

## Language teaching

doi:10.1017/S0261444806213703

**06–208 BERTINETTO, PIER MARCO** (Scuola Normale Superiore, Pisa, Italy; bertinnetto@sns.it) & **MICHELE LOPORCARO**, **The sound pattern of Standard Italian, as compared with the varieties spoken in Florence, Milan and Rome.** *Journal of the International Phonetic Association* (Cambridge University Press) 35.1 (2005), 131–151.  
doi:10.1017/S0025100305002148

This paper is a condensed presentation of the phonetics and phonology of Standard Italian, compared to the most prestigious local accents, viz. those of Florence, Milan and Rome. Although historically based on the Florentine pronunciation, and traditionally identified with it, Standard Italian is nowadays used by trained speakers such as stage actors and (but less and less so) radio and TV speakers. The present paper aims at depicting the most salient features of Standard Italian, still a matter of primary reference in language courses, comparing them with the characteristic features of the three most prominent local varieties, with which the foreign learner is most likely to be confronted. All traditional (and sometimes widely debated) issues of Italian phonetics/phonology are addressed in the most ecumenical setting possible.

[http://journals.cambridge.org/jid\\_IPA](http://journals.cambridge.org/jid_IPA)

**06–209 BRUTON, ANTHONY** (U Seville, Spain; abruton@siff.us.es), **Process writing and communicative-task-based instruction: Many common features, but more common limitations?** *TESL-EJ* ([www.tesl-ej.org](http://www.tesl-ej.org)) 9.3 (2005), 33 pp.

Process writing and communicative-task-based instruction both assume productive tasks that prompt self-expression to motivate students and as the principal engine for developing L2 proficiency in the language classroom. Besides this, process writing and communicative-task-based instruction have much else in common, despite some obvious differences. They have common rationales, similar foils, common justifications and comparable procedures. It is argued that they also have a number of limitations, both inherent and circumstantial. The inherent limitations largely reflect a lack of equilibrium between planning, teacher intervention and student initiative, while the circumstantial ones are due to their being hatched essentially for ESL instruction in privileged university contexts. The argument is that, logically, there should be a progression from more to less instructor intervention or support and from less to more student initiative,

autonomy and peer interaction, thus including a broader spectrum of pedagogical options.

<http://writing.berkeley.edu/tesl-ej>

**06–210 CANAGARAJAH, A. SURESH** (City U New York, USA), **TESOL at forty: What are the issues.** *TESOL Quarterly* (Teachers of English to Speakers of Other Languages) 40.1 (2006), 9–34.

This overview delineates the direction of pedagogical developments since the 25th anniversary issue of *TESOL Quarterly*. Three tendencies characterise our professional practice: (a) a continuation along the earlier lines of progression (i.e. in opening up the classroom to learning opportunities, integrating skills and teaching for specific purposes); (b) a radical reorientation along new paradigms (i.e. in understanding motivation and acquisition in terms of social participation and identity construction; in developing methods from the ground up, based on generative heuristics; in widening testing to include formative assessment; in accommodating subjective knowledge and experience in teacher expertise); (c) unresolved debates and questions about the direction in certain domains (i.e. when and how to teach grammar; whether to adopt cognitivist or social orientations in SLA, testing and teacher education). Our professional knowledge gets further muddled by the new movements of globalisation, digital communication, and World Englishes, which pose fresh questions that are yet to be addressed. However, grappling with these concerns has engendered realisations on the need for local situatedness, global inclusiveness, and disciplinary collaboration that are of more lasting value.

<http://www.tesol.org>

**06–211 DAVIES, ALUN** (Aichi Shukutoku U; Japan alun1917@yahoo.co.uk), **What do learners really want from their EFL course?** *ELT Journal* (Oxford University Press) 60.1 (2006), 3–12.  
doi:10.1093/elt/cci076

The literature suggests that teachers may rely more often on intuition when making course planning decisions than on informed assessment of learners' needs (Barkhuizen 1998, Spratt 1999). This article proposes a more principled alternative to the intuitive approach, based on the use of teacher-designed class-specific questionnaires intended to obtain context-relevant data from learners as an aid to better course provision. The focus is firmly on the local level, on individual teachers and their classes, rather than on institution-wide surveys, since this is where success or failure of courses is ultimately determined, and where plans for action derived from questionnaire data will be acted upon.

The article describes four important benefits of course-specific questionnaires: more cohesive long-term course development; increased learner-centredness; more effective materials selection and design; and teacher self-development. The rationale behind the use of class-specific questionnaire surveys is discussed with reference to university-level learners in Japan.

<http://eltj.oxfordjournals.org>

**06-212 ECKERT, GERMANA** (U Technology, Sydney, Australia; [geckert@aim.edu.au](mailto:geckert@aim.edu.au)), **Optimal class sizes in EAP programs.** *English in Australia* ([www.englishaustralia.com.au](http://www.englishaustralia.com.au)) 22.2 (2005), 12 pp.

One characteristic of university studies is the lecture format, supported by smaller tutorial groups. If EAP students undertake classes in lecture format in larger groups, complemented by smaller classes, to what extent will this simulation of university learning contexts impact on student's abilities to cope with university studies? This paper describes a research project in which EAP students and teachers took part in a weekly lecture series. The data collated focused on students' and teachers' perceptions of: the effectiveness of lectures on student development; student preparedness for university; and the effectiveness of the lecture format in terms of specific speaking and listening outcomes of the EAP course. The study found that the lecture series positively impacted on the students' abilities to cope with university studies. Recommendations were thus made on which direction further research in this area should take.

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

**06-213 ELLIS, ROD** (U Auckland, New Zealand), **Current issues in the teaching of grammar: An SLA perspective.** *TESOL Quarterly* (Teachers of English to Speakers of Other Languages) 40.1 (2006), 83-107.

The study of how learners acquire a second language has helped to shape thinking about how to teach the grammar of a second language. There remain, however, a number of controversial issues. This paper considers eight key questions relating to grammar pedagogy in the light of findings from second language acquisition (SLA) research. As such, this article complements Celce-Murcia's (1991) article on grammar teaching in the 25th anniversary issue of *TESOL Quarterly*, which considered the role of grammar in a communicative curriculum and drew predominantly on a linguistic theory of grammar. These eight questions address whether grammar should be taught and if so what grammar, when and how. Although SLA does not afford definitive solutions to these questions, it serves the valuable purpose of problematising this aspect of language pedagogy. This article concludes with a statement of my own

beliefs about grammar teaching, grounded in my own understanding of SLA.

<http://www.tesol.org>

**06-214 FARRELL, THOMAS S. C.** (Brock U, Canada; [tfarrell@brocku.ca](mailto:tfarrell@brocku.ca)) & **PARTICIA LIM POH CHOO,** **Conceptions of grammar teaching: A case study of teachers' beliefs and classroom practices.** *TESL-EJ* ([www.tesl-ej.org](http://www.tesl-ej.org)) 9.2 (2005), 13 pp.

This paper presents a case study that investigated and compared the beliefs and actual classroom practices of two experienced English language teachers with regards to grammar teaching in a primary school in Singapore. Areas where practices converged with or diverged from beliefs about grammar teaching are examined and discussed as well as the factors that have influenced the teachers' actual classroom practices. The findings suggest that teachers do indeed have a set of complex belief systems that are sometimes not reflected in their classroom practices for various complicated reasons, some directly related to context of teaching.

<http://writing.berkeley.edu/tesl-ej>

**06-215 FELIX, USCHI** (Monash U, Melbourne, Australia; [uschi.felix@arts.monash.edu.au](mailto:uschi.felix@arts.monash.edu.au)), **What do meta-analyses tell us about CALL effectiveness?** *ReCALL* (Cambridge University Press) 17.2 (2005), 269-288.  
doi:10.1017/S0958344005000923

A great deal of research has been carried out over the past two decades related to the effectiveness of computer-assisted teaching and learning. This large body of work, however, has not produced unequivocal findings, especially in the area of CALL. Our study takes a systematic look at what dedicated meta-research since 1991 might have contributed to this controversial field. Data was gathered from several hundred studies including ca 20,000 subjects. The paper highlights the benefits and limitations associated with this type of research, synthesizes findings and recommends models and strategies for future research in the context of an agreed research agenda. Our synthesis suggests consistent positive findings related to L1 spelling, writing and reading. While there is some support for this related to CALL per se, much work needs to be done before we might reach the levels of confidence enjoyed by some of the findings reported here.

[http://journals.cambridge.org/jid\\_REC](http://journals.cambridge.org/jid_REC)

**06-216 HANEDA, MARI** (Ohio State U, USA; [haneda.1@osu.edu](mailto:haneda.1@osu.edu)), **Some functions of triadic dialogue in the classroom: examples from L2 research.** *The Canadian Modern Language Review* (University of Toronto Press) 62.2 (2005), 313-333.

This article argues that triadic dialogue (Lemke, 1990), much criticized in the past, has an important role to play in L2 learning and that its effectiveness should be judged in accordance with the particular pedagogical goals that it is made to serve. Drawing on three recent studies of L2 classrooms in a variety of instructional settings, the article provides illustrative examples of the effective use of different manifestations of triadic dialogue. The teachers in the three studies appear to use triadic dialogue for one or more of the following purposes: (a) a consecutive focus on content and language; (b) a simultaneous focus on content and language; (c) making interaction more dialogic; and (d) encouraging students to exercise their agency as participants. In all contexts, it appears to be critical that teachers attend to both intellectual and affective dimensions of learning in order to create a productive classroom community.

<http://www.utpjournals.com>

**06-217 HINKEL, ELI** (Seattle U, USA), **Current perspective on teaching the four skills.** *TESOL Quarterly* (Teachers of English to Speakers of Other Languages) 40.1 (2006), 109–131.

This article presents an overview of recent developments in second language (L2) teaching and highlights the trends that began in the 1990s and the 2000s and are likely to continue to affect instruction in L2 skills at least in the immediate future. Also highlighted are recent developments in instruction as they pertain specifically to the teaching of L2 speaking, listening, reading and writing. In the past 15 years or so, several crucial factors have combined to affect current perspectives on the teaching of English worldwide: (a) the decline of methods, (b) a growing emphasis on both bottom-up and top-down skills, (c) the creation of new knowledge about English, and (d) integrated and contextualised teaching of multiple language skills. In part because of its comparatively short history as a discipline, TESOL (Teaching of English to Speakers of Other Languages) has been and continues to be a dynamic field, one in which new venues and perspectives are still unfolding. The growth of new knowledge about the how and the what of L2 teaching and learning is certain to continue and will probably remain the hallmark of TESOL's disciplinary maturation.

<http://www.tesol.org>

**06-218 HU, GUANGWEI** (Technological U, Singapore; [gwhu@nie.edu.sg](mailto:gwhu@nie.edu.sg)), **English language education in China: Policies, progress, and problems.** *Language Policy* (Springer) 4.1 (2005), 5–24.  
doi:10.1007/s10993-004-6561-7

English language education has been accorded much importance in the People's Republic of China in the last quarter century. This paper presents an overview

of basic English language education in the Chinese education system. It is intended to serve two purposes: (1) to provide background information for situating and interpreting the findings reported by Silver & Skuja Steele in this issue and (2) to survey progress and problems in the development of basic English language education in China. The paper is structured in three parts. The first part examines national policies on the expansion of English provision in basic education since the late 1970s. The second part focuses on policy efforts directed towards improving the quality of English instruction. The last part sketches the major progress that has been made and identifies several thorny issues in English language education that deserve serious attention from policymakers.

<http://www.springer.com>

**06-219 JENKINS, JENNIFER** (King's College, London, UK; [Jennifer.jenkins@kcl.ac.uk](mailto:Jennifer.jenkins@kcl.ac.uk)), **Current perspectives on teaching world Englishes and English as a lingua franca.** *TESOL Quarterly* (Teachers of English to Speakers of Other Languages) 40.1 (2006), 157–181.

The purpose of this article is to explore recent research into World Englishes (WEs) and English as a lingua franca (ELF), focusing on its implications for TESOL (Teaching of English to Speakers of Other Languages), and the extent to which it is being taken into account by English language teachers, linguists, and second language acquisition researchers. After a brief introduction comparing the current situation with that of 15 years ago, I look more closely at definitions of WEs and ELF. Then follows an overview of relevant developments in WEs and ELF research during the past 15 years, along with a more detailed discussion of some key research projects and any controversies they have aroused. I then address the implications of WEs/ELF research for TESOL vis-à-vis English language standards and standard English, and the longstanding native versus non-native teacher debate. Finally, I assess the consensus on WEs and ELF that is emerging both among researchers and between researchers and language teaching professionals. The article concludes by raising a number of questions that remain to be investigated in future research.

<http://www.tesol.org>

**06-220 JOHNSON, DAVID** (Kennesaw State U, USA; [djohnson@kennesaw.edu](mailto:djohnson@kennesaw.edu)), **Teaching culture in adult ESL: Pedagogical and ethical considerations.** *TESL-EJ* ([www.tesl-ej.org](http://www.tesl-ej.org)) 9.1 (2005), 12 pp.

Several scholars have criticized ESL language pedagogy that promotes western values. They caution against using approaches that are hegemonic and ultimately self-serving. This issue is most salient in the area of

teaching culture to adult ESL learners. Despite criticism, teachers of adult ESL find that teaching culture is part of the adult ESL program. This article examines the ethical and pedagogical dimensions of teaching culture to adult ESL learners. Results of a qualitative study of an adult ESL program and its approach to culture in the classroom are presented. Findings show that while some criticisms may be warranted, teaching culture is believed to be important to communicative competence, and teachers and students acknowledge this.

<http://writing.berkeley.edu/tesl-ej>

**06-221 KERN, RICHARD** (U California at Berkeley, USA), **Perspectives on technology in learning and teaching languages.** *TESOL Quarterly* (Teachers of English to Speakers of Other Languages) 40.1 (2006), 183–210.

Rapid evolution of communication technologies has changed language pedagogy and language use, enabling new forms of discourse, new forms of authorship and new ways to create and participate in communities. The first section of this article identifies and discusses four key issues arising from the recent technology-related literature (the status of CALL (computer-assisted language learning), its theoretical grounding, its cultural embeddedness and its effectiveness). The second section synthesises research findings from three current areas of research: computer-mediated communication, electronic literacies and tele-collaboration. The third section develops implications for teaching and research, highlighting the importance of the teacher, new understandings of language and communication, critical awareness of the relationships among technology, language, culture and society, and new trends in research methods.

<http://www.tesol.org>

**06-222 KUMARAVIDIVELU, B.** (San José State U, USA), **TESOL methods: changing tracks, challenging trends.** *TESOL Quarterly* (Teachers of English to Speakers of Other Languages) 40.1 (2006), 59–81.

This article traces the major trends in TESOL (Teaching of English to Speakers of Other Languages) methods in the past 15 years. It focuses on the TESOL profession's evolving perspectives on language teaching methods in terms of three perceptible shifts: (a) from communicative language teaching to task-based language teaching, (b) from method-based pedagogy to post-method pedagogy, and (c) from systemic discovery to critical discourse. It is evident that during this transitional period, the profession has witnessed a heightened awareness about communicative and task-based language teaching, about the limitations of the concept of method, about possible post-method pedagogies that seek to address some of the limitations

of method, about the complexity of teacher beliefs that inform the practice of everyday teaching, and about the vitality of the macrostructures – social, cultural, political and historical – that shape the microstructures of the language classroom. This article deals briefly with the changes and challenges the trend-setting transition seems to be bringing about in the profession's collective thought and action.

<http://www.tesol.org>

**06-223 LI, SONG** (Harbin Institute of Technology, China) & **FU LI, Intercultural communicative language teaching: Rethinking the communicative approach to ELT in China.** *English in Australia* ([www.englishaustralia.com.au](http://www.englishaustralia.com.au)) 22.1 (2004), 24 pp.

With the spread of English as an international language in the multicultural world today, modification and reorientation of English teaching practice is necessary. The native-speaker based notion of the communicative approach is no longer valid. The authors of this paper propose an intercultural framework for ELT in China and elsewhere that advocates teaching and learning English both for and as intercultural communication. With an intercultural approach the whole process of teaching and learning of English is to be determined by this principle. The ultimate goal of ELT should be shifted to the development of learners' intercultural communicative competence and learners should work towards intercultural speakership. The authors also discuss the advantages of the proposed intercultural framework in comparison with the communicative approach. A number of basic problems in the application of this intercultural communicative approach to ELT are discussed at the end of the paper. The authors believe that the intercultural approach represents great challenges to ELT researchers and practitioners, but the prospect and rewards it brings will be invaluable.

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

**06-224 MANTERO, MIGUEL** (U Alabama, USA; [mmantero@bamaed.ua.edu](mailto:mmantero@bamaed.ua.edu)), **Language, education, and success: A view of emerging beliefs and strategies in the Southeastern United States.** *TESL-EJ* ([www.tesl-ej.org](http://www.tesl-ej.org)) 9.1 (2005), 15 pp.

This research investigates the beliefs and self-reported practices of teachers in an elementary school in the Southeastern United States, where the English Language Learner (ELL) population has grown significantly over the past ten years. The findings describe and clarify mainstream teachers' beliefs regarding the academic preparation of ELLs, as well as their interaction with the students' families and the institution's ELL teacher. Suggestions are offered as to how classroom

teachers and language educators can work together to strengthen their relationships, and improve the academic achievement of the elementary school English Language Learner.

