & **ERI ANAN, Teachers' perceptions of error: The effects of first language and experience.** *System* (Elsevier) 34.4 (2006), 509–519. doi:10.1016/j.system.2006.09.001

This study investigates raters' identification of errors in the writing of an EFL student. Drawing on data collected from a correction task and a questionnaire, we examine the beliefs and practices of three distinct groups of 16 participants in each: native English speaking EFL teachers, Japanese speaking EFL teachers and educated native English speaking non-teachers. Participants were asked to identify and correct the errors in an authentic text written by a Japanese university student, judge which errors they considered the most serious, and to give reasons for their choices. The results confirm earlier studies that non-native English speaking teachers are generally more severe in grading errors and rely more on rule infringement rather than intelligibility in judging

seriousness. In addition, we discovered that the Japanese teachers were far more likely to regard stylistic variations as errors, although the native English speaking teachers were sensitive to features of formality and academic appropriacy. We argue that these differences are a result of the participants' experiences and discuss the issues surrounding error identification for teachers.

<http://www.elsevier.com>

07-385 JEON, MIHYON (York U, Canada) & **JIYOON LEE**, **Hiring native-speaking English teachers in East Asian countries.** *English Today* (Cambridge University Press) 22.4 (2006), 44–52.
doi:10.1017/S0266078406004093

ENGLISH is the most commonly used language in the world. As it has become the language that provides access to higher education and job opportunities, and has become almost exclusively the language of diplomatic discussion and business negotiation (cf. English APEC Strategic Plan 2004), there has been a growing interest in hiring native-speaking English Teachers (NSETs) in Asian countries. The aim of this paper is to report policies and practices that invite NSETs to Asian countries, including China and Hong Kong, Taiwan, Japan, and South Korea, with emphasis on public education sectors. Through surveying both similar policies and the implementation of policies in several Asian countries, we seek to find practical suggestions for hiring NSETs. We survey policy goals, recruitment procedures, and the qualifications of NSETs. The analysis will be based on the premise that 'language planning cannot be understood without reference to its social contexts' (Cooper 1989: 3).

http://journals.cambridge.org/jid_ENG

07-386 KATO, MIE (Yoshiki Senior High School, Japan), **Corrective feedback in oral communication classes at a Japanese senior high school.** *The Language Teacher* (Japan Association for Language Teaching) 31.3 (2007), 3–8.

This study examines the distribution of corrective feedback provided by teachers when interacting with learners in oral communication classes at a Japanese senior high school. Thirteen classes were observed in which an assistant language teacher (ALT) and four Japanese teachers of English (JTE) taught 160 first-year senior high school students. The study found that teachers provided recasts more frequently than other types of feedback, and that task-based interaction, using textbooks, drew more feedback than question-answer quiz activities using PowerPoint slides. Effective corrective feedback draws learners' attention to linguistic features and enhances second language learning. However, to date, there have been very few observational studies done on Japanese high school oral communication classes focusing on error correction.

This study shows how teachers actually provide feedback following learners' non-target-like utterances, and contributes to the exploration of valid error correction.

<http://jalt-publications.org/tlt/>

07-387 KAWAI, YUKO (Tokai U, Japan), **Japanese nationalism and the global spread of English: An analysis of Japanese governmental and public discourses on English.** *Language and International Communication* (Multilingual Matters) 7.1 (2007), 37–55.
doi:10.2167/laic174.0

Globalisation has accelerated the spread of English internationally, challenged nationalisms and put nation states in a dilemma in which they have to promote English, a foreign language, in addition to their national languages. Focusing on the proposal in January 2000 to establish English as an official language of Japan, this study attempts to understand and critique how English is represented in relation to Japanese nationalism in government and popular discourses and thereby explores implications for teaching English as a foreign language and intercultural communication.

<http://www.multilingual-matters.net>

07-388 LESHEM, SHOSH (Oranim Academic College of Education, Israel) & **VERNON TRAFFORD** (Anglia Ruskin U, UK), **Unravelling cultural dynamics in TEFL: Culture tapestries in three Israeli schools.** *Teachers and Teaching: Theory and Practice* (Taylor & Francis) 12.6 (2006), 639–656.
doi:10.1080/13540600601029652

This article addresses the issue of the hidden cultural dynamics prevailing in teaching and learning English as a foreign language. The study examined the extent to which teachers' oral feedback and the resulting classroom interaction were affected by aspects of the cultural backgrounds of the teacher and the learners. Evidence is based on an ethnographic study in three discretely different cultural settings of Israeli junior high school EFL classrooms: Jewish secular, Jewish ultra-orthodox, and Arab. Extended observation of the classes was undertaken to identify the specificity of patterns in teacher-learner relationships, and this was supported by interviews with the three teachers and their respective principals. Analysis revealed three distinctive micro-cultures that were found to reflect elements of each specific macro-culture. Conclusions are drawn as to the effect of these elements on the language teaching and learning process, and also on the distance between the cultural backgrounds of the teacher and students and the culture of the target language.