<http://writing.berkeley.edu/tesl-ej>

**06-225 MORGAN, ANGELA** (U Wolverhampton, UK; Angela-Morgan@wlv.ac.uk) & **KEVIN HOGAN, School placement and conductive education: the experiences of education administrators. *British Journal of Special Education* (Blackwell) 32.3 (2005), 149–156.**

doi:10.1111/j.0952-3383.2005.00388.x

A placement at the National Institute of Conductive Education (NICE) in Birmingham for children with motor disorders is strongly preferred over mainstream or special schools by some parents, but it has been noted that this is usually refused following the current statementing process. Although funding constraints have been articulated, other explanations are possible, as variability remains in placement decisions. The experiences of education administrators working within the special educational needs departments of local education authorities who make the ultimate decision regarding school placement have hitherto been unexplored. This study offers findings from an exploratory qualitative study, which suggests that administrators are working from disparate understandings of conductive education within an arena fraught with conflict. Recommendations derived from the study include further in-service training for education administrators and prior training for individuals seeking a career in education administration to enhance collaborative working partnerships between administrators and parents.

[http://www.blackwellpublishing.com/jnl\\_default.asp](http://www.blackwellpublishing.com/jnl_default.asp)

**06-226 RYAN, MARY, Systemic literacy initiatives: Stories of regulation, conflict and compliance. *Australian Journal of Language and Literacy* (Australian Literacy Educators' Association) 28.2 (2005), 114–126.**

This paper problematises the discourses surrounding systemic whole-school initiatives, and provides some insight into how one rural primary school is dealing with such change, through the development of positioned, fictional narratives from the key players. Systemic initiatives such as these, seek to go beyond structural or superficial change: the focus is on changing the 'literacy culture' of the school. Results from this project however, suggest that teachers in this context do not necessarily 'buy into' such change, so the problem of 'imposed innovation' without real pedagogical change has developed.

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

**06-227 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>

**06-228 SCHAUER, GILA** (Lancaster U, UK; g.schauer@lancaster.ac.uk) & **SVENJA ADOLPHS, Expressions of gratitude in corpus and DCT data: Vocabulary, formulaic sequences, and pedagogy. *System* (Elsevier) 34.1 (2006), 119–134. doi:10.1016/j.system.2005.09.003**

Our study explores the similarities and differences between a discourse completion task (DCT) and corpus data and discusses potential implications for using the two in a pedagogic context. The DCT has traditionally been used an instrument for the study of interlanguage pragmatics while both spoken and written corpora have mainly been used to facilitate language description. Corpora also have a place in the language-teaching context as they can provide the learner with patterns of language use in social interactions some of which are not open to intuition. By contrasting native speakers' expressions of gratitude elicited by a DCT with those found in a five million word corpus of spoken English, we examine the advantages and disadvantages of both data sets with regard to the language-teaching context. The results suggest that a combined use of both instruments might aid the teaching of formulaic sequences in the classroom.

<http://www.elsevier.com>

**06-229 SILVER, RITA ELAINE & RITA SKUJA STEELE** (Nanyang Technological U, Singapore; resilver@nie.edu.sg), **Priorities in English language education policy and classroom implementation.** *Language Policy* (Springer) 4.1 (2005), 107–128.  
doi:10.1007/s10993-004-6567-1

This report presents findings from the PPELE (Pedagogical Practices in English Language Education) study of English language instruction in classrooms in five countries across the world and discusses how those findings relate to stated governmental policies on language and education. Data from classroom lessons and teacher rationale statements show that teachers are aware of policy initiatives related to language education and to the potential longer-term needs of students for English. However, teachers focus on immediate classroom priorities that influence daily lessons and give emphasis to student learning. These findings support a multidirectional interpretation of language policy – derived not only out of structural priorities and classroom priorities, but also influenced by the social and personal dimensions of classroom teaching and by teachers' goals and beliefs.

<http://www.springer.com>

**06-230 SUGITA, YOSHIHITO** (Yamanashi U, Japan; sugita@yamanshi-ken.ac.uk), **The impact of teachers' comment types on students' revision.** *ELT Journal* (Oxford University Press) 60.1 (2006), 34–41.  
doi:10.1093/elt/cci079

This paper investigates a particular aspect of teacher commentary on EFL (English as a Foreign Language) students' writing and examines the influence on their revisions. Three types of handwritten commentary were used between drafts: statements, imperatives and questions. The resulting 115 changes were analysed, based on the degree to which the students utilised each teacher's commentary in the revision. The results show that the comments in the imperative form were more influential on revisions than questions or statements, and appeared to help students to make substantial, effective revisions. This outcome may imply that teachers should be careful in selecting comment types when writing between-draft comments.

<http://eltj.oxfordjournals.org>

**06-231 VANDERGRIF, ILONA** (San Francisco State U, USA; vdgriff@sfsu.edu), **Negotiating common ground in computer-mediated versus face-to-face discussion.** *Language Learning & Technology* (<http://lt.msu.edu/intro.html>) 10.1 (2006), 110–138.

To explore the impact of the communication medium on building common ground, this article presents research comparing learner use of reception strategies

in traditional face-to-face (FTF) and in synchronous computer-mediated communication (CMC). Reception strategies, such as reprises, hypothesis testing and forward inferencing provide evidence of comprehension and thus serve to establish common ground among participants. A number of factors, including communicative purpose or medium are hypothesized to affect the use of such strategies (Clark & Brennan 1991). In the data analysis, I 1) identify specific types of reception strategies, 2) compare their relative frequencies by communication medium, by task, and by learner and 3) describe how these reception strategies function in the discussions. The findings of the quantitative analysis show that the medium alone seems to have little impact on grounding as indicated by use of reception strategies. The qualitative analysis provides evidence that participants adapted the strategies to the goals of the communicative interaction as they used them primarily to negotiate and update common ground on their collaborative activity rather than to compensate for L2 deficiencies.

<http://lt.msu.edu>

**06-232 WELLS-JENSEN, SHERI** (Bowling Green State U, USA; swellsj@bgnnet.bgsu.edu), **The Braille International Phonetic Alphabet and other options: The blind student in the phonetics classroom.** *Journal of the International Phonetic Association* (Cambridge University Press) 35.1 (2005), 221–230.  
doi:10.1017/S002510030500215X

This paper discusses techniques, including the Braille IPA, which are useful for the full inclusion of blind and visually impaired students into the phonetics classroom. Topics include transcribing, reading transcription, access to textbooks and classroom management. Suggestions for making the classroom more accessible have the added advantage of creating better access to information for the sighted students as well. The material may also be useful to blind phonetics instructors who teach sighted students.

[http://journals.cambridge.org/jid\\_IPA](http://journals.cambridge.org/jid_IPA)

**06-233 WILLIAMS, HOWARD** (Columbia U, USA; howwil@aol.com), **Maths in the grammar classroom.** *ELT Journal* (Oxford University Press) 60.1 (2006), 23–33.  
doi:10.1093/elt/cci078

This article reports work to assist learners in acquiring insights into certain grammatical and lexical areas of English by drawing on their awareness of fairly elementary mathematical concepts – and shows how often English structures can behave in ways parallel to numbers. For learners with an appropriate background and learning style, it is suggested that this approach can be a powerful way of supporting their language learning

by making connections to concepts with which they are already familiar.

<http://eltj.oxfordjournals.org>

**06–234 ZACHARIAS, NUGRAHENNY T.** (Satya Wacana Christian U, Indonesia), **Teachers' beliefs about the use of the students' mother tongue: A survey of tertiary English teachers in Indonesia.** *English in Australia* (www.englishaustralia.com.au) 22.1 (2004), 9 pp.

This study investigates the beliefs of tertiary teachers in Indonesia about the use of the students' mother tongue in learning English. In addition, it explores whether there were discrepancies between the teachers' beliefs and what they claimed to be their classroom practices. It was found that the participants believed in the judicious use of L1 in the classroom. Most teachers agreed that the use of L1 had potential benefits, although many of them felt unsure as to how much the students' mother tongue should be used when teaching English. The potential use of the students' mother tongue in the classroom needs further exploration. This is crucial since virtually all literature on communicative language teaching has advocated L2-only methods for decades, and is therefore partly responsible for the unease which many teachers, experienced and inexperienced, feel about permitting the use of the L1 in the classroom.

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

## Language learning

doi:10.1017/S026144480622370X

**06–235 AKINJOBI, ADENIKE** (U Ibadan, Nigeria), **Vowel reduction and suffixation in Nigeria.** *English Today* (Cambridge University Press) 22.1 (2006), 10–17.  
doi:10.1017/S0266078406001039

This study investigates how speakers of Educated Yoruba English (EYE) produce the vowels in typically unstressed syllables of English words whose suffixes require a shift of stress and a consequent reduction of vowels, as in *atómic* from *átom* and *dramátic* from *dráma*. Twenty suffixed English words were read by one hundred Yoruba subjects, with a Briton who studied at the University of London serving as the control. The focus is on Yoruba English because of both its many speakers and the need for a 'geo-tribal' approach to defining the concept NIGERIAN ENGLISH. The data was analysed by converting tokens of occurrence to percentages, the higher percentages being taken as the norm. The acoustic analysis was done in a computerized speech laboratory. The study establishes that vowels occurring in typically unstressed syllables in traditional

Standard English remain strong and full in educated Yoruba English.

[http://journals.cambridge.org/jid\\_ENG](http://journals.cambridge.org/jid_ENG)

**06–236 BERNAT, EVA** (Macquarie U, Australia; Eva.Bernat@nceltr.mq.edu.au) & **INNA GVOZDENKO, Beliefs about language learning: Current knowledge, pedagogical implications, and new research directions.** *TESL-EJ* (www.tesl-ej.org) 9.1 (2005), 21 pp.

This paper argues for an interdisciplinary approach to beliefs about language learning research, and suggests that current studies in this area do not go far enough to examine the extent to which stable factors, such as individual learner differences, account for the nature of beliefs. Next, it elucidates how cognitive and personality psychology provides a foundation for a possible relationship between learner beliefs and personality, and emphasizes the need for further research and a strong theoretical foundation before any attempts to change language learners' beliefs are made in the classroom context.

<http://writing.berkeley.edu/tesl-ej>

**06–237 CHEATER, ANGELA P.** (Macau Polytechnic Institute, China), **BEYOND MEATSPACE – OR, geeking out in e-English.** *English Today* (Cambridge University Press) 22.1 (2006), 18–28.  
doi:10.1017/S0266078406001040

As electronic engineers create virtual reality in and through computer software, they are also creating new English words to describe their ongoing technical achievements. While following existing rules of word formation, they are also changing these rules: for example, by making new nouns from prepositions. Their neologisms seem to be driven by humorous responses to electronic requirements of speed, multi-functionality and reversibility. This paper examines the current but on-going impact of their usage on the grammatical structure of the language. In a rapidly-evolving electronic future, their usage is likely to have a major impact on how 'ordinary' Internet users communicate online.

[http://journals.cambridge.org/jid\\_ENG](http://journals.cambridge.org/jid_ENG)

**06–238 CHEN, LIANG** (Lehigh U, Pennsylvania, USA; cheng@cse.lehigh.edu), **Indexical relations and sound motion pictures in L2 curricula: the dynamic role of the teacher.** *The Canadian Modern Language Review* (University of Toronto Press) 62.2 (2005), 263–284.

Well-chosen sound motion pictures (SMPs) can be excellent language teaching tools for presenting facts and providing comprehensible input in the target

language. They give access to content and authentic surface forms in the target language as well as to the associations between them. SMPs also allow repeated exposures, but they are rarely exploited fully. Here it is argued that indexical relations of three kinds are critical to language acquisition and to the use of SMPs: (1) objective indexes emanating from material bodily objects to observers, (2) subjective indexes projected from observers onto bodily objects, and (3) symbolic indexes marking linguistic associations between the surface forms of the target language and their referents as well as relations between all of these. The teacher plays an essential role in helping the language learner to discover, establish, and develop the crucial indexical relations owing to the dynamic nature of these relations.

<http://www.utpjournals.com>

**06-239 CRISTOBEL, E. & E. LLURDA** (U de Lleida, Spain; [ellurda@dal.udl.es](mailto:ellurda@dal.udl.es)), **Learners' preferences regarding types of language school: An exploratory market research.** *System* (Elsevier) 34.1 (2006), 135–148.  
doi:10.1016/j.system.2005.06.015

The use of multimedia technologies in language teaching and learning has become very popular in the last few years. In the case of countries like Spain, multimedia language schools have experienced a great boom and a dramatic fall in the last 10 years. This study applies marketing research techniques to the study of Catalan learners' preferences regarding different types of language schools, with a particular focus on schools that use multimedia technologies, as opposed to other methods used by language learners. The study uses a *k*-means cluster analysis to identify four different groups of potential learners, and it later applies a factor analysis in order to determine the main constraints in learners' choices regarding their preferred language schools. This analysis reveals that learners' answers are organized around the following three factors: 'Accessibility', 'Teaching Quality' and 'Pragmatism'. Finally, it is concluded that multimedia language schools are perceived in a rather positive way, but are also regarded as in need of more 'Teaching Quality' and 'Pragmatism'.

<http://www.elsevier.com>

**06-240 DIAB, RULA** (American U of Beirut, Lebanon; [rd10@aub.edu.lb](mailto:rd10@aub.edu.lb)), **University students' beliefs about learning English and French in Lebanon.** *System* (Elsevier) 34.1 (2006), 80–96.  
doi:10.1016/j.system.2005.06.014

This study explored the beliefs about the language learning of Lebanese English as a Foreign Language university students, compared their beliefs about learning different target languages, namely English and French, and investigated within-group variation in these students' beliefs. A modified version of Horwitz's 'Beliefs about Language Learning Inventory' was

administered to 284 students in three universities in Lebanon. Findings revealed that the students hold a variety of beliefs about learning English and French, many of which seem to be related to the political and socio-cultural context of foreign language education in Lebanon. Notably, the students' beliefs about the difficulty of language learning and their motivations for learning English and French seem to be especially contextualized in the Lebanese language learning situation. The students viewed English as an easy language and French as a difficult one and, consistent with a popular belief held in Lebanon, agreed that it is 'easier' to learn French before learning English. In addition, most students revealed strong instrumental motivations for learning English and agreed that it is more important to learn English than French. Finally, statistically significant differences in the students' beliefs were found related to variables such as language-medium educational background and gender.

<http://www.elsevier.com>

**06-241 FRANKENBERG-GARCIA, ANA** (Instituto Superior de Línguas e Administração, Lisbon, Portugal; [ana.frankenberg@sapo.pt](mailto:ana.frankenberg@sapo.pt)), **A peek into what today's language learners as researchers actually do.** *The International Journal of Lexicography* (Oxford University Press) 18.3 (2005), 335–355.  
doi:10.1093/ijl/eci015

Language learners today have a much wider choice of reference materials than in the past. In addition to dictionaries, grammar books and encyclopaedias, nowadays it is also possible for students to look things up on the Internet, in term banks and in corpora. Much of the literature on the pedagogical value of these resources focuses on what each of them can achieve separately. However, little has been said about how learners as researchers actually cope with all of it together. Modelling itself on Varantola's (1998) analysis of how translators use dictionaries, the aim of this study was to find out more about how a group of advanced learners of English were grappling with the use of paper references and new technology together. The results indicate that while there was no clear competition between paper and digital references, there was a marked preference for bilingual over monolingual support, for materials mediated by terminologists and lexicographers over ones requiring more autonomous user interpretation, and for more prestigious over lesser-known resources. The study also made it clear that more resources does not necessarily mean better research, and that in addition to training learners to use separate resources, it is essential to teach them how to integrate their skills at using them together, particularly with respect to combining bilingual with monolingual research.

<http://ijl.oxfordjournals.org>

**06-242 GAO, XUESONG** (U Hong Kong, China; Xuesong.Gao@hkusua.hku.hk), **Understanding changes in Chinese students' uses of learning strategies in China and Britain: A socio-cultural re-interpretation.** *System* (Elsevier) 34.1 (2006), 55–67.  
doi:10.1016/j.system.2005.04.003

This paper reports a re-interpretation of the data from an inquiry exploring changes in 14 Chinese learners' uses of language learning strategies after they moved from mainland China to Britain. Using a socio-cultural theoretical framework, the analysis of the learners' experiential narratives lends tentative support to the postulation that the popular language learning discourses, assessment methods, and influential agents had been influencing the learners' frequency and choices of strategy use in China but their mobilising forces disappeared or were undermined in Britain and hence lost their past mediation effects on the learners' strategy use. While the current inquiry recommends more language learning support to these learners at their receiving institutions, it also shows that the socio-cultural approach can help to develop a deeper understanding of language learners and their strategy use. More learning strategy research grounded in this approach should be done to provide insights into the influences of learning environment on strategy use over time.

<http://www.elsevier.com>

**06-243 GREEN, BRIDGET** (Mukogawa Fort Wright Institute, USA), **A framework for teaching grammar to Japanese learners in an intensive English program.** *The Language Teacher* (Japan Association for Language Teaching) 30.2 (2006), 3–11.

Although in the past Intensive English Programs (IEPs) in the United States had always been able to count on a minimal level of English grammar preparation from their Japanese students, it has been noted recently that the level of grammatical competence of arriving students has become rather unpredictable. This paper explores the reasons for this shift and concludes that explicit grammar instruction is now critical. To this end, the author first analyses the grammatical errors students make and then suggests a framework for grammar instruction using an authentic text in a literature class. The author emphasises that focusing students' attention on form and meaning in context helps to enhance the development of grammatical competence over time.

<http://jalt-publications.org>

**06-244 HARKER, MIHYE & DMITRA KOUTSANTONI** (The Leadership Foundation for Higher Education, London, UK; mihyeharker@lfhe.ac.uk), **Can it be as effective? Distance versus blended learning in a**

**web-based EAP programme.** *ReCALL* (Cambridge University Press) 17.2 (2005), 197–216.  
doi:10.1017/S095834400500042X

This paper discusses the effectiveness of a web-based learning programme of English for Academic Purposes (EAP) for British students from ethnic minority backgrounds. Original web-based materials for English for Academic Purposes (EAP) were developed and 43 student volunteers participated in two different modes of learning during the 9-week long programme: through blended learning and at a distance. The study attempts to investigate which mode of delivery is more effective in terms of student retention, achievement levels and satisfaction with the programme. The study found that the blended learning mode was much more effective in student retention in this non-credit bearing programme, whilst students' achievement levels were similar in both groups. In addition, formative and summative feedback from the students suggests that most students in both groups were satisfied with this web-based EAP programme.

[http://journals.cambridge.org/jid\\_REC](http://journals.cambridge.org/jid_REC)

**06-245 HAWKINS, ROGER** (U Essex, Colchester, UK; roghawk@essex.ac.uk), **The contribution of the theory of Universal Grammar to our understanding of the acquisition of French as a second language.** *Journal of French Language Studies* (Cambridge University Press) 14.3 (2004), 233–255.  
doi:10.1017/S0959269504001784

Two questions that need to be asked immediately about Universal Grammar if it is to be of any interest in understanding the acquisition of French as a second language are: (i) What evidence is there that Universal Grammar is operating when people who have already acquired a native language learn French as a second language? (ii) What insight does the adoption of a theory of Universal Grammar bring to understanding the processes involved, the course of development over time and the nature of the end state grammars that learners achieve? The article presents empirical evidence from a selection of studies bearing on these questions. It will be argued that the assumption that humans have mental architecture dedicated specifically to language acquisition – Universal Grammar – even in the case of second language acquisition, has allowed considerable progress to be made in understanding second language French.

[http://journals.cambridge.org/jid\\_JFL](http://journals.cambridge.org/jid_JFL)

**06-246 HINGER, BARBARA** (U Innsbruck, Austria; barbara.hinger@uibk.ac.at), **The distribution of instructional time and its effect on group cohesion in the foreign language classroom:**

**a comparison of intensive and standard format courses.** *System* (Elsevier) 34.1 (2006), 97–118.  
doi:10.1016/j.system.2005.08.003

This paper argues for the influence of the distribution of instructional time on group cohesion in the foreign language classroom and postulates that concentrating classroom time enhances group cohesion. To test the hypothesis, a comparative classroom study of two groups of Spanish learners in their second year of learning, one following an intensive course and the other a standard format course, was carried out in an Austrian school context over the period of one semester. The actual amount of contact time per semester devoted to Spanish remained the same for both course formats. Group cohesion is analysed by recording the verbal behaviour of group-building utterances of the classroom members. It is suggested that the higher the degree of group-building utterances by peers in relation to group-building utterances by the teacher, the more cohesive the language learning group. The quantitative results state a positive relationship between intensive language settings and group cohesion. The qualitative analysis points to a remarkable variety of group-building utterances.

<http://www.elsevier.com>

**06–247 JING, HUANG** (Zhanjiang Teachers U/U of Hong Kong, China), **Metacognition training in the Chinese university classroom: An action research study.** *Educational Action Research* (Routledge/Taylor & Francis) 13.3 (2005), 413–434.  
doi:10.1080/09650790500200309

In the author's previous teaching English as a foreign language (TEFL) experience, he had found that Chinese university students were overdependent on teachers in EFL learning. Drawing on research on language learning strategies, he used metacognition training (MT) as a form of classroom intervention to promote learner autonomy. This article reports on an action research study of MT integrated in two TEFL courses (EFL Reading and Language Teaching Methodology) at a Chinese teachers' university. The aim of the study was to gain a better understanding of the professional context through exploring students' views towards the impact of MT on EFL learning. Both quantitative and qualitative data were collected by means of questionnaires, and the results from the study of the first course were used to introduce improvements in the second. It was found that students generally held positive views towards MT incorporated into the regular EFL curriculum. The study has also identified concerns that merit further explorations and areas of MT that need amendment, e.g. learner resistance to MT, and learning journals as a reflective learning tool.

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

**06–248 KAPEC, PETER** (Fachhochschule Bonn-Rhein-Sieg, Sankt Augustin, Germany;

Peter.Kapec@fh-bonn-rhein-sieg.de) & **KLAUS SCHWEINHORST, In two minds? Learner attitudes to bilingualism and the bilingual tandem analyser.** *ReCALL* (Cambridge University Press) 17.2 (2005), 254–268.  
doi:10.1017/S0958344005000820

One of the issues that has been debated in the context of fairly open learning partnerships such as tandem learning has been whether and, if so, how much pedagogical support should be provided. Another issue is how do language learners who have grown accustomed to maximising their learning through comprehensible input and output make the transition to a reciprocal learning partnership where they are supposed to switch between the roles of learner and expert or resource. The three principles behind tandem learning are bilingualism; reciprocity; and learner autonomy. At Trinity College Dublin we have conducted extensive research into tandem learning in object-oriented Multiple User Domains (MOOs) since 1998. Of the three tandem principles, we found that balanced bilingualism, where both languages are used equally in the exchange, is difficult to achieve, particularly though not surprisingly in partnerships where L2 proficiency differs substantially. We think that technology, at least in MOOs, can contribute towards a solution to the problem. The bilingual tandem analyser (BTA) analyses MOO input while users are communicating and gives feedback to learners (and possibly teachers) on bilingualism in the exchange. Here, we discuss what attitudes towards bilingualism learners bring towards the tandem exchange and how they react to the BTA as a tool to monitor and regulate bilingualism: will learners perceive balanced bilingualism as a necessary principle of the partnership; what efforts do they make to keep the balance between the languages; how do they see the BTA: as an instrument of control, directed by the teacher; or do they perceive it as a useful tool to support their tandem exchanges?

[http://journals.cambridge.org/jid\\_REC](http://journals.cambridge.org/jid_REC)

**06–249 KERVIN, LISA, Students talking about home-school communication: Can technology support this process?** *Australian Journal of Language and Literacy* (Australian Literacy Educators' Association) 28.2 (2005), 150–163.

This paper explores the use of technology to support communication about student learning and classroom experiences between home and school contexts. An examination of literature addressing home-school partnerships along with current thinking about the integration of this with Learning Technologies is presented. Research centred on the use of a mobile telephone as a tool to facilitate this process will be discussed. The power this 'new' technology brings to the students is discussed with reference to subsequent constraints. However, it is argued that students overwhelmingly perceive this tool as a valuable resource in stimulating

and encouraging dialogue between the contexts and also a purposeful and meaningful classroom technology resource.

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

**06-250 KWON, MINSOOK** (Samjeon Elementary School, Korea), **Teaching talk as a game of catch.** *The Canadian Modern Language Review* (University of Toronto Press) 62.2 (2005), 335–348.

This article looks at two different primary EFL classrooms: one in which the teacher is a general-subject teacher who teaches different subjects to the same children and another in which the teacher is an EFL specialist who teaches the same subject to different groups of children. First, the qualitative differences in discourse are analysed, checking quantitatively to see if they hold true for the whole lesson. Second, the paper reports on a three-year comparative study in which the same teacher taught the same material to both familiar and unfamiliar classes. It is then suggested that the construction of the zone of proximal development (Vygotsky, 1978) requires a rather different strategy in primary-school teaching than with secondary learners. Good primary discourse may be less like a professional baseball pitcher's throw and more like a lazy game of catch.

<http://www.utpjournals.com>

**06-251 LYSTER, ROY** (McGill U, Montréal, Canada; roy.lyster@mcgill.ca), **Research on form-focused instruction in immersion classrooms: implications for theory and practice.** *Journal of French Language Studies* (Cambridge University Press) 14.3 (2004), 321–341.  
doi:10.1017/S0959269504001826

This article presents a comparative analysis of five quasi-experimental studies involving close to 1,200 students, ranging in age from 7 to 14, in 49 French immersion classrooms in Canada – a content-based instructional context where learners develop high levels of communicative ability yet demonstrate a levelling-off effect in their grammatical development. The studies investigated the effects of form-focused instruction on four areas known to be difficult for Anglophone learners of French: perfect vs. imperfect past tense, conditional mood, second-person pronouns and grammatical gender. Findings suggest that effective form-focused instruction in immersion contexts, at least with respect to interlanguage features that have reached a developmental plateau, includes a balanced distribution of opportunities for noticing, language awareness and controlled practice with feedback. Less effective instructional options overemphasise negotiation for meaning in oral tasks where message comprehensibility and communication strategies circumvent the need for learners to move beyond the use of interlanguage forms.

[http://journals.cambridge.org/jid\\_JFL](http://journals.cambridge.org/jid_JFL)

**06-252 MAKAROVA, VERONIKA** (U Saskatchewan, Canada), **The effect of poetry practice on English pronunciation acquisition by Japanese EFL learners.** *The Language Teacher* (Japan Association for Language Teaching) 30.3 (2006), 3–9.

This paper reports a study of the effect of poetry listening/reading practice on the English pronunciation of Japanese learners. First, a model recording of 14 poems read by two native speakers of American English was made. Second, a recording of 12 volunteer Japanese university students was conducted. Students were then instructed to practice listening to and reading poems at home over a period of two weeks. Finally, a second recording of the student volunteers was made and evaluated for speech fluency, speech clarity, native-like pronunciation, sound quality, stress and rhythm, intonation and overall pronunciation performance. Results revealed that the poetry reading/listening sessions had, on the whole, a positive effect on the English pronunciation of the Japanese university students. The paper concludes with some practical suggestions for the application of poetry in EFL classes.

<http://jalt-publications.org>

**06-253 MCKINNEY, CAROLYN** (U Witwatersrand, South Africa), **A balancing act: Ethical dilemmas of democratic teaching within critical pedagogy.** *Educational Action Research* (Routledge/Taylor & Francis) 13.3 (2005), 375–392.  
doi:10.1080/09650790500200318

This article discusses practitioner research that focused on student resistance to teaching about the apartheid past and issues of 'race' in a first year English studies course at a predominantly Afrikaans and 'white' university in South Africa. The study aimed to explore the way in which students and the teacher engaged with a form of critical pedagogy moment-by-moment in the classroom. In this article, the author turns the analytical spotlight onto herself, analysing the way in which her own multiple and sometimes contradictory identity positions as an educator play themselves out. In particular, she explores the tensions between her preferred 'democratic' teaching style, and her moral or ethical views. It is argued that this tension creates a dilemma for teaching within critical pedagogy, which is not easily resolved. She also reflects on the experience of researching her own teaching practice, and attempts to understand how her research insights were developed, linking this to the distinction between reflective practice and action research.

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

**06-254 MORGAN-SHORT, KARA** (Georgetown U, USA; morgankd@georgetown.edu) & **HARRIET WOOD BOWDEN, Processing instruction and meaningful output-based instruction: effects on**

**second language development.** *Studies in Second Language Acquisition* (Cambridge University Press) 28.1 (2006), 31–65. doi:10.1017/S0272263106060025

This study investigates the effects of meaningful input- and output-based practice on SLA. First-semester Spanish students ( $n = 45$ ) were assigned to processing instruction, meaningful output-based instruction, or control groups. Experimental groups received the same input in instruction but received meaningful practice that was input or output based. Both experimental groups showed significant gains on immediate and delayed interpretation and production tasks. Repeated-measures analyses of variance showed that overall, for interpretation, both experimental groups outperformed the control group. For production, only the meaningful output-based group outperformed the control group. These results suggest that not only input-based but also output-based instruction can lead to linguistic development.

[http://journals.cambridge.org/jid\\_SLA](http://journals.cambridge.org/jid_SLA)

**06–255 MUNRO, MURRAY J.** (Simon Fraser U, Canada; [mjmunro@sfu.ca](mailto:mjmunro@sfu.ca)), **TRACEY M. DERWING & SUSAN L. MORTON, The mutual intelligibility of L2 speech.** *Studies in Second Language Acquisition* (Cambridge University Press) 28.1 (2006), 111–131. doi:10.1017/S0272263106060049

When understanding or evaluating foreign-accented speech, listeners are affected not only by properties of the speech itself but by their own linguistic backgrounds and their experience with different speech varieties. Given the latter influence, it is not known to what degree a diverse group of listeners might share a response to second language (L2) speech. In this study, listeners from native Cantonese, Japanese, Mandarin, and English backgrounds evaluated the same set of foreign-accented English utterances from native speakers of Cantonese, Japanese, Polish, and Spanish. Regardless of native language background, the listener groups showed moderate to high correlations on intelligibility scores and comprehensibility and accentedness ratings. Although some between-group differences emerged, the groups tended to agree on which of the 48 speakers were the easiest and most difficult to understand; between-group effect sizes were generally small. As in previous studies, the listeners did not consistently exhibit an intelligibility benefit for speech produced in their own accent. These findings support the view that properties of the speech itself are a potent factor in determining how L2 speech is perceived, even when the listeners are from diverse language backgrounds.

[http://journals.cambridge.org/jid\\_SLA](http://journals.cambridge.org/jid_SLA)

**06–256 MYLES, FLORENCE** (U Newcastle, UK; [Florence.Myles@newcastle.ac.uk](mailto:Florence.Myles@newcastle.ac.uk)), **French second language acquisition research: Setting the**

**scene.** *Journal of French Language Studies* (Cambridge University Press) 14.3 (2004), 211–232. doi:10.1017/S0959269504001772

This article introduces the field of second language acquisition (SLA) to specialists in French linguistics who are not familiar with it. Its purpose is to present a map of the field which will then enable the reader to better situate the following in depth articles which present focused theoretical and empirical investigations as they apply to French. The first part summarises recent, and sometimes apparently contradictory, research findings. The second part explores the theoretical approaches which have been most influential in recent investigations, outlining where each of these approaches originates, and which aspects of the SLA process it investigates.

[http://journals.cambridge.org/jid\\_JFL](http://journals.cambridge.org/jid_JFL)

**06–257 MYNARD, JO & IMAN ALMARZOUQUI** (Koryo College, Japan; [mynardjo@hotmail.com](mailto:mynardjo@hotmail.com)), **Investigating peer tutoring.** *ELT Journal* (Oxford University Press) 60.1 (2006), 13–22. doi:10.1093/elt/cci077

This article gives an overview of a piece of qualitative research conducted at a women's university in the United Arab Emirates. The aim of the study was to evaluate the English language peer tutoring programme in order to highlight benefits and challenges, and to make informed improvements. The study drew particularly on participant perceptions and observations of the programme. It identified various benefits for tutors such as learning through teaching and becoming more responsible while doing something worthwhile to help others. Benefits for tutees included improved levels of self-confidence and English language aptitude. The study also highlighted several challenges associated with the high dependence and low metacognitive awareness demonstrated by the tutees. In addition, tutors were not always able to offer appropriate assistance. Improvements to the programme could include increasing faculty involvement, improving tutee awareness of the aims of the programme, and providing additional assistance to tutors.

<http://eltj.oxfordjournals.org>

**06–258 NEUMEIER, PETRA** (Ludwig-Maximilians-Universität, Munich, Germany; [petra.neumeier@lmu.de](mailto:petra.neumeier@lmu.de)), **A closer look at blended learning – parameters for designing a blended learning environment for language teaching and learning.** *ReCALL* (Cambridge University Press) 17.2 (2005), 163–178. doi:10.1017/S0958344005000224

In the course of designing, writing and implementing CALL-supported material, it has become evident to me that a systematic investigation into the factors that

shape the Blended Learning (BL) experience in the context of language learning and teaching is missing and urgently needed. The core question when designing a BL environment is: Which combination of modes provides the optimal basis for language learning and teaching given the particular conditions at hand? In order to tackle this question, course designers need a framework of parameters that help them decide on the individual, context-related implementation of BL. It is the purpose of this paper to put forward a definition of BL and a framework of parameters for designing a BL environment. In order to achieve a better understanding of the factors that shape the practice and the experience of BL, the main parameters which form a BL environment will be listed and specified. These parameters evolved from the experience of designing Jobline LMU ([www.jobline.lmu.de](http://www.jobline.lmu.de)) and will hopefully prove to be helpful for the process of designing other BL environments. If applied successfully, the idea of BL could serve as a bridge between the broader community of language teachers and learners and CALL experts and practitioners. BL offers the potential of broadening the scope and influence of CALL and of (re-) establishing it as an innovative component of general language teaching.

[http://journals.cambridge.org/jid\\_REC](http://journals.cambridge.org/jid_REC)

**06-259 NOELS, KIMBERLY, A.** (U Alberta, Canada; [knoels@ualberta.ca](mailto:knoels@ualberta.ca)), **Orientations to learning German: Heritage language learning and motivational substrates.** *The Canadian Modern Language Review* (University of Toronto Press) 62.2 (2005), 285–312.

This study examined how two motivational substrates may be differentially important depending upon the learner's language background. Students registered in German classes (N = 99) completed a questionnaire that assessed (a) their intrinsic, extrinsic, integrative, and instrumental reasons for learning German; (b) their feelings of autonomy, competence, and relatedness; and (c) their engagement in language learning and intergroup contact variables. The results show that heritage language learners were more likely than non-heritage learners to learn German because it was an important aspect of their self-concept. Moreover, although intrinsic and self-determined extrinsic orientations fostered motivation both for heritage and non-heritage learners, aspects of contact with the German community also played a role in motivated learning, particularly for heritage language learners.

<http://www.utpjournals.com>

**06-260 OHATA, KOTA** (International Christian U, Tokyo, Japan; [ohata@icu.ac.jp](mailto:ohata@icu.ac.jp)), **Potential sources of anxiety for Japanese learners of English: Preliminary case interviews with five**

**Japanese college students in the U.S.** *TESL-EJ* ([www.tesl-ej.org](http://www.tesl-ej.org)) 9.3 (2005), 21 pp.

This study explores the nature of language anxiety from the perspective of five Japanese learners of English (ESL), especially in reference to their self-reflective accounts of emotional difficulties encountered in the U.S. college settings. Through the use of an in-depth qualitative interview format, this study attempts to identify potential sources of anxiety relevant to their affective needs or concerns as Japanese ESL learners in a cross-cultural learning environment. As the interview findings indicate, characteristics of language anxiety exhibited by the participants seem to be quite influenced by Japanese cultural norms or expectations acquired through numerous socialization processes in Japan. Using Young's (1991) six sources of language anxiety as a theoretical guideline for data collection and analysis, this study also discusses some of the influences or impact of those anxiety-provoking factors on L2 learning, along with some implications for further research on language anxiety and for ESL teaching.