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

07-389 LABBO, LINDA D. (U Georgia, USA), **Literacy pedagogy and computer technologies: Toward solving the puzzle of current and future classroom practices.** *Australian Journal of Language and Literacy* (Australian Literacy Educators' Association) 29.3 (2006), 199–209.

This paper explores how educators can negotiate the push and pull of traditional and new literacies by valuing both, and by crafting computer related activities that follow well grounded and theoretically based guidelines. The paper addresses the following questions: What are new literacies? How do our values surface as we experience the push of new literacies and the pull of traditional literacy? What theoretical perspective undergirds notions of effective pedagogy for both traditional and new literacies? How do computer technologies support students' traditional literacy development? Why do new literacies require instructional transformations?

<http://www.alea.edu.au>

07-390 NAULT, DERRICK (Jeonju U, South Korea), **Going global: Rethinking culture teaching in ELT contexts.** *Language, Culture and Curriculum* (Multilingual Matters) 19.3 (2006), 314–328. doi:10.2167/lcc322.0

This paper argues that the manner in which culture is taught to English learners needs to be rethought in light of the globalisation of the English language. It is maintained that change is needed in at least three areas. First, English teaching professionals should discard the notion that the US and Great Britain represent the sole 'target cultures' of the English language. Second, they should rethink the goals of culture and language education to better meet their students' diverse needs. And third, ELT professionals should do more to design and/or select teaching materials that are international and inclusive in scope. The paper concludes that EFL/ESL instructors should better educate themselves and their students on world cultures to promote genuine linguistic/cultural awareness and international understanding.

<http://www.multilingual-matters.net>

07-391 NERO, SHONDEL (St John's U, USA; neros@stjohns.edu), **Language, identity, and education of Caribbean English speakers.** *World Englishes* (Blackwell) 25.3 & 4 (2006), 501–511. doi:10.1111/j.1467-971X.2006.00470.x

The large-scale ongoing migration of Anglophone Caribbean natives to North America, particularly to New York City, in the last two decades, has brought an influx of Caribbean English (CE)-speaking students into US and Canadian schools and colleges. This article discusses the extent to which such students, who publicly identify themselves as native speakers of English

but whose variety of English is often misunderstood by North American teachers, challenge the latter to examine their tacit assumptions about the English language, ownership of English, and linguistic identity. The author provides examples of commonly used features of CE that are likely to create misunderstanding in American classrooms. She argues that teachers of Caribbean English speakers will need to explore new paradigms for language placement, assessment and development, and finally proposes an agenda for responding to the linguistic and broader educational needs of CE-speaking students.

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

07-392 OUAFFU, YVES TALLA SANDO (U Freiburg im Breigau, Germany; sandoyves@yahoo.com), **Listing intonation in Cameroon English speech.** *World Englishes* (Blackwell) 25.3 & 4 (2006), 491–500. doi:10.1111/j.1467-971X.2006.00469.x

Compelling evidence from the literature on English intonation suggests that the tone patterns of some sentence types like lists have been grossly underresearched. This undercharacterization of listing intonation in English is inferable from the paucity of literature on this topic. The main thrust of this study is to report the findings from the auditory and acoustic analyses of the intonation of lists in read Cameroon English speech. No previous investigation has been aimed at finding out the tone types which Cameroon English speakers assign to items in lists while reading a text aloud. The analysis of a two-paragraph passage shown to 83 Cameroon English speakers, both female and male, to read revealed that items in lists read aloud are uttered with four tone types in the following descending order of frequency: the level tone, the rising tone, the falling tone and the falling-rising tone. These findings, on the one hand, are inconsistent with those documented so far with respect to native English varieties, and, on the other hand, have profound implications for the teaching of intonation to speakers of this non-native variety of English.