<http://writing.berkeley.edu/tesl-ej>

**06-261 PELTOLA, MAIJA S.** (U Turku, Finland; [maiija.peltola@utu.fi](mailto:maiija.peltola@utu.fi)) & **OLLI AALTONEN, Long-term memory trace activation for vowels depending on the mother tongue and the linguistic content.** *Journal of Psychophysiology* (Hogrefe & Huber Publishers) 19.3 (2005), 159–164. doi:10.1027/0269-8803.19.3.159

The perception of native speech sounds is based on the automatically responding long-term memory traces. In L2 learning, the perception of the target language speech sounds is filtered through the L1 system, but new memory traces for L2 sounds may also evolve in cases of immigration. However, it seems that these new native-like memory traces are not formed in the context of classroom learning or early immersion. In experimental procedures, the language of the experimental setting is rarely varied systematically. Here, the effects of linguistic context are tested on two groups of advanced Finnish students of English to see whether automatic and preattentive perception could also be affected by the linguistic context and explicit instructions. The first group was not informed as to whether the vowels were Finnish or English while the second group received explicit information in English that they were listening to English vowels. The results showed, firstly, that the latency of the mismatch negativity response is affected by the mother tongue and, secondly, that the elicitation of the response seems to depend upon the linguistic context or explicit knowledge, i.e. on whether the subjects knew to which language they were listening. This implies that there may be two independent phonological systems, with the L1 system being primary, in advanced language learners, and that the preattentive perception may also be affected by contextual factors.

<http://www.hhpub.com/journals>

**06-262 PICHETTE, FRANÇOIS** (U Florida, USA; pichette@chuma1.cas.usf.edu), **Time spent on reading and reading comprehension in second language learning.** *The Canadian Modern Language Review* (University of Toronto Press) 62.2 (2005), 243–262.

This study examined the relationship between time spent on L2 reading and reading comprehension. Eighty-one French-speaking learners of English, from beginners to advanced, were tested for reading comprehension in French and in English, as well as for English grammar and vocabulary competence. Results showed low, non-significant correlations between time spent on reading English and English reading comprehension for low-proficiency learners, while correlations for high-proficiency learners were moderate and significant. The results suggest that if L2 reading is to enhance L2 reading development, it may not serve that purpose effectively for low-proficiency learners, whose working memory is still taxed by word decoding processes.

<http://www.utpjournals.com>

**06-263 RAMÍREZ VERDUGO, DOLORES** (U 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 inter-language 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 analyzes 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 computerized 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 analyzed 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>

**06-264 SABOURIN, LAURA** (U Groningen, the Netherlands;), **LAURIE A. STOWE, GER J. DE HAAN,** **Transfer effects in learning a second language**

**grammatical gender system.** *Second Language Research* (Hodder Arnold) 22.1 (2006), 1–29. doi:10.1191/0267658306sr259oa

Adult speakers of German, English and a Romance language (French, Italian or Spanish) were investigated to explore the role of transfer in learning the Dutch grammatical gender system. In the L1 systems, German is the most similar to Dutch, coming from a historically similar system. The Romance languages have grammatical gender; however, the system is not congruent to the Dutch system. English does not have grammatical gender (although semantic gender is marked in the pronoun system). Experiment 1, a simple gender assignment task, showed that all L2 participants tested could assign the correct gender to Dutch nouns (all L2 groups performing on average above 80%), although having gender in the L1 did correlate with higher accuracy, particularly when the gender systems were very similar. Effects of noun familiarity and a default gender strategy were found for all participants. In Experiment 2 agreement between the noun and the relative pronoun was investigated. In this task a distinct performance hierarchy was found with the German group performing the best (though significantly worse than native speakers), the Romance group performing well above chance (though not as well as the German group), and the English group performing at chance. These results show that L2 acquisition of grammatical gender is affected more by the morphological similarity of gender marking in the L1 and L2 than by the presence of abstract syntactic gender features in the L1.

<http://www.arnoldpublishers.com/journals>

**06-265 SIMINA, VASSILIKI** (Thessaloniki, Greece; vsimina@hotmail.com) & **MARIE-JOSEE HAMEL,** **CASLA through a social constructivist perspective: WebQuest in project-driven language learning.** *ReCALL* (Cambridge University Press) 17.2 (2005), 217–228. doi:10.1017/S0958344005000522

The basic tenet of constructivism is that learners construct their knowledge on their own by associating new with prior information. The significance of the learner's interaction with his/her social and physical environment is here of great importance; the learner is at the center of the learning process while the tutor is seen as a facilitator, a guide. Considering the paradigm shift in education and language learning, the assumptions of the constructivist philosophy encourage the use of computers in second language acquisition. Computer technology is capable of providing the context for collaboration and social interaction in which learners will construct the knowledge of the target language on their own by being engaged in meaningful activities. Moreover, computers allow learners to interact not only with the learning materials but also with other people. The combination of the social and individual aspect is

best expressed by social constructivism. Placing language learning in a socio-cognitive context, we will approach second language acquisition from a social constructivist perspective and indicate the value of such an approach for the design and evaluation of Computer Applications in Second Language Acquisition (CASLA). Firstly, an overview of constructivism as a theory of learning is required in order to make clear the basic assumptions of the constructivist theory. Secondly, the focus is placed on social constructivism which is examined in relation to second language acquisition. This in tandem exploration will lead us to provide a framework which integrates all four language skills in a general theoretical framework of social interaction and shows how social constructivism can promote second language acquisition. Finally, one type of on-line application such as WebQuest, which is best developed in project-driven language learning, will be provided as a potential example of good practice in approaching Computer Applications in Second Language Learning through a social constructivist perspective.

[http://journals.cambridge.org/jid\\_REC](http://journals.cambridge.org/jid_REC)

**06-266 SOPATA, ALDONA** (Adam Mickiewicz U, Poznań, Poland; [sopata@amu.edu.pl](mailto:sopata@amu.edu.pl)), **Optionality in non-native grammars: L2 acquisition of German constructions with absent expletives.** *Bilingualism: Language and Cognition* (Cambridge University Press) 8.3 (2005), 177–193. doi:10.1017/S1366728905002245

This paper investigates the knowledge of constructions with absent expletives by advanced and high-proficiency non-native speakers of German whose first language is Polish. German grammar is known to license null subjects due to the strength of AGR(ement)-P(hrase) but not to identify them. Therefore only expletive subjects can be absent in German, except for Topic-drop and, crucially, the expletive subjects have to be absent in certain cases due to the Projection Principle. The knowledge of this phenomenon by second language (L2) learners has been investigated by two methods, elicited written production task and grammaticality judgment tests. High-level non-native speakers of German differ significantly from native speakers in both types of tasks. The differences are clearly not the result of transfer. The results reported here reveal permanent optionality in L2 grammars suggesting a deficit in the grammatical representations of L2 learners.

[http://journals.cambridge.org/jid\\_BIL](http://journals.cambridge.org/jid_BIL)

**06-267 TOKESHI, MASANORI** (Meio U, Japan), **Listening comprehension processes of 6 Japanese junior high school students in interactive settings.** *The Language Teacher* (Japan Association for Language Teaching) 30.1 (2006), 3–7.

This article reports on research conducted in Japan and Australia to investigate the listening comprehension processes and strategies of 19 junior high school students in Okinawa, Japan who interacted with a Canadian Assistant Language Teacher (ALT) in three types of listening tasks. Six case study participants were selected for in-depth investigation. The results of the qualitative analysis revealed: a) the listeners used different listening processes according to English proficiency level and task type, b) concrete visual referents were conducive to comprehension, c) interpretation of the utterances varied from one participant to another, and d) repetition was the most effective type of speech modification.

<http://jalt-publications.org>

**06-268 TREMBLEY, ANNIE** (U Hawai'i at Manoa, USA), **On the second language acquisition of Spanish reflexive passives and reflexive impersonals by French- and English-speaking adults.** *Second Language Research* (Hodder Arnold) 22.1 (2006), 30–63. doi: 10.1191/0267658306sr260oa

This study, a partial replication of Bruhn de Garavito (1999; 1999), investigates the L2 acquisition of Spanish reflexive passives and reflexive impersonals by French- and English-speaking adults at an advanced level of proficiency. The L2 acquisition of Spanish reflexive passives and reflexive impersonals by native French and English speakers instantiates a potential learnability problem, because (1) the constructions are superficially very similar but display distinct idiosyncratic morphological and syntactic behaviour; (2) neither exists in English, and the reflexive impersonal does not exist in French; and (3) differences between the two are typically not subject to explicit instruction. Participants – 13 English, 16 French and 27 Spanish speakers (controls) – completed a 64-item grammaticality-judgement task. Results show that L2 learners could in general differentiate grammatical from ungrammatical items, but they performed significantly differently from the control group on most sentence types. Participants' rates indicate that few L2 learners performed accurately on most sentence types. Grammatical and ungrammatical test items involving [+animate] DPs preceded or not by the object-marking preposition *a* were particularly problematic, as L2 learners judged them both as grammatical. These results confirm that the L2 acquisition of Spanish reflexive passives and reflexive impersonals by French- and English-speaking adults presents a learnability problem, not yet overcome at an advanced level of proficiency.

<http://www.arnoldpublishers.com/journals>

**06-269 TROFIMOVICH, PAVEL** (Concordia U, Montréal, Canada; [pavel@education.concordia.ca](mailto:pavel@education.concordia.ca)) & **WENDY BAKER, Learning second language**

**suprasegmentals: Effect of L2 experience on prosody and fluency characteristics of L2 speech.** *Studies in Second Language Acquisition* (Cambridge University Press) 28.1 (2006), 1–30. doi:10.1017/S0272263106060013

This study examines effects of short, medium, and extended second language (L2) experience (3 months, 3 years, and 10 years of United States residence, respectively) on the production of five suprasegmentals (stress timing, peak alignment, speech rate, pause frequency, and pause duration) in six English declarative sentences by 30 adult Korean learners of English and 10 adult native English speakers. Acoustic analyses and listener judgments were used to determine how accurately the suprasegmentals were produced and to what extent they contributed to foreign accent. Results revealed that amount of experience influenced the production of one suprasegmental (stress timing), whereas adult learners' age at the time of first extensive exposure to the L2 (indexed as age of arrival in the United States) influenced the production of others (speech rate, pause frequency, pause duration). Moreover, it was found that suprasegmentals contributed to foreign accent at all levels of experience and that some suprasegmentals (pause duration, speech rate) were more likely to do so than others (stress timing, peak alignment). Overall, results revealed similarities between L2 segmental and suprasegmental learning.

[http://journals.cambridge.org/jid\\_SLAaccent](http://journals.cambridge.org/jid_SLAaccent)

**06–270 VÉRONIQUE, DANIEL** (U Paris III, France; Daniel.Véronique@univ-paris3.fr), **The development of referential activities and clause-combining as aspects of the acquisition of discourse in French as L2.** *Journal of French Language Studies* (Cambridge University Press) 14.3 (2004), 257–280. doi:10.1017/S0959269504001796

This article describes the development of temporal reference and clause-combining in the acquisition of French L2 by adult Moroccan Arabic L1 speakers. The contribution of iconicity and of transfer from L1 in this development is discussed. The path towards grammaticalisation is less clearly marked in the domain of clause combining than in the domain of temporal reference, where after use of lexical and pragmatic means, inflection on the verb develops. Grammaticalised subordination is rarely used, except for circumstantial clauses. Paratactic devices such as clefting and NP copy tend to be used for discursive functions such as the introduction of background information in narratives, for instance.

[http://journals.cambridge.org/jid\\_JFL](http://journals.cambridge.org/jid_JFL)

**06–271 WATSON TODD, R.** (King Mongkut's U Technology, Thailand; irictodd@kmutt.ac.th),

**Continuing change after the innovation.** *System* (Elsevier) 34.1 (2006), 1–14. doi:10.1016/j.system.2005.09.002

Focusing on the implementation of a task-based curriculum at a Thai university, this paper examines the continuation stage of the innovation by looking at how and why the curriculum has changed in its first four years. Based on course documentation and teacher interviews, the major changes to the curriculum were a reduction in the number of tasks, a greater emphasis on the explicit teaching of language, and an increase in the importance of examinations. The teachers were most concerned with methodological issues and the process of curriculum revision, and teachers' beliefs were very influential in decisions to change the curriculum. The findings highlight the need to consider context-specific issues when judging the effectiveness of immanent innovations and to set up appropriate systems to guide curriculum revisions.

<http://www.elsevier.com>

**06–272 YAZIGI, RANA** (Emirates National School, United Arab Emirates; ranayazigi@hotmail.com) & **PAUL SEEDHOUSE, 'Sharing time' with young learners.** *TESL-EJ* (www.tesl-ej.org) 9.3 (2005), 26 pp.

Although 'Sharing Time' is a popular and widespread activity in English for Young Learners (L2) in primary education classrooms around the world, there have so far been no research studies of the interaction that is generated and its relationship to learning processes. The aims of this study were to find out how interaction is organized during 'Sharing Time' and what kinds of learning it promotes. Audio recordings of eighteen complete sessions of Sharing Time in a second grade class in a private English-medium international school in Abu Dhabi were fully transcribed and qualitative analysis of the transcripts was undertaken together with a simple coding system. The focus of the interaction is found to be on topic, meaning, and fluency, rather than form and accuracy. The teacher has no prior knowledge of the topic of the interaction and works collaboratively with the learner to develop the topic and sometimes upgrades the learners' structure and vocabulary. 'Sharing Time' conforms to a social constructivist learning model.

<http://writing.berkeley.edu/tesl-ej>

## Reading & writing

doi:10.1017/S0261444806233706

**06–273 ANDREWS, RICHARD** (York U, UK; rja3@york.ac.uk), **CAROLE TORGERSON, SUE BEVETON, ALLISON FREEMAN, TERRY LOCKE, GRAHAM LOWE, ALISON ROBINSON & DIE ZHU, The effect of**

**grammar teaching on writing development.**

*British Educational Research Journal* (Routledge/Taylor & Francis) 32.1 (2006), 39–55.  
doi:10.1080/01411920500401997

This article reports on the results of two international systematic research reviews which focus on different aspects of teaching grammar to improve the quality and accuracy of 5–16-year-olds' writing in English. The results show that there is little evidence to indicate that the teaching of formal grammar is effective and that teaching sentence-combining has a more positive effect. In both cases, however, despite over a hundred years of research and debate on the topic, there is insufficient quality of research to prove the case with either approach. More research is needed, as well as a review of policy and practice in England with regard to the teaching of sentence structure in writing.

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

**06-274 ASTIKA, GUSTI** (Satya Wacana U, Salatiga, Indonesia; [astika@uksw.edu](mailto:astika@uksw.edu)), **A task-based approach to reading English for specialised purposes.** *English in Australia* ([www.englishaustralia.com.au](http://www.englishaustralia.com.au)) 22.2 (2005), 14 pp.

This paper discusses an approach to teaching reading to students who have specialised purposes. These students have been working in their respective jobs for more than five years and they have not used much English since they began their career. The approach is based on the interactive processes of reading and the principles of task-based language teaching. The teaching procedures described in this paper are derived from my experience in teaching reading to such students majoring in Education at Satya Wacana University, Salatiga, Indonesia.  
<http://www.englishaustralia.com.au>

**06-275 AYOOLA, KEHINDE A.** (Lagos State Polytechnic, Ikorodu, Nigeria; [kehinday77@yahoo.co.uk](mailto:kehinday77@yahoo.co.uk)), **Challenges to a new generation of Nigerian writers in English.** *English Today* (Cambridge University Press) 22.1 (2006), 3–9.  
doi:10.1017/S0266078406001027

This paper recounts the challenges faced by young Nigerian writers in a climate that is hostile to new authors. The experience presented and discussed here epitomises both the dilemma and the experiences of the new generation of creative writers. The problem of language choice – English or a mother tongue – is re-examined, while exploring the various reasons, noble and not so noble, behind such matters as: choice of genre, the new writer's response to democracy and globalization, the problem of audience recognition, and the failure of do-it-yourself publishing and marketing.  
[http://journals.cambridge.org/jid\\_ENG](http://journals.cambridge.org/jid_ENG)

**06-276 BANERJEE, JAYANTI & DIANNE WALL** (Lancaster U, UK; [j.banerjee@lancaster.ac.uk](mailto:j.banerjee@lancaster.ac.uk)), **Assessing and reporting performances on pre-sessional EAP courses: Developing a final assessment checklist and investigating its validity.** *Journal of English for Academic Purposes* (Elsevier) 5.1 (2006), 50–69.  
doi:10.1016/j.jeap.2005.11.003

As the number of non-native speakers of English studying at universities in the United Kingdom (UK) has grown, so has the need to provide pre-sessional English for Academic Purposes (EAP) courses. One of the challenges facing the organisers of such courses is deciding how to determine whether students have completed them successfully and whether they are ready to enter their academic departments. This paper reviews research into assessment on pre-sessional and other EAP support courses, and summarises the results of a survey of practice in a number of universities in the UK and other countries. It describes how assessment on pre-sessional courses has evolved at one British institution (Lancaster University), and outlines some of the problems that have led to changes in recent years. Explanations will be given of the methods used to pilot and refine a new assessment procedure and of the attempts that have been made to investigate its validity.

<http://www.elsevier.com>

**06-277 BITCHENER, JOHN** (Auckland U Technology, New Zealand; [john.bitchener@aut.ac.nz](mailto:john.bitchener@aut.ac.nz)) & **HELEN BASTURKMEN, Perceptions of the difficulties of postgraduate L2 thesis students writing the discussion section.** *Journal of English for Academic Purposes* (Elsevier) 5.1 (2006), 4–18.  
doi:10.1016/j.jeap.2005.10.002

In postgraduate study, students including L2 students are often required to write a thesis and, as a growing literature reveals, L2 students often experience difficulties in the writing of this genre. While most of this research has involved surveys (questionnaires and interviews) and case studies of supervisor perceptions, only a few studies have also considered student perceptions. Most of the perceptions have considered student difficulties when writing the thesis as a whole, rather than particular section. The present study, based on the use of in-depth interviews with four supervisor–student pairs, focused on student difficulties in writing the discussion of results section (DRS) of the thesis and investigated the extent to which the perceptions of the students matched those of their supervisors. The study found that: (1) students had a more limited understanding of the function of the DRS compared to that of their supervisors; (2) common understanding between the supervisors and the students about the nature and cause of the students' difficulties was limited; and (3) students tended to use limited proficiency as a default mode of explanation of their difficulties whereas

three out of the four supervisors offered explanations not related to second language proficiency.

<http://www.elsevier.com>

**06-278 BRANTMEIER, CINDY** (Washington U, USA; [cbrantme@artsci.wustl.edu](mailto:cbrantme@artsci.wustl.edu)), **Advanced L2 learners and reading placement: Self-assessment, CBT, and subsequent performance.** *System* (Elsevier) 34.1 (2006), 15–35.  
doi:10.1016/j.system.2005.08.004

At some universities in the USA many freshmen test directly into the advanced levels of Spanish language instruction where the goal is to prepare students for the reading of lengthy, authentic texts. With 71 advanced L2 learners of Spanish, the current research project attempts to determine the reliability of self-assessment, as determined by a questionnaire previously utilised for placement, to predict reading performance via computer-based testing (CBT) and subsequent reading achievement. All incoming freshmen completed self-assessment questions about L2 reading abilities before completing an online placement exam (OPLE). In order to assess subsequent reading performance, all students who tested into Advanced Spanish Grammar and Composition participated in an investigation during regular class time during the third week of class. Participants read a short story, completed three different comprehension assessment tasks and additional self-assessment items. Overall, results of the present study suggest that self-assessment of L2 reading ability, as measured before and after reading via a five-point scale, is not an accurate predictor variable for placement or subsequent performance. Advanced learners did not accurately estimate their L2 reading abilities as measured via CBT and in-class performance. Findings do not offer conclusive evidence about the value of self-assessment as a predictor of performance on CBT or as an indicator of subsequent classroom performance, but the current investigation provides indications as to the direction in which research on self-assessment of L2 reading needs to move. A more contextualized, criterion-referenced self-assessment instrument may be more beneficial for the placement of advanced readers in the USA. These results both echo and contradict prior research, which calls attention to the need for more investigations concerning instrumentation of self-assessment as a factor to be used in placement decisions for advanced learners.

<http://www.elsevier.com>

**06-279 BYRNE, BRIAN** (U New England, USA; [bbyrne@une.edu.au](mailto:bbyrne@une.edu.au)), **RICHARD K. OLSON, STEFAN SAMUELSSON, SALLY WADSWORTH, ROBIN CORLEY, JOHN C. DEFRIES & ERIK WILLCUTT, Genetic and environmental influences on early literacy.**

*Journal of Research in Reading* (Blackwell) 29.1 (2006), 33–49.

doi:10.1111/j.1467-9817.2006.00291.x

Prereading and early reading skills of preschool twin children in Australia, Scandinavia and the United States were explored in a genetically sensitive design (max. N = 627 preschool pairs and 422 kindergarten pairs). Analyses indicated a strong genetic influence on preschool phonological awareness, rapid naming and verbal memory. Print awareness, vocabulary and grammar/morphology were subject primarily to shared environment effects. There were significant genetic and shared environment correlations among the preschool traits. Kindergarten reading, phonological awareness and rapid naming were primarily affected by genes, and spelling was equally affected by genes and shared environment. Multivariate analyses revealed genetic and environmental overlap and independence among kindergarten variables. Longitudinal analyses showed genetic continuity as well as change in phonological awareness and rapid naming across the two years. Relations among the preschool variables of print awareness, phonological awareness and rapid naming and kindergarten reading were also explored in longitudinal analyses. Educational implications are discussed.

[http://www.blackwellpublishing.com/jnl\\_default.asp](http://www.blackwellpublishing.com/jnl_default.asp)

**06-280 CASTLES, ANNE** (U Melbourne, Australia; [acastles@unimelb.edu.au](mailto:acastles@unimelb.edu.au)), **TIMOTHY BATES, MAX COLTHEART, MICHELLE LUCIANO & NICHOLAS G. MARTIN, Cognitive modelling and the behaviour genetics of reading.** *Journal of Research in Reading* (Blackwell) 29.1 (2006), 92–103.  
doi:10.1111/j.1467-9817.2006.00294.x

While it is well known that reading is highly heritable, less has been understood about the bases of these genetic influences. In this paper, we review the research that we have been conducting in recent years to examine genetic and environmental influences on the particular reading processes specified in the DUAL-ROUTE cognitive model of reading. We argue that a detailed understanding of the role of genetic factors in reading acquisition requires the delineation and measurement of precise phenotypes, derived from well-articulated models of the reading process. We report evidence for independent genetic influences on the lexical and nonlexical reading processes represented in the dual-route model, based on studies of children with particular subtypes of dyslexia, and on univariate and multivariate genetic modelling of reading performance in the normally reading population.

[http://www.blackwellpublishing.com/jnl\\_default.asp](http://www.blackwellpublishing.com/jnl_default.asp)

**06-281 CHENG, AN** (Oklahoma State U, USA; [an.cheng@okstate.edu](mailto:an.cheng@okstate.edu)), **Understanding learners**

**and learning in ESP genre-based writing instruction.** *English for Specific Purposes* (Elsevier) 25.1 (2006), 76–89.  
doi:10.1016/j.esp.2005.07.002

ESP genre research has generated numerous descriptions and explanations of discipline-specific genre exemplars and has produced various pedagogical proposals. However, what learners learn from these genre descriptions and the resulting pedagogical proposals and how they develop as learners and writers of genres in ESP genre-based writing pedagogy is still a less-developed area of research. In this paper, I first examine previous studies and theoretical debates to argue for the importance of closely examining learners and learning in the ESP genre-based writing classroom. I then uncover two deeper issues that may be holding back this area of research: the need for more attention to the full intricacies of being a learner in ESP genre-oriented classroom and the lack of theories of learning that are sensitive to the unique conceptual framework and pedagogical realities of ESP genre-based writing classroom. I explore, with examples, how these two deeper issues can potentially transmit changes to the current ESP genre-based research agenda.

<http://www.elsevier.com>

**06–282 CONLON, ELIZABETH G., MELANIE J. ZIMMER-GEMBECK, PETER A. CREED & MELINDA TUCKER** (Griffith U, Australia; e.conlon@griffith.edu.au), **Family history, self-perceptions, attitudes and cognitive abilities are associated with early adolescent reading skills.** *Journal of Research in Reading* (Blackwell) 29.1 (2006), 11–32.  
doi:10.1111/j.1467-9817.2006.00290.x

This study evaluated a model of reading skills among early adolescents (N = 174). Measures of family history, achievement, cognitive processes and self-perceptions of abilities were obtained. Significant relationships were found between family history and children's single-word reading skills, spelling, reading comprehension, orthographic processing and children's perceived reading competence. While children with poor reading skills were five times more likely to come from a family with a history of reading difficulties, this measure did not account for additional variance in reading performance after other variables were included. Phonological, orthographic, rapid sequencing and children's perceived reading competence made significant independent contributions towards reading and spelling outcomes. Reading comprehension was explained by orthographic processing, nonverbal ability, children's attitudes towards reading and word identification. Thus, knowledge of family history and children's attitudes and perceptions towards reading provides important additional information when evaluating reading skills among a normative sample of early adolescents.

[http://www.blackwellpublishing.com/jnl\\_default.asp](http://www.blackwellpublishing.com/jnl_default.asp)

**06–283 FITZE, MICHAEL** (Dubai Women's College, Dubai), **Discourse and participation in ESL face-to-face and written electronic conferences.** *Language Learning & Technology* (<http://lt.msu.edu/intro.html>) 10.1 (2006), 67–86.

This study was a comparative investigation of face-to-face and written electronic conferences. The participants were advanced English as a second language (hereafter: ESL) students. The two types of conferences were compared in terms of textual features and participation. There was no statistically significant difference in the total number of words that students produced in an equivalent amount of time in the two types of conferences. The discourse in written electronic conferences displayed greater lexical range, and students in these conferences produced more discourse demonstrating interactive competence. The statistically significant finding of increased lexical range in written electronic conferences persisted even when the interactive discourse was eliminated from the conference transcripts and the transcripts were reanalyzed. This finding suggests that, during written electronic conferences, students were better able to use and practice a wider range of vocabulary related to the topics. For one of the groups, participation in written electronic conferences was more balanced among students, while for the other group participation was about equally balanced regardless of the conference setting. This last finding came as a surprise and points to a need for further research into variables that might mediate balanced participation in face-to-face and written electronic conferences.

<http://lt.msu.edu>

**06–284 GRIGORENKO, ELENA L.** (Yale U, USA & Moscow State U, Russia; elena.grigorenko@yale.edu), **DAMARIS NGOROSHO, MATTHEW JUKES & DONALD BUNDY, Reading in able and disabled readers from around the world: same or different? An illustration from a study of reading-related processes in a Swahili sample of siblings.** *Journal of Research in Reading* (Blackwell) 29.1 (2006), 104–123.  
doi:10.1111/j.1467-9817.2006.00295.x

In this article, we discuss two characteristics of the majority of current behaviour- and molecular-genetic studies of reading ability and disability, specifically, the ascertainment strategies and the populations from which samples are selected. In the context of this discussion, we present data that we collected on a sample of Swahili-speaking siblings from Tanzania. With this sample, we (1) explore the efficiency and practicality of the single proband sibpair design and (2) provide data on the predictability of reading and spelling performance using reading-related componential measures in a novel Swahili-speaking sample. Specifically, we present the selection criteria, discuss the pattern of behavioural and behaviour-genetic results obtained on the sample and compare these results with those available in the

literature. We report behavioural and behaviour-genetic correlations in this sample that are comparable with other studied samples in other languages, and discuss the similarities and differences. Thus, we demonstrate the suitability and effectiveness of the single sib ascertainment method for genetic analyses of reading ability and disability in novel samples in previously unstudied languages.

[http://www.blackwellpublishing.com/jnl\\_default.asp](http://www.blackwellpublishing.com/jnl_default.asp)

**06-285 HALLECK, GENE B.** (Oklahoma State U, USA; [halleck@okstate.edu](mailto:halleck@okstate.edu)) & **ULLA M. CONNOR,** **Rhetorical moves in TESOL conference proposals.** *Journal of English for Academic Purposes* (Elsevier) 5.1 (2006), 70–86. doi:10.1016/j.jeap.2005.08.001

The art of writing a successful conference proposal is an important task for many TESOL professionals. If the proposal is not accepted, they will not be able to present their paper, and thus may not be able to get funds to attend the conference. Despite its importance, there is little research regarding this genre. In the present study we describe the genre characteristics of the one-page 'summary' in the TESOL conference proposal, using a corpus of proposals submitted to the 1996 TESOL Conference. We identified rhetorical moves in each proposal (*territory, gap, goal, means, reporting previous research, outcomes, benefits, competence claim, importance claim*) and compared the use of these moves in proposals of three different subgenres (Research, Pedagogical and Administrative). Although we found certain combinations of moves in all three subgenres, we also found that variation in the sequencing of these moves depended not only on the specific audience but also on writers' individual style. These discoveries will help writers of proposals for future conferences attend to aspects of form, content and audience.

<http://www.elsevier.com>

**06-286 HAYIOU-THOMAS, MARIANNA E.** (U York, UK; [m.hayiou-thomas@psychology.york.ac.uk](mailto:m.hayiou-thomas@psychology.york.ac.uk)), **NICOLE HARLAAR, PHILIP S. DALE & ROBERT PLOMIN,** **Genetic and environmental mediation of the prediction from preschool language and nonverbal ability to 7-year reading.** *Journal of Research in Reading* (Blackwell) 29.1 (2006), 50–74. doi:10.1111/j.1467-9817.2006.00292.x

We use a genetically sensitive design to examine the relationship between language and nonverbal ability at 4½ and reading skills at 7 years of age in a sample of more than 1,000 children participating in the Twins Early Development Study. We find that nonphonological as well as phonological measures of early language make significant contributions towards the prediction of reading at 7, and that nonverbal ability at 4½ is an equally strong predictor. With respect

to aetiology, we find substantial genetic contributions towards the relationship between early language skills and reading at 7, as well as a trend towards shared environmental influences. The genetic continuity is not specific to the verbal domain, however, as we also find a substantial genetic relationship between nonverbal ability at 4½ and reading at 7.

[http://www.blackwellpublishing.com/jnl\\_default.asp](http://www.blackwellpublishing.com/jnl_default.asp)

**06-287 HOOD, SUSAN** (U Technology, Sydney, Australia; [sue.hood@uts.edu.au](mailto:sue.hood@uts.edu.au)), **The persuasive power of prosodies: Radiating values in academic writing.** *Journal of English for Academic Purposes* (Elsevier) 5.1 (2006), 37–49. doi:10.1016/j.jeap.2005.11.001

The notion of prosody in linguistics was originally applied to phonology by Firth (Palmer 1970) to refer to non-segmental features. Its use has been extended in Systemic Functional Linguistic theory to the levels of grammar and discourse semantics. Here it refers to the way that interpersonal meaning spreads or diffuses across clauses and across longer phases of discourse (Halliday 1994; Martin 1992, 1996). In this paper I explore how the notion of prosodies of interpersonal meaning can inform our understanding of the construction of evaluative stance in the introductions to academic research papers. I draw initially on Appraisal theory (Martin, 2000) and Martin & Rose (2003) to analyse expressions of ATTITUDE and GRADUATION. I then consider how such expressions are used in constructing different kinds of argument, with a particular focus on the prosodies of value that are established. An appreciation of the prosodic patterning of interpersonal meanings and an understanding of how they function in academic discourse, have important implications in the modelling of evaluative stance in texts in the teaching of English for Academic Purposes. There are also broader implications for discourse analytic research in terms of methods of coding values and of justifying coding decisions.

<http://www.elsevier.com>

**06-288 KEENAN, JANICE M.** (U Denver, USA; [jkeenan@du.edu](mailto:jkeenan@du.edu)), **REBECCA S. BETJEMANN, SALLY J. WADSWORTH, JOHN C. DEFRIES & RICHARD K. OLSON,** **Genetic and environmental influences on reading and listening comprehension.** *Journal of Research in Reading* (Blackwell) 29.1 (2006), 75–91. doi:10.1111/j.1467-9817.2006.00293.x

We report preliminary behaviour genetic analyses of reading and listening comprehension from The Colorado Learning Disabilities Research Center. Although the twin sample with these new measures is still of limited size, we find substantial, and significant, genetic influences on individual differences in both reading and listening comprehension. In addition, word

recognition and listening comprehension each accounted for significant INDEPENDENT genetic influences on reading comprehension. Together, they accounted for ALL the genetic influence on reading comprehension, indicating a largely genetic basis for the 'simple model' of individual differences in reading comprehension proposed by Hoover & Gough (1990).

[http://www.blackwellpublishing.com/jnl\\_default.asp](http://www.blackwellpublishing.com/jnl_default.asp)

**06-289 KOUTSANTONI, DIMITRA** (U Birmingham, UK; [dkoutsantoni@yahoo.com](mailto:dkoutsantoni@yahoo.com)), **Rhetorical strategies in engineering research articles and research theses: Advanced academic literacy and relations of power.** *Journal of English for Academic Purposes* (Elsevier) 5.1 (2006), 19–36. doi:10.1016/j.jeap.2005.11.002

Research articles and research theses constitute two key genres used by scientific communities for the dissemination and ratification of knowledge. Both genres are produced at advanced stages of individuals' enculturation in disciplinary communities present original research aim to persuade the academic community to accept new knowledge claims, and are the result of social negotiations between authors and disciplinary gatekeepers. However, despite their similarities, these two academic genres differ as regards the status of their authors in academic discourse communities and the power asymmetries between themselves and disciplinary gatekeepers. Awareness of these differences in relations of power and of the social forces behind the formation of genres, which are constituents of advanced academic literacy, defines the rhetorical strategies used by the authors of these two genres. This is revealed by a comparison of 17 research articles and nine samples of research theses from the fields of electronic and chemical engineering. The analysis of the texts focuses on the density and function of hedges and, in particular, discourse-based strategic hedges and of their personal or impersonal expression. The analysis indicates that students hedge more than expert authors and virtually wholly refrain from taking personal responsibility for their claims. Expert authors, on the other hand, hedge less than the students and often use personally attributed hedges. The comparison additionally indicates differences in the frequency of certain types of strategic hedges between RA authors and students.

<http://www.elsevier.com>

**06-290 KWAN, BECKY S. C.** (Hong Kong Baptist U, Hong Kong, China; [becky@hkbu.edu.hk](mailto:becky@hkbu.edu.hk)), **The schematic structure of literature reviews in doctoral theses of applied linguistics.** *English for Specific Purposes* (Elsevier) 25.1 (2006), 30–55. doi:10.1016/j.esp.2005.06.001

In thesis manuals and writing programs, the notions of 'introduction' and 'literature review' (LR) are often used

interchangeably to refer to the beginning chapters of a thesis. Samples of introductions from research articles and theses are sometimes employed to illustrate the structure and other features of an LR, which suggests that the introduction and the LR chapters belong to the same category of text. However, little work has been undertaken to confirm whether this is the case. This study seeks to identify the rhetorical structure of the LR chapter and compare it with the revised CARS model [Bunton, D. (2002). *Generic moves in Ph.D. thesis introductions*. In J. Flowerdew (Ed.), *Academic discourse* (pp. 57–75). London: Pearson Education] that has been posited for thesis introductions. The corpus examined is drawn from 20 doctoral theses produced by native English speaking students of applied linguistics. The findings reveal that many of the LR chapters display an Introduction–Body–Conclusion structure. Within the body part, the discussion is divided into thematic sections, each of which displays recursive move structures that are similar to those found in thesis introductions. Of three moves identified, Move 3 appears least frequently. Although most of the steps in Bunton's revised CARS model are present in the move structures, some new steps are also distinguished. The findings suggest that LRs and introductions may not be structurally entirely the same.