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

07-393 RODGERS, DARYL M. (U Illinois, USA; dmrodger@uiuc.edu), **Developing content and form: Encouraging evidence from Italian content-based instruction.** *The Modern Language Journal* (Blackwell) 90.3 (2006), 373–386. doi:10.1111/j.1540-4781.2006.00430.x

Swain (1985) pointed out the need for increased modified output in the classroom in order to encourage learners to engage in more syntactic processing and, thus, make more form-meaning connections. Research in content-based instruction (CBI) has revealed few occasions of pushed modified output from learners. Therefore, one questions whether CBI classes are

effective in promoting and developing not only content knowledge, but also form–function abilities, specifically in the expressive skills. Second language (L2) learners from a 3rd semester university-level content-based geography course ($N=43$) completed 2 (or 3) production tasks at the beginning and end of the regular semester. The findings revealed that learners made significant improvements in both content knowledge and functional linguistic abilities. However, it is possible that that latter still has room for improvement.

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

07–394 SCHLEPPEGRELL, MARY & LUCIANA C. DE OLIVEIRA (U Michigan, USA), **An integrated language and content approach for history teachers.** *Journal of English for Academic Purposes* (Elsevier) 5.4 (2006), 254–268. doi:10.1016/j.jeap.2006.08.003

This article reports on a project that situates language teaching in the subject matter classroom, illustrating how a functional linguistics perspective can raise secondary school teachers' awareness about the language challenges of their discipline and enable them to engage in discussion about language and content with their students. We report on the linguistic constructs that teachers without a background in language study were able to take up in analyzing passages from history textbooks, and show how this language awareness enables them to engage students in discussion of history content as they explore the meanings in texts written by historians. The integrated language and content approach we describe responds to recent calls for more situated and contextualized language teaching and illustrates a role that language teachers can adopt to contribute to the development of content-area teachers' knowledge about language.

<http://www.elsevier.com>

07–395 STARKEY, HUGH (U London Institute of Education, UK), **Language education, identities and citizenship: Developing cosmopolitan perspectives.** *Language and International Communication* (Multilingual Matters) 7.1 (2007), 56–71. doi:10.2167/laic197.0

This paper argues that there is often tension between language learning policies that promote intercultural communication and persistent traditions of language teaching that identify languages with national cultures. Interviews with teachers confirm these tensions, revealing that the mindset of teachers may privilege a bi-cultural nationalist paradigm. Even where teachers have a clear commitment to intercultural perspectives, the implications of this may not be in tune with the teaching materials they find. The paper suggests that a dialogue with teachers of citizenship and multicultural education could help to provide a clearer perspective. In particular

the concept of cosmopolitan citizenship, linking the local, the national and the global, may help teachers to progress from dominant nationalist paradigms.

<http://www.multilingual-matters.net>

07–396 TAKIMOTO, MASAHIRO (Tezukayama U, Japan; takimoto@tezukayama-u.ac.jp), **The effects of explicit feedback and form–meaning processing on the development of pragmatic proficiency in consciousness-raising tasks.** *System* (Elsevier) 34.4 (2006), 601–614. doi:10.1016/j.system.2006.09.003

The present study evaluates the relative effectiveness of two types of input-based instruction, consciousness-raising instruction (the consciousness-raising task only) and consciousness-raising instruction with feedback (the consciousness-raising task+reactive explicit feedback) for teaching English polite requestive forms, involving 45 Japanese learners of English. Treatment group performance was compared to that of a control group on the pre-tests, post-tests, and follow-up tests: a planned discourse completion test, a planned role-play test, an unplanned listening judgment test, and a planned acceptability judgment test. The results of data analysis indicate that the two treatment groups performed better than the control group, and that the explicit reactive feedback was not always indispensable in the consciousness-raising task.

<http://www.elsevier.com>

07–397 ÜSTÜNLÜOĞLU, EVRİM (Izmir U of Economics, Turkey), **University students' perceptions of native and non-native teachers.** *Teachers and Teaching: Theory and Practice* (Taylor & Francis) 13.1 (2007), 63–79. doi:10.1080/13540600601106096

The employment of native teachers of English in countries where English is a foreign language, coupled with a growing concern over teaching effectiveness, has led to collecting data about teachers' performance through student feedback. Not much research has been carried out in Turkey to evaluate the process and output of language teaching by native and non-native teachers from students' points of view. The aim of this study is to identify university students' perceptions of native and non-native teachers of English as well as to identify deficiencies and needs in the teaching process so that some suggestions can be made. A data pool of 311 university students participated in this study and evaluated 38 native and non-native teachers of English. A questionnaire was used as the instrument and it consisted of 30 items related to in-class teaching roles, in-class management roles, in-class communication roles, and individual features. The results indicate that there is a meaningful difference between native and non-native teachers of English from the students' perspective. The results suggest that

non-native teachers fulfil in-class teaching and in-class management roles better than native teachers do while native teachers fulfil in-class communication skills and present more favourable qualities. The results will be beneficial for native and non-native teachers in terms of realizing their deficiencies and raising awareness. For further research, using student achievement level along with the results of student ratings would lead to more convincing results. The evaluation of teachers by their students is not a widely used approach in Turkey and further research in this area would benefit from a wider subject base.

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

Language learning

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07-398 AMMAR, AHLEM (U de Montréal, Canada; ahlem.ammar@umontreal.ca) & **NINA SPADA, One size fits all? Recasts, prompts, and L2 learning.** *Studies in Second Language Acquisition* (Cambridge University Press) 28.4 (2006), 543–574. doi:10.1017/S0272263106060268

This quasi-experimental study investigated the potential benefits of two corrective feedback techniques (recasts and prompts) for learners of different proficiency levels. Sixty-four students in three intact grade 6 intensive English as a second language classes in the Montreal area were assigned to the two experimental conditions – one received corrective feedback in the form of recasts and the other in the form of prompts – and a control group. The instructional intervention, which was spread over a period of four weeks, targeted third-person possessive determiners *his* and *her*, a difficult aspect of English grammar for these Francophone learners of English. Participants' knowledge of the target structure was tested immediately before the experimental intervention, once immediately after it ended, and again four weeks later through written and oral tasks. All three groups benefited from the instructional intervention, with both experimental groups benefiting the most. Results also indicated that, overall, prompts were more effective than recasts and that the effectiveness of recasts depended on the learners' proficiency. In particular, high-proficiency learners benefited equally from both prompts and recasts, whereas low-proficiency learners benefited significantly more from prompts than recasts.

http://journals.cambridge.org/jid_SLA

07-399 AUGUST, GAIL (Hostos Community College, USA), **So, what's behind adult English second language reading?** *Bilingual Research Journal* (National Association for Bilingual Education) 30.2 (2006), 245–264.

This study investigated the relationship of first language (L1) grammatical knowledge to English second

language reading (ESLR), with the objective of understanding this relationship in the context of the transfer of L1 skills to second language (L2) academic processes. Fifty-five adult, native Spanish-speaking English language learners were given 4 assessments. Spanish reading accounted for 10% of the variance of ESLR, supporting the Linguistic Interdependence Hypothesis, and English grammar accounted for 8% of the variance, supporting the Linguistic Threshold Hypothesis. The results imply that transfer from the L1 might operate differently in adult ESLR than it does with children. An ESLR adult model is proposed, which predicts that some ESLR students will require a curriculum that provides a highly intensive focus on L2 language, grammar, and reading skills.

<http://brj.asu.edu>

07-400 BEASLEY, ROBERT (Franklin College, USA; rbeasley@franklincollege.edu), **YUANGSHAN CHUANG & CHAO-CHIH LIAO, Determinants and effects of English language immersion in Taiwanese EFL learners engaged in online music study.** *The Reading Matrix* (Readingmatrix.com) 6.3 (2006), 330–339.

The purpose of this study was to identify the factors that determine English language immersion (ELI) in Taiwanese EFL learners and to determine if ELI is a predictor of change in vocabulary level and American lifestyle literacy during online music study. The results of the investigation indicate that age, gender, and academic standing are all determinants of ELI in Taiwanese EFL learners. However, they also suggest that ELI alone is not a good predictor of change in vocabulary and lifestyle literacy acquisition during online music study. In addition, the investigation found that some minimal level of English competency is required to benefit from the type of online learning environment described and that the subjects who participated in the study enjoyed the approach to learning English.

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

07-401 BROWN, JILL (Monash U, Australia), **JENNY MILLER & JANE MITCHELL, Interrupted schooling and the acquisition of literacy: Experiences of Sudanese refugees in Victorian secondary schools.** *Australian Journal of Language and Literacy* (Australian Literacy Educators' Association) 29.2 (2006), 150–162.

This paper reports data from a study of the schooling experiences of Sudanese students in the mainstream in two Victorian secondary schools. The eight students all had significant gaps in their prior schooling. We look at the implications for literacy of interrupted education, the demands of subject specific language for such students, as well as related cultural and social language issues. The students' perspectives throw light