<http://www.elsevier.com>

**06-291 LEE, DAVID & JOHN SWALES** (Nagoya U, Japan; [david\\_lee00@hotmail.com](mailto:david_lee00@hotmail.com)), **A corpus-based EAP course for NNS doctoral students: Moving from available specialized corpora to self-compiled corpora.** *English for Specific Purposes* (Elsevier) 25.1 (2006), 56–75. doi:10.1016/j.esp.2005.02.010

This paper presents a discussion of an experimental, innovative course in corpus-informed EAP for doctoral students. Participants were given access to specialized corpora of academic writing and speaking, instructed in the tools of the trade (web- and PC-based concordancers) and gradually inducted into the skills needed to best exploit the data and the tools for directed learning as well as self-learning. After the induction period, participants began to compile two additional written corpora: one of their own writing (term papers, dissertation drafts, unedited journal drafts) and one of 'expert' writing, culled from electronic versions of published papers in their own field or subfield. Students were thus able to make comparisons between their own writing and those of more established writers in their field. At the end of the course, participants presented reports of their discoveries with some discussion of how they felt their rhetorical consciousness was raised and reflected on what further use they might be making of corpus linguistics techniques in their future careers. This paper gives an overview of how this course was structured, presents the kinds of discoursal and other linguistic phenomena examined and the sometimes surprising observations made, and reports on the pluses

and minuses of this corpus-informed course as a whole, seen from the point of view of both learners and instructors.

<http://www.elsevier.com>

**06–292 OKAMURA, A.** (Takasaki City U of Economics, Japan; [okamura@tcue.ac.jp](mailto:okamura@tcue.ac.jp)), **Two types of strategies used by Japanese scientists, when writing research articles in English.**

*System* (Elsevier) 34.1 (2006), 68–79.

doi:10.1016/j.system.2005.03.006

In investigations of the second-language writing process the aim of interviews and questionnaires has often been to find shared difficulties among them. However, in practice some writers are more successful than others. The aim of this study is to examine how some writers succeed in mastering scientific discourse in English, in a non-English speaking environment. Interviews were conducted with 13 Japanese researchers: 5 junior, 5 middle-ranking and 3 established. The analysis focuses not only on their difficulties, but also on their strategies to cope with them. Findings show that identification of their audience may distinguish established researchers from others. Another distinguishing characteristic seems to be their learning strategies, and these can be divided into two sets. The first set focuses on reading academic texts in their field (subject knowledge-oriented) to learn typical writing patterns. This practice was adopted by all. The second involves giving direct attention to mastering English speakers' language use (language-oriented strategies), but these were employed by only 2 junior and 3 established researchers. The majority seems to prefer simply to cope with their limited English, because of time constraints; however, efforts to adopt the second type would appear to pay off in the long run.

<http://www.elsevier.com>

**06–293 PECORARI, DIANE** (Mälardalen U, Sweden; [Diane.Pecorari@mdh.se](mailto:Diane.Pecorari@mdh.se)), **Visible and occluded citation features in postgraduate second-language writing.**

*English for Specific Purposes* (Elsevier) 25.1 (2006), 4–29.

doi:10.1016/j.esp.2005.04.004

As novice members of their academic discourse communities, postgraduates face the challenge of learning to write in ways which will be judged as appropriate by those communities. Two resources in this effort are students' own observations of the features of published texts in their disciplines, and feedback on their texts from teachers and advisors. These resources depend, though, on the extent to which textual features can be observed. Swales [Swales, J. M. (1996). Occluded genres in the academy: The case of the submission letter. In E. Ventola & A. Mauranen (eds.), *Academic writing: Intercultural and textual issues*, pp. 45–58. Amsterdam:

John Benjamins] has noted the existence of OCCLUDED academic genres. The notion of occlusion is extended here to refer to the FEATURES of academic texts which are not ordinarily visible to the reader. One important area of occlusion is citation and, specifically, the relationship between a reference to a source and the source itself. This article reports the findings of an investigation into three visible and occluded features of postgraduate second-language writing. The novice writers in this study were found to respond to their disciplines' expectations in terms of the visible aspects of source use, but with regard to the occluded features their writing diverged considerably from received disciplinary norms. The findings also suggest that, with respect to disciplinary norms, a gap may exist between what is prescribed and what is practiced.

<http://www.elsevier.com>

**06–294 PILLER, BONNIE & MARY JO SKILLINGS** (California State U, San Bernardino, USA; [bpiller@csusb.edu](mailto:bpiller@csusb.edu)), **English language teaching strategies used by primary teachers in one New Delhi, India, school.** *TESL-EJ* ([www.tesl-ej.org](http://www.tesl-ej.org)) 9.3 (2005), 23 pp.

This study investigated teacher behaviours, lesson delivery and sequence of content and learning expectations used by K-5 teachers at one school in New Delhi, India. This research brings broader understanding of strategies for teaching English reading and writing to students whose first language is not English. The rationale for the study stems from the need to gain greater international perspective of the teaching of English learners. Results reflect analysis of classroom observation field notes, face-to-face interviews with thirty three teachers and administrators, digital photo journaling, and artefacts. The theoretical framework for this study draws from Collier's Conceptual Model, Acquiring a Second Language, explaining the complex interacting factors students experience when acquiring a second language, and the work of Dorothy Strickland outlining effective literacy instruction. Emerging from the data are nine effective teaching strategies that teachers of English learners can add to their repertoire.

<http://writing.berkeley.edu/tesl-ej>

## Language testing

doi:10.1017/S0261444806243702

**06–295 ELDER, CATHERINE** (Monash U, Australia), **Evaluating the effectiveness of heritage language education: What role for testing?**

*International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 8.2&3 (2005), 196–212.

This paper considers the role of tests in evaluating the effectiveness of a government-funded initiative to

teach heritage languages in selected Australian schools. External evaluations were commissioned by the central educational authority and included a pre- and post-test requirement, although the nature and purpose of the tests was not specified. Drawing on illustrative data from four heritage language (HL) programmes (for learners of Chinese, Vietnamese and Arabic), the paper discusses the dilemmas faced by the evaluators in implementing the testing programme and in interpreting the test results. While the experience of testing in these schools suggests the need for extreme caution in using score gains as the sole source of evidence for determining programme effectiveness, it is argued that the process of devising and implementing such tests is valuable in that it forces the schools concerned to make explicit programme goals and the kinds of data that they would accept as evidence that these goals are being achieved. In addition, while the tests used are inadequate measures of genuine learning, they provide insights into the workings of each programme that would not otherwise have been available. The paper concludes with a number of recommendations for more effective use of language tests in HL education contexts.

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

**06-296 FEHRING, HEATHER, Critical, analytical and reflective literacy assessment:**

**Reconstructing practice.** *Australian Journal of Language and Literacy* (Australian Literacy Educators' Association) 28.2 (2005), 95-113.

The 'Information Age' of the new millennium is a world where global and multicultural education, internationalisation of the curriculum and the notion of multiliteracies exist. In this world of new learning it is no longer feasible to speak of literacy as if it were a unitary concept. Learners in the Information Age must access, understand, transform and transmit information using the new mediums of information communication technology (ICT). Building a portfolio of students' work from a range of multimodal and multidimensional assessment techniques provides the rich data from which teachers and students themselves can build up a profile of a learner's literacy competence. This paper explores a range of innovative literacy assessment data gathering techniques such as personalised literacy assessment matrices, rubrics, digital accumulative literacy assessment portfolios, and online assessment. However, it is still important to keep in mind that all literacy assessment strategies highlight the importance of teacher judgement as being fundamental to efficient and effective literacy assessment and reporting practices in the classroom. Professionally informed teachers who are articulate, knowledgeable and reflective practitioners are the change agents of the future.

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

**06-297 JENKINS, JENNIFER** (King's College London, UK; [Jennifer.jenkins@kcl.ac.uk](mailto:Jennifer.jenkins@kcl.ac.uk)), **The spread of EIL:**

**A testing time for testers.** *ELT Journal* (Oxford University Press) 60.1 (2006), 42-50.  
doi:10.1093/elt/cci080

This article argues that recent changes in both users and uses of English have become so far-reaching that a major rethink of English language teaching (ELT) goals is called for. In particular, the changes are related to the spread of English as an international language (EIL). The author claims, however, that any revisions to ELT goals must be preceded by a substantial overhaul of English language testing, given that teachers and learners alike will be reluctant to embrace any curriculum change that is not reflected in the targets set by the major examination boards.

<http://eltj.oxfordjournals.org>

**06-298 LEUNG, CONSTANT & JO LEWKOWICZ** (King's College London, UK), **Expanding horizons and unresolved conundrums: language testing and assessment.** *TESOL Quarterly* (Teachers of English to Speakers of Other Languages) 40.1 (2006), 211-234.

Since the last *TESOL Quarterly* commemorative issue 15 years ago, there have been too many important developments in language testing and assessment for all of them to be discussed in a single article. Therefore, this article focuses on issues that we believe are integrally linked to pedagogic and curriculum concerns of English language teaching. Although the discussion has been organised into two main sections, the first dealing with issues relating to formal tests and the second to broader concerns of assessment, we highlight the common themes and concerns running through both sections in the belief that testing and assessment are two sides of the same educational coin. In the first section we address the issue of test authenticity, which underscores much of language testing enquiry. We consider developments in the field's understanding of this notion and suggest that relating test authenticity to target language use may be necessary but insufficient without considering authenticity as it is operationalised in the classroom. In the second section, acknowledging current concerns with standardised psychometric testing, we broaden the discussion to issues of validity, ethics and alternative assessment. We first consider the intellectual climate in which the debates on such issues has developed and the relevance of these deliberations to pedagogy and curriculum. We then discuss some of the key issues in current classroom-based teacher assessment that are related to and can inform student second language competence and teacher professional knowledge and skills. We end by projecting how the current globalisation of English may affect the understanding of authenticity and how this understanding is likely to affect testing and assessment practices worldwide.

<http://www.tesol.org>

**06–299 TAYLOR, LINDA** (The U Cambridge Local Examinations Syndicate, UK; [taylor.l@ucles.org.uk](mailto:taylor.l@ucles.org.uk)), **The changing landscape of English: Implications for language assessment.** *ELT Journal* (Oxford University Press) 60.1 (2006), 51–60. doi:10.1093/elt/cci081

This article offers a response to the comments and claims made in Jennifer Jenkins' article, 'The spread of EIL [English as an international language]: a testing time for testers'. It examines some assumptions underpinning her views and responds to claims about current policy and practice in English language testing. It goes on to explain the key factors which frame the way in which examination boards deal with varieties of English in their tests and discusses the contribution that the language testing community can make to increase our understanding of language variation.

<http://eltj.oxfordjournals.org>

## Teacher education

doi:10.1017/S0261444806253709

**06–300 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 knowledge is sufficient for measuring good teaching. A small group of research studies is called upon to support this contention. This article reviews these studies, analyzes 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>

**06–301 ARNOLD, NIKE** (U Tennessee, USA; [mnarnold@utk.edu](mailto:mnarnold@utk.edu)) & **LARA DUCATE,** **Future foreign language teachers' social and cognitive collaboration in an online environment.** *Language Learning & Technology* (<http://lt.msu.edu/intro.html>) 10.1 (2006), 42–66.

Discussion boards provide an interactive venue where new and future language teachers can reflect, evaluate,

solve problems or simply exchange ideas (e.g. Bonk, Hansen, Grabner-Hagen, Lazar & Mirabelli 1996; Kumari 2001; DeWert, Babinski & Jones 2003; Pawan, Paulus, Yalcin & Chang 2003). In addition, encouraging future teachers to LEARN with technology before TEACHING with it allows them to become comfortable using various computer applications. This article examines transcripts from a semester-long asynchronous discussion between foreign language methodology classes at two different universities. Social and cognitive presence in the discussions was analyzed using Garrison, Anderson & Archer's Framework of a Community of Inquiry (2001). The results indicate that students engaged in a high degree of interactivity as well as all types of social and cognitive presence. These findings indicate that students not only progressed in their cognitive understanding of the pedagogical topics, but also employed social presence, the more dominant of the two, to aid their discussions. The topics seemed to play an important role in the type of cognitive activity evident in the discussions. These results differ from those of studies which found that students did not engage in interactivity (Henri 1995; Pena-Shaff & Nicholls 2004) and others which noted low levels of social presence (Garrison et al. 2001; Meyer, 2003).

<http://lt.msu.edu>

**06–302 BALLEET, KATRIJN, GEERT KELCHTERMANS** (U Leuven, Belgium) & **JOHN LOUGHRAN,** **Beyond intensification towards a scholarship of practice: Analysing changes in teachers' work lives.** *Teachers and Teaching: Theory and Practice* (Routledge/Taylor & Francis) 12.2 (2006), 209–229.

doi:10.1080/13450600500467415

During the last two decades teachers in many countries have found themselves facing new demands and changes. In his 'intensification thesis' Apple made a powerful attempt to conceptualize and explain these changes: the growing economic and management oriented perspective on education leads to intensification of teachers' work, implying deskilling and deprofessionalisation. This article argues for three refinements of this 'intensification thesis'. First, the experience of intensification is not only induced by changes at the macro level, but there appear to be multiple sources for intensification. Secondly, the intensification impact does not operate in a linear and automatic way, but is mediated. Finally, the impact of intensification turns out to be different among different teachers. Thus, we argue for an alternative form of professionalisation (as an answer to the growing intensification of teachers' work) through the acknowledgement of teachers' specific knowledge base as well as the need to develop it (even if this implies more work). Teachers' professional development therefore needs to go hand in hand with efforts to 'buffer' the threat of intensification.

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

**06-303 BORG, MICHAELA** (Northumbria U, UK; mborg13@yahoo.com), **A case study of the development in pedagogic thinking of a pre-service teacher.** *TESL-EJ* (www.tesl-ej.org) 9.2 (2005), 30 pp.

Within education there has been considerable research into the process of learning to teach. This has often taken the form of investigations of trainee-teachers' knowledge and beliefs. However, within English Language Teaching, empirical research into the development of trainees' thinking whilst taking a formal training programme is limited. This article reports on a case study of a pre-service (CELTA [Certificate in English Language Teaching to Adults]) course and takes as its focus an in-depth look at the development of one trainee. The trainee, Penny, despite her ab-initio status, held strong beliefs about teaching which interacted with her experience of the training programme in sometimes complex ways. Whilst some of her pre-course beliefs showed elaboration and a deepening understanding, others were remarkably resistant to change. One particular area where she did evidence a growth in her understanding, was in the shift of her perspective on grammar from that of a learner to that of a teacher.

<http://writing.berkeley.edu/tesl-ej>

**06-304 BURTON, JILL** (U South Australia; Jill.Burton@unisa.edu.au), **The importance of teachers writing on TESOL.** *TESL-EJ* (www.tesl-ej.org) 9.2 (2005), 18 pp.

Teachers involved in research and reflective practice are faced with the challenge of writing up their findings, both as a means of interpretation and in order to share it with the profession. In this article, the author examines the kinds of writing produced and published by teachers, and considers a corpus of published teacher writing – the Case studies in TESOL practice series (CSS). Sixteen volumes, published since 2000, involving 265 different authors, are overviewed. Analysis of the CSS corpus, with quotations, leads to summaries of the teacher-writers' roles, of the topics covered, the circumstances of writing, and outcomes. Discussion of these emphasises the 'common sense' of the teacher-writers' reflections, and the value of written reflection in qualitative enquiry. The author concludes by referring to the next stage of this research: to survey teacher-writers on their perceptions of the writing process, and points to a need for further research into teachers' experiences of public writing, and the kinds of published writing they want to read on teaching.

<http://writing.berkeley.edu/tesl-ej>

**06-305 CURTIS, ANDY** (Queen's U, Canada; curtisa@post.queensu.ca) & **MARGIT SZESTAY, The impact of teacher knowledge seminars:**

**Unpacking reflective practice.** *TESL-EJ* (www.tesl-ej.org) 9.2 (2005), 16 pp.

This paper reports on the learning outcomes described by experienced teachers attending a program designed to enable them to come together to engage in professional development through structured and systematic reflective practice. In the first part of the paper, we look briefly at some of the challenges of defining 'reflective practice'. We then describe the particular project we worked with, and present the collection and analysis of interviews with seven teachers and survey data from thirty-five teachers working within and near to schools in Vermont, USA. Six themes emerged from the teachers' responses: (i) renewed enthusiasm for teaching, (ii) looking at teaching with 'fresh eyes', (iii) shifts in understanding teaching, (iv) becoming more reflective and aware as teachers, (v) enhancing the quality of student learning, and (vi) building professional communities. These recurring themes are discussed in relation to teachers' knowledge, beliefs and learning and in relation to teachers' ways of knowing.

<http://writing.berkeley.edu/tesl-ej>

**06-306 DAY, CHRISTOPHER, GORDAN STOBART, PAM SAMMONS & ALISON KINGTON** (U Nottingham, UK), **Variations in the work and lives of teachers: Relative and relational effectiveness.** *Teachers and Teaching: Theory and Practice* (Routledge/Taylor & Francis) 12.2 (2006), 169–192. doi:10.1080/13450600500467381

The VITAE (Variations in the Work and Lives of Teachers and their Effectiveness) project is a four-year (2001–2005) research study, commissioned by the Department for Education and Skills, conducted with 300 teachers in 100 schools in seven local education authorities in England. The project aimed to identify factors that may affect teachers' work and lives over time and how these factors may, in turn, impact on their teaching and subsequent pupil progress and outcomes. It combined quantitative and qualitative methods of data collection and analysis in order to define and examine notions of teachers' relational and relative effectiveness. The first part of the paper addresses the nature of effectiveness and three key themes relating to the changing contexts of teachers' work, lives and effectiveness: the challenge of reform to notions of professionalism; professional identities; changes in teachers' work and lives. The research design and early findings and their effects upon the development of the research form the second part. The final part of the paper discusses three sets of understandings which are fundamental to any consideration of teachers' work, lives and effectiveness: relative and relational effectiveness; teacher identities; teachers' life and work contexts. The research suggests that policy-makers, school leaders and teachers themselves need to attend to these if teacher recruitment, retention and standards are to improve.

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

**06-307 DEVELLOTTE, CHRISTINE** (Ecole Normale Supérieure Lettres et Sciences Humaines, Lyon, France; cdevelotte@ens-lsh.fr), **FRANCOIS MANGENOT & KATERINA ZOUROU, Situated creation of multimedia activities for distance learners: Motivational and cultural issues. *ReCALL* (Cambridge University Press) 17.2 (2005), 229–244. doi:10.1017/S0958344005000625**

This paper discusses the design and implementation of a task-oriented collaborative learning (and training) experimental project that was carried out with future language teachers. More specifically, a class of sixteen French students enrolled in a Masters of Education course were asked to create multimedia resources for a group of Australian students with no prior knowledge of French. This paper deals only with issues concerning French students' multimedia creations, not with the second phase of interactions with the Australian target group. The theoretical background is situated and collaborative learning and training: the French students worked in pairs, creating multimedia activities based on their culture for real students in a different location. They communicated with each other during weekly classes and via a groupware tool. A triangulated data method was used incorporating the students' multimedia outcome, questionnaires and semi-directive interviews. The following issues are discussed: what is the effect of such situated learning settings on motivation, commitment and computer literacy? What image did the French students have of the Australian students and which cultural aspects did they try to convey? [http://journals.cambridge.org/jid\\_REC](http://journals.cambridge.org/jid_REC)

**06-308 GEBHARD, JERRY G.** (Indiana U Pennsylvania; jgebhard@iup.edu), **Teacher development through exploration: Principles, ways, and examples. *TESL-EJ* ([www.tesl-ej.org](http://www.tesl-ej.org)) 9.2 (2005), 15 pp.**

To truly develop as teachers, we need to be free to explore teaching, and exploration can be based on a set of principles and ways to explore. Principles can include: (1) transcending the goal of improving our teaching by aiming at seeing teaching differently, (2) taking responsibility for our own teaching while recognizing the need for others, (3) taking a non-prescriptive stance; (4) basing teaching decisions on description, (5) being non-judgmental, (6) being reflective, (7) going beyond a problem solving attitude, and (8) exploring through different avenues, such as by trying the opposite of what we normally do. There are a variety of ways to explore our teaching. Three ways I highly recommend and discuss and illustrate through examples include (1) self-observation, (2) observation of other teachers, and (3) talk with other teachers about what we observe in a non-judgmental and non-prescriptive way.

<http://writing.berkeley.edu/tesl-ej>

**06-309 GORDON, JUNE A.** (U California-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 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 postwar first-world nation – increased parental education, material affluence, and a liberalization 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>

**06-310 GORSUCH, GRETA J.** (Texas Technical U, USA; greta.gorsuch@ttu.edu), **Discipline-specific practica for international teaching assistants. *English for Specific Purposes* (Elsevier) 25.1 (2006), 90–108. doi:10.1016/j.esp.2005.06.003**

A topic of continued discussion has been whether international teaching assistant (ITA) education is best done within academic departments, or within university-wide programs organized by English as a Second Language (ESL) specialists. This report describes a pilot ITA practicum which may potentially combine the best of both approaches: Academic departments which seek to help ITAs learn how to teach within their disciplines, and a university-wide ESL program which is committed to developing ITAs' classroom communication skills. Through a cooperative effort, an ESL specialist and five academic departments paired 15 pre-service ITAs with experienced TA or ITA mentors, with the intention that over an entire semester, the ITAs would attend the mentors' classes, observe and listen to them teaching, and interact with and teach students. Using a student- and response-based evaluation approach, the report investigated the extent to which ITAs' participation in the practica generated significant opportunities for ITAs' second language acquisition in discipline-specific settings. Data from ITAs and mentors suggested that participants found the practica to be worthwhile and that ITAs had some opportunities to attend to input, interact with US undergraduates, and engage in comprehensible output. However, observations of ITAs in two departments revealed that opportunities for second language development varied depending on the format of the classes (lab versus lecture), and on personal attributes of ITAs. Although

the study is limited, the results suggest the need for continuing the practica with revisions, as well as an overall need to conduct investigations into ITA second language acquisition as constrained by sociocultural contexts and ITA choices.

<http://www.elsevier.com>

**06-311 HANSON, JANE L.** (U Iowa, USA; jane-hanson@uiowa.edu), **SVETLANA DEMBOVSKAYA & SOOJUNG LEE, CALL research archive: How can an online knowledge base further communication among second language professionals?** *ReCALL* (Cambridge University Press) 17.2 (2005), 245–253.  
doi:10.1017/S0958344005000728

The inspiration for our project arose from a perceived gap between research in foreign/second language learning and classroom practice. In order to address this issue, we created a web site containing summaries of seminal articles in the area of CALL – computer assisted language learning. The summaries are useful for many teachers who do not have time to read full text journal articles and understand the statistical terms, but would like to take advantage of the research findings. Researchers will receive feedback from teachers in the form of comments, which may give insight for further research. Other features of the website are: a database of teachers' comments and demographic information, keyword search, index, glossary, chronological and alphabetical bibliography, links to research archives and sites assisting with statistical terminology and design of experiments.

[http://journals.cambridge.org/jid\\_REC](http://journals.cambridge.org/jid_REC)

**06-312 HOLMES, JOHN** (U Leeds, UK; j.l.holmes@education.leeds.ac.uk) & **MARIA ANTONIETA ALBA CELANI, Sustainability and local knowledge: The case of the Brazilian ESP Project 1980–2005.** *English for Specific Purposes* (Elsevier) 25.1 (2006), 109–122.  
doi:10.1016/j.esp.2005.08.002

On the occasion of the 25th anniversary of the Brazilian ESP Project, this paper discusses why it has been able to sustain itself and develop over such a long period. The analysis focuses on two main areas of decision-making which led to this success: the structure of the project itself and the ESP methodology which was developed. Comparing the Brazilian experience with that of other projects, the paper identifies a number of decisions which determined the process-based nature of the project structure. These were crucial in ensuring a flexible and responsive administrative structure and enabled participants to feel 'ownership' of the project. With regard to the ESP methodology developed, the paper highlights the way that a 'Brazilian' or 'Latin' approach to the teaching of ESP was

developed. In both areas the importance of using a local knowledge approach to decision-making is emphasised.

<http://www.elsevier.com>

**06-313 JOHNSON, KAREN** (Pennsylvania State U, USA), **The sociocultural turn and its challenges to second language teacher education.** *TESOL Quarterly* (Teachers of English to Speakers of Other Languages) 40.1 (2006), 235–257.

Although the overall mission of second language (L2) teacher education has remained relatively constant, that is, to prepare L2 teachers to do the work of this profession, the field's understanding of that work – of who teaches English, who learns English and why, of the sociopolitical and socioeconomic contexts in which English is taught, and of the varieties of English that are being taught and used around the world – has changed dramatically over the past 40 years. This article examines the epistemological underpinnings of a more general sociocultural turn in the human sciences and the impact that this turn has had on the field's understanding of how L2 teachers learn to do their work. Four inter-related challenges that have come to the forefront as a result of this turn are discussed: (a) theory/practice versus praxis, (b) the legitimacy of teachers' ways of knowing, (c) redrawing the boundaries of professional development, and (d) 'located' L2 teacher education. In addressing these challenges, the intellectual tools of inquiry are positioned as critical if L2 teacher education is to sustain a teaching force of transformative intellectuals who can navigate their professional worlds in ways that enable them to create educationally sound, contextually appropriate and socially equitable learning opportunities for the students they teach.

<http://www.tesol.org>

**06-314 KUPETZ, RITA & BIRGIT ZEIGENMEYER** (U Hannover, Germany; Rita.Kupetz@anglistik.uni-hannover.de), **Blended learning in a teacher training course: Integrated interactive e-learning and contact learning.** *ReCALL* (Cambridge University Press) 17.2 (2005), 179–196.  
doi:10.1017/S0958344005000327

The paper discusses a blended learning concept for a university teacher training course for prospective teachers of English. The concept aims at purposeful learning using different methods and activities, various traditional and electronic media, learning spaces covering contact and distance learning, and task-based learning modules that begin with multimedia-based case stories. The learning concept is based on theories of situated learning in multimedia-enhanced learning environments. The activities discussed include classroom recordings and multimedia-based case stories, an electronic interview

with an expert who is an experienced grammar school teacher, and mini-practices, which implement micro teaching in a classroom setting. Case stories used as a didactic tool in teacher education are supposed to contribute to a closer and more reflective relationship between theory-driven and practically-oriented aspects of teacher education. The multimedia-based case stories are hypertexts designed as essential components of computer-based learning modules that support various ways and styles of learning. Students worked with the case story material either in guided or in self-regulated scenarios several times during the course. Three types of learners could be distinguished: students who mainly create and apply experiences, students who mainly study the theoretical resources, and students who create with focused selection of resources. The e-interview promotes an exchange between theory and practical teaching and experience with this format of e-learning at the same time. The mini-practice offers guided insights into analyzing teaching materials, hands-on experiences with lesson planning and the experience of acting as a teacher in an authentic teaching context. Furthermore, the mini-practice is meant to help the students broaden their perspectives on 'English lessons at school' and change their perspective, that is, from a pupil's to a prospective teacher's. These activities combine contact learning and interactive e-learning. This combination is highly appreciated by our learners and represents our concept of integrated interactive e-learning and contact learning.

[http://journals.cambridge.org/jid\\_REC](http://journals.cambridge.org/jid_REC)

**06-315 LLOYD, ROSEMARIE, Considerations in survey design, data analysis and presentation: A guide for ELT practitioners.** *English in Australia* (www.englishaustralia.com.au) 22.2 (2005), 25 pp.

This paper focuses on questionnaire research and takes the reader from the initial steps of questionnaire design to presentation of results. Design issues covered include choosing items to investigate a particular topic, method of analysis and sample size, selecting a response format for the items, questionnaire layout and finally pilot testing. This is followed by an exploration of different methods of survey distribution, administration, and data management. The final section of the paper includes some of the most frequently used types of analysis and their presentation in publications.

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

**06-316 LYONS, NONA** (U College Cork, Ireland), **Reflective engagement as professional development in the lives of university teachers.** *Teachers and Teaching: Theory and Practice* (Routledge/Taylor & Francis) 12.2 (2006), 151-168. doi:10.1080/13450600500467324

This paper takes up two important issues in the professional development of university teachers: the

controversy surrounding reflective inquiry and its purported benefits for professional development and the lack of research on what teachers learn from reflective inquiry and how that affects and/or changes their professional practice. Specifically, the article asks what is reflective engagement and to what uses do university faculty put reflective engagement over time? Drawing on data from a study of 20 faculty members of the National University of Ireland at University College Cork (UCC) who created a teaching portfolio to compete for an award for excellence in teaching, I first demonstrate empirically how a greater conscious awareness of the act of teaching is facilitated by the creation of a reflective teaching portfolio. Then, through brief case studies, I examine specific uses three UCC teachers made of insights from their portfolio reflections and how they redirected their practice because of what they discovered. Patterns of redirection suggest that professional development through reflective engagement results from a subtle interaction of personal, professional and institutional elements. I offer a refined definition of reflective engagement and its processes to contribute to current discussions about a needed, shared understanding of it to carry out research and I present a small set of vignettes to suggest potential hypotheses for future investigations of its effects and meaning in the professional lives of university teachers.

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

**06-317 NAPIER, JEMINA** (Macquarie U, Australia), **Making learning accessible for sign language interpreters: A process of change.** *Educational Action Research* (Oxford, UK) 13.4 (2005), 505-524. doi:10.1080/09650790500200342

This article outlines an innovative project conducted at Macquarie University in order to instigate a change in the delivery of the Postgraduate Diploma in Auslan/English Interpreting. This is the first reported educational change project focusing on the training of sign language interpreters. The goal of the project was to research and develop a new curriculum, and delivery mode for the program so that it could be offered in external (distance) mode, and therefore made accessible to potential students from all over Australia. Action research was used to guide the process as it provided a framework for evaluation. The project demonstrates that interpreters can be trained effectively using a blended approach to distance education, and that action research can be used as an effective approach to the implementation of educational change in an emerging field.

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

**06-318 ORLAND-BARAK, LILY** (U Haifa, Israel), **Convergent, divergent and parallel dialogues: Knowledge construction in professional**

**conversations.** *Teachers and Teaching: Theory and Practice* (Routledge/Taylor & Francis) 12.1 (2006), 13–31.

doi:10.1080/13450600500364547

Situated in the context of a one year in-service professional development program for mentors in Israel, this study explored the process and content of mentors' professional conversations as opportunities for collaboratively constructing knowledge about mentoring. The analysis of the monthly conversations, conducted throughout an entire academic year, followed recurrent cycles of close interpretative readings to identify issues of process, content, and learning throughout the conversations. The analysis of the process of the conversations yielded the identification of three different forms of dialogues that operated complementarily in the conversations: 'Convergent dialogues', 'parallel dialogues' and 'divergent dialogues'. Analysis of the content of the conversations revealed that each of these dialogues constituted unique opportunities for participants to co-construct meanings about a different dimension of the practice of mentoring. In 'convergent dialogues' participants mediated understandings that converged into learning about possible solutions to a particular dilemma in mentoring. 'Divergent dialogues' featured participants' use of the conversation space to depart from their personal contexts of mentoring in order to explore, compare and make connections across practices. In these dialogues participants shifted the focus of the conversation to issues outside their particular contexts, engaging in a kind of theorizing about mentoring. In 'parallel dialogues', participants used the conversation space as a setting for developing their own ideas in a kind of 'dialogue with themselves'. These dialogues provided important opportunities for participants to discriminate and dispute their own ideologies and fixed assumptions. The study suggests that the value of professional support frameworks designed around a conversation component lies both in its potential for creating different and varied kinds of dialogues, as well as in the active role that the facilitator or 'mentor of mentors' plays in identifying the different dialogic possibilities in professional conversations.

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

**06–319 ORLAND-BARAK, LILY** (U 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 inter-related 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>

**06–320 PHILLIPS, RACHEL & SANDRA HOLLINGSWORTH** (San José State U, USA), **From curriculum to activism: A graduate degree program in literacy to develop teachers as leaders for equity through action research.**

*Educational Action Research* (Routledge/Taylor & Francis) 13.1 (2005), 85–102.

doi:10.1080/09650790500200278

This article presents findings from a two-year reflexive action research study of a cohort-based Master's degree program in literacy for practising teachers. Questions revolved around whether and how the program brought about changes in candidates' conceptions about literacy, expertise in literacy, and leadership/activist skills to foster equity in their classrooms and schools. Faculty used data from action research to make cyclical changes to the program each semester. Data sources included candidate interviews, e-mail correspondence, course notes, classroom observations, questionnaires and a survey. The candidates own evolving action research projects within their schools also became data sources. A qualitative analysis suggests that the program was generally successful in meeting its goals. The elements of the program contributing to its success were: the evolving program design based on action research data; the collegiality of the cohort; broadening conceptions of literacy; learning action research; and developing leadership skills. Factors contributing to factors around which candidates failed to meet these goals are also explored.

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

**06–321 RUST, FRANCES** (New York U, USA) & **ELLEN MEYERS, The bright side: Teacher research in the context of educational reform and policy-making.** *Teachers and Teaching: Theory and Practice* (Routledge/Taylor & Francis) 12.1 (2006), 69–86.

doi:10.1080/13450600500364542

This paper focuses on the Teachers Network Leadership Institute (TNLI), an initiative designed to bring the voice of teachers into the educational policy arena through teacher action research. We view teachers' research on teaching and on school processes as an important means through which to expose the various

sources of tension between policy and teaching, as well as to elucidate the impact of education policies on teachers' practice. For the purposes of this paper, four teacher studies were selected as representative of the quality of work that the TNLI teachers are producing and as referents for our discussion of the unseen and public or 'bright' sides of teacher research. In addition, we have used surveys, questionnaires and interviews with TNLI participants to assess the impact of TNLI on their teaching, their students, their schools and districts, as well as on teachers' knowledge of policy-making. We find that teachers sharing research within teacher networks like TNLI constitutes a significant opportunity for professional development and can help teachers to build bridges across classrooms and schools, to the academy and to the larger policy community by opening up understandings of practice. The negotiation of meaning that ensues can make transparent the ways in which policy is translated into practice and it can highlight opportunities for policy reform.

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

**06-322 SCHMIDT, CLEA** (U Manitoba, Canada; [schmidtc@cc.umanitoba.ca](mailto:schmidtc@cc.umanitoba.ca)), **From teacher candidates to ESL ambassadors in teacher education.** *TESL-EJ* ([www.tesl-ej.org](http://www.tesl-ej.org)) 9.2 (2005), 11 pp.

This paper analyzes the process and impact of a pre-service teacher education course assignment that engaged teacher candidates in developing and delivering an ESL professional development night for faculty colleagues and teachers from the field. The night involved a reader's theatre performance and follow-up discussion of Tara Goldstein's (2003) play *Hong Kong, Canada*, exploring issues facing students and teachers in a multilingual high school, as well as a resource display containing content-based ESL lessons and resources developed by the candidates. Feedback received from teacher candidates who organized and led the session suggests that the evening was successful in enhancing candidates' ESL-related and professional confidence, and helping them apply learning from the course in practical and meaningful ways. Situating findings within the context of ESL teacher education in Manitoba, implications for collaborative curriculum development and bridging the theory/practice divide are discussed.

<http://writing.berkeley.edu/tesl-ej>

**06-323 SILVA, MARIMAR DA** (U Federal de S Catarina, Brazil; [marimars@bol.com.br](mailto:marimars@bol.com.br)), **Constructing the teaching process from inside out: How pre-service teachers make sense of their perceptions of the teaching of the four skills.** *TESL-EJ* ([www.tesl-ej.org](http://www.tesl-ej.org)) 9.2 (2005), 19 pp.

This study aimed at investigating the perceptions Brazilian pre-service teachers hold concerning the teaching of the four skills in English as a foreign language, with a view to understanding how perceptions

relate to pedagogical practice. Data were collected during the pre-service teachers' teaching practicum and the analysis, based on six sets of information, revealed that the pre-service teachers' perceptions stem from two types of knowledge: the theoretical knowledge and the experiential knowledge built up on their apprenticeship of observation and the memories of their lived experiences. Moreover, the perceptions the pre-service teachers have of these two types of knowledge work as tenets for them to interpret and understand their teaching, as filters through which the theoretical knowledge is viewed, as a source of teachers' knowledge, and as triggers of conflicts and dilemmas as well.

<http://writing.berkeley.edu/tesl-ej>

**06-324 SIVELL, JOHN** (Brock U, Canada; [jsivell@brocku.ca](mailto:jsivell@brocku.ca)), **Second language teacher education in Canada: The development of professional standards.** *TESL-EJ* ([www.tesl-ej.org](http://www.tesl-ej.org)) 9.2 (2005), 7 pp.

The institution of professional standards for Adult ESL is one of the most influential developments in Canadian second language teacher education in recent years. As a major innovation in practice and values, this initiative has interesting implications not only for the content of the standards themselves, but also for the process by which the change is being accomplished. In particular, heterophilous communication (communication between individuals or bodies with different group affiliations) has played a significant role in both the definition and the diffusion of these standards. While some differences in approach may still be observed, in general a remarkable level of support has already been achieved and there is every reason to anticipate that the professional standards movement will continue contributing to the evolution of second language teacher education programs and to the profile of the profession across the country.

<http://writing.berkeley.edu/tesl-ej>

**06-325 SOMEKH, BRIDGET** (Manchester Metropolitan U, UK), **Constructing intercultural knowledge and understanding through collaborative action research.** *Teachers and Teaching: Theory and Practice* (Routledge/Taylor & Francis) 12.1 (2006), 87-106.  
doi:10.1080/13450600500365460

Action researchers frequently find themselves caught in a tension between the need to generate actionable, useful knowledge as an outcome of publicly funded research and the necessity to recognize that knowledge can only be actionable, and useful in that sense, if it is locally and culturally specific. This paper directly addresses this tension and rejects the notion that the production of knowledge is an inappropriate goal for action research. It investigates the nature of the knowledge generated by action research through a reflexive analysis of the work of a research network spanning

six countries: The Management for Organisational and Human Development Project (MOHD), 1994–1996. Through an exploration of how individuals can construct their identities and have an impact on organisational change in five different national contexts, the process of intercultural knowledge construction is illustrated. The cumulative evidence from seven separate research projects, involving university-based (or ministry-based) groups and teachers/managers, is presented and discussed. Analysis of this process supports the conclusion that claims for actionable, and therefore potentially transformative, public knowledge need to be derived from the unique case study knowledge generated from a large number of in-depth studies and that action research is a particularly effective research methodology for generating knowledge of this kind. The MOHD project made a contribution to knowledge and understanding of the social processes involved in managing human and organisational development. The process of collaborative knowledge construction was reciprocal and reiterative, moving between the personal and the public, encompassing political issues of power and control both within the participant organisations and the research team itself.

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

**06-326 STEWART, TIMOTHY** (Kumamoto U, Japan; [stewart@kumamoto-u.ac.jp](mailto:stewart@kumamoto-u.ac.jp)) & **BILL PERRY**, **Interdisciplinary team teaching as a model for teacher development.** *TESL-EJ* ([www.tesl-ej.org](http://www.tesl-ej.org)) 9.2 (2005), 17 pp.

The education literature has increasingly called for collaboration between teachers as a way to enhance the quality of teaching. In the TESOL field, content-based language teaching and English for Specific Purposes approaches are being more widely adopted. These developments call for increased collaboration between language teachers and colleagues in the subject-area disciplines. This study investigates how interdisciplinary contact between language and content specialists might be viewed as a possible model for teacher development. By teacher development we mean the ability to make adjustments to one's teaching practices according to the demands of a curriculum, learner needs and the institution where a teacher works. For this study, fourteen practising team teachers were interviewed over a two-year period at an English-medium liberal arts college in Japan. The interviews were all recorded on video tape and were transcribed for later content analysis. Analyses of these interview transcripts generated a model for effective partnership in interdisciplinary team teaching. This model is presented in the paper through the words of the team teachers. The paper concludes by highlighting what the interviewees said were the elements of effective partnership in team teaching, as well as recommending what institutions and individual teachers can do to encourage effective partnership in team teaching.

<http://writing.berkeley.edu/tesl-ej>

**06-327 TILLEMA, HARM** (Leiden U, the Netherlands) & **GERT VAN DER WESTHUIZEN** (U Johannesburg, South Africa), **Knowledge construction in collaborative enquiry among teachers.** *Teachers and Teaching: Theory and Practice* (Routledge/Taylor & Francis) 12.1 (2006), 51–67.

doi:10.1080/13450600500365403

In this article knowledge productivity, a process that creates conceptual artifacts, is used as a way to investigate the outcomes of collaborative and enquiry-oriented activity by teaching professionals. It is an outcome of the motivation to learn (self-regulation) in that it studies the issues from different professional perspectives (reflection on action) while aiming towards the construction of new knowledge and understanding (conceptual change). A team approach was used in order to examine how teachers working together as a team could become knowledge-productive learners in their work environment. In three different cases the outcomes of the study team process were evaluated against three different criteria of knowledge productivity: (a) improving knowledge and understanding; (b) shifting individual perspectives; (c) achieving commitment to the outcomes for professional practice. Process accounts and retrospective evaluations by the three study teams themselves were the basis for judging evidence of knowledge productivity. The approach has revealed insights into ways in which the teachers accepted the study team's (collaborative) outcomes, especially their initial (un)easiness for sharing existing knowledge and their (un)certainities about practicing the results of their collaborative enquiry.

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

**06-328 TING, Y. L. TERESA** (U Calabria, Italy; [yllting@tin.it](mailto:yllting@tin.it)), **Empowering the teacher-researcher: Adopting a tool from biochemist-researcher training.** *TESL-EJ* ([www.tesl-ej.org](http://www.tesl-ej.org)) 9.2 (2005), 13 pp.

As teachers are probably the most invaluable source of field-based informants regarding (in)effective classroom practices, teacher-training should equip teachers with tools for classroom-based teacher-led research. More importantly, these tools should sustain trainees' research-eagerness as well as autonomous professional development beyond teacher-training courses. However, if research is not the *raison d'être* of teaching and with educational evaluators criticising small-scale teacher-friendly research findings for their non-generalisability, how can teacher-educators instil their trainees with the research spirit? Here, the author, drawing on her background as a biochemist, suggests that the extensive reading of journal articles (rather than books), can be used to guide trainees towards autonomous research. Quantitative data is used to demonstrate that educators and scientists rely on dimensionally different sources of knowledge, which may influence how trainees of these disciplines come to envision research do-ability.

She shares why article-reading during her biochemistry training helped graduate students perceive research as something do-able, facilitating the information-gathering process, and developing their ability to critically evaluate research findings, and proposes four phases for directing the teacher-researcher in acquiring research skills and gaining the confidence necessary for disseminating small-scale but high quality research findings, thus making public their knowledge, beliefs and practice.

<http://writing.berkeley.edu/tesl-ej>

**06-329 WATKINS, AMANDA** (U Central England, UK; [amanda@european-agency.org](mailto:amanda@european-agency.org)), **So what exactly do teacher researchers think about doing research?** *Support for Learning* (Blackwell) 21.1 (2006), 12–18.

doi:10.1111/j.1467-9604.2006.00394.x

The desirability of teacher engagement with research has been made apparent by several recent UK secretaries of state and encouraged through legislation and some support mechanisms intended to encourage practitioner-led investigations. Yet it is still regarded as exceptional, rather than the norm, when teachers become involved in formal research processes. This article examines the factors which might encourage teachers to become more involved in research, discussing their motivations, the support required and the advantages which they perceive as emanating from classroom inquiry. Having conducted her own classroom-based research, the author suggests that there is a clear case for promoting practitioner inquiry, but that there remains a need to examine the conditions which must be created in order to move this agenda forward.

[http://www.blackwellpublishing.com/jnl\\_default.asp](http://www.blackwellpublishing.com/jnl_default.asp)

**06-330 WILKINSON, LYN**, **Improving literacy outcomes for students in disadvantaged schools: the importance of teacher theory.** *Australian Journal of Language and Literacy* (Australian Literacy Educators' Association) 28.2 (2005), 127–137.

Research consistently shows that teachers are a crucial factor in making the difference to student outcomes in literacy. This article discusses the key role that theory played for teachers who improved the literacy outcomes of students in eight disadvantaged South Australian schools. It illuminates the nexus between practical and theoretical knowledge and ways in which these 'spoke' to one another as teachers worked to improve literacy outcomes for their students. Teachers constructing and using theory to enhance their agency emerged as one of the key factors that made a difference to student outcomes. That is, the underpinning of action with theory was a significant factor in teachers' efficacy and the achievement of improved literacy outcomes for students. According to the author, the work that

these teachers did with students from poor and diverse communities positions them as theory builders and theory users. That is, teacher quality is predicated on teacher knowledge, particularly theoretical knowledge.

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

**06-331 ZELLMAYER, MICHAL & TABAK, EDITH** (Levinsky College of Education, Israel), **Knowledge construction in a teachers' community of enquiry: A possible road map.** *Teachers and Teaching: Theory and Practice* (Routledge/Taylor & Francis) 12.1 (2006), 33–49.

doi:10.1080/13450600500364562

This action research is targeted at academic researchers who facilitate the construction of communities of enquiry in school–university partnerships and are interested in understanding the process of such an enterprise as well as the knowledge constructed within such communities. Our action research study provides a possible road map for such a project, indicating the inter-relationships between teachers' changing conceptions of knowledge, their emerging views of collegiality and their transforming sense of identity. It reflects patterns that emerged as we created a 'big picture' of the change process in which the relationships among these constructs are dynamic and mutually influential. This study offers implications for studying communities of enquiry as mechanisms for knowledge construction. Most importantly, it requires that researchers construct a relationship of mutuality between the teachers' research and their own action research. Such a relationship will enable them to understand the teachers' difficulties, to design and implement a plan for helping them overcome these difficulties and, finally, to reflect dialectically on that process.

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

## Bilingual education & bilingualism

doi:10.1017/S0261444806263705

**06-332 ASKER, BARRY** (Lingnan U, Hong Kong, China), **Some reflections on English as a 'semi-sacred' language.** *English Today* (Cambridge University Press) 22.1 (2006), 29–35.

doi:10.1017/S0266078406001052

By general consensus English has become, if not a global language, then at the very least a *lingua franca*. Some commentators on English in the world, like Robert Phillipson (*Linguistic imperialism* (Oxford University Press, 1992)), use the term that serves him as a title to imply that English is itself part of the problem of having just such a global language. The argument here however is that English – like Latin, Sanskrit, Classical Arabic and Examination Chinese – through its political ascendancy (as a result of various waves of colonial

activity alongside its use for religious purposes), may have taken on the character of a 'semi-sacred' rather than simply an imperial and imperialist language.

[http://journals.cambridge.org/jid\\_ENG](http://journals.cambridge.org/jid_ENG)

**06-333 BALDAUF, RICHARD B.** (U Queensland, Australia), **Coordinating government and community support for community language teaching in Australia: Overview with special attention to New South Wales.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 8.2&3 (2005), 132–144.

An overview of formal government language-education planning for community languages (CLs) that has been undertaken in Australia and New South Wales is provided, moving from the more informal programmes provided in the 1980s to school-oriented programmes and training at the turn of the century. These programmes depend on community support; for many of the teachers from the communities, methodological training is needed to complement their language and cultural skills. At the same time, Commonwealth (Federal) and State support for CL programmes has improved their quality and provides students with opportunities to study CLs at the senior secondary matriculation level. The paper concludes with specific recommendations for greater recognition of CL schools and for greater attention to CL teacher preparation.

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

**06-334 BAMIRO, EDMUND O.** (Adekunle Ajasin U, Nigeria; [eddiebamiro@yahoo.com](mailto:eddiebamiro@yahoo.com)), **The politics of code-switching: English vs. Nigerian languages.** *World Englishes* (Blackwell) 25.1 (2006), 23–35. doi:10.1111/j.0083-2919.2006.00445.x

The present study explores the politics of code-switching with reference to the novels of two prominent Nigerian authors, Wole Soyinka and Chinua Achebe. In addition to drawing a theoretical distinction between overt and covert modes of code alternation, the study points out that at the primary degree of delicacy, code-switching not only reveals the tensions and conflicts in the Nigerian social structure, but this linguistic phenomenon is also used to mark identity, solidarity, exclusion from an in group membership, status manipulation, and social and communicative distance. At the secondary degree of delicacy, the politics of code-switching reveal that in the sociolinguistic balance of power, English dominates the local languages identified in the study. The sociolinguistic situation described in the study is thus symptomatic of the linguistic situation in Nigeria generally where the local languages are in a subtractive polyglossic relationship with English. Subtractive polyglossia, in turn, results in the Nigerian English users' subtractive bilingualism and linguistic schizophrenia. And unless urgent steps are taken to

redress the geolinguistic imbalance between English and Nigeria's minority languages in the hierarchy of code functions, Nigeria's local dialects – except Hausa, Igbo, and Yoruba – face continuous decline and degeneration, if not possible death.

[http://www.blackwellpublishing.com/jnl\\_default.asp](http://www.blackwellpublishing.com/jnl_default.asp)

**06-335 BARWELL, RICHARD** (U Bristol, UK), **Empowerment, EAL and the National Numeracy Strategy.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 8.4 (2005), 313–327.

This paper concerns the relationship between learning English as an additional language (EAL) and school mathematics. In bilingual education, Cummins has proposed a distinction between coercive and collaborative power-relations as an important consideration in the education of such students, advocating collaboration as a means to empower such students, and so enable more effective learning. In this paper, I explore these ideas through a discursive examination of two texts: extracts from the National Numeracy Strategy (NNS) concerning EAL; and extracts from a transcript of two EAL students working on a mathematics classroom task. My analysis highlights the multilayered nature of collaborative and coercive power relations within mathematics classrooms.

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

**06-336 BORLAND, HELEN** (Victoria U of Technology, Australia), **Heritage languages and community identity building: The case of a language of lesser status.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 8.2&3 (2005), 109–123.

Diasporic communities formed as a result of recent migration movements face particular issues and challenges in supporting the intergenerational transmission of their heritage language through language maintenance and heritage language education (HLE) initiatives, especially when the language involved is not one that has high visibility and status in the surrounding society. This paper reports on a case study of ongoing action-oriented research to raise awareness and use of the heritage language within the second and third generations of such a community, Maltese-background people in Melbourne, Australia. The community is well established with the ageing first generation having primarily migrated in 1950s and 1960s. Within the community poorer than average educational outcomes for the second generation led to a programme of research and action to enhance ethnic identification and involvement with the heritage language and culture. Questionnaires, interviews and focus groups were conducted to investigate attitudes to and use of Maltese within the community. These data have formed the

basis for other ongoing initiatives to strengthen heritage language maintenance and education efforts, described and evaluated below.

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

**06-337 CASHMAN, HOLLY R.** (Arizona State U, Tempe, USA), **Who wins in research on bilingualism in an anti-bilingual state?** *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 27.1 (2006), 42–60.

Despite its multilingual heritage, the USA has a history of linguistic intolerance. Arizona, in the country's desert Southwest, is decidedly anti-bilingual although it has significant non-English-speaking groups, especially Spanish-speaking Mexicans/Mexican-Americans and indigenous groups such as the Navajo, Hopi and Yaqui tribes, among many others. This anti-bilingual ideology has resulted in the passage of legislation restricting residents' linguistic rights, such as Proposition 106 to make English the sole official language of all state business and Proposition 203 to eliminate bilingual education in state-funded schools. Several explanations have been put forth to account for this anti-bilingual ideology, from racism to ignorance to fear. In this paper I argue that researchers of bilingualism in a state ideologically opposed to language minority groups' bilingualism have certain responsibilities vis-à-vis the members of language minority groups who are the participants in their research. I suggest that each explanation, were it true, would require a different approach from researchers working to protect and advance language minority groups' rights. I conclude that it is crucial for sociolinguists to take their responsibilities to the communities they research seriously due to the pressing political situation engendered by the latest wave of linguistic intolerance and repression.

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

**06-338 DE COURCY, MICHÈLE** (U Melbourne, Australia), **Policy challenges for bilingual and immersion education in Australia: Literacy and language choices for users of Aboriginal languages, Auslan and Italian.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 8.2&3 (2005), 178–187.

This paper deals with the author's recent work on political, sociolinguistic and educational aspects of bilingual and immersion education in Australia. Among the cases considered are: the development of a professional position statement on bilingual and immersion education, to be disseminated to policy makers; advising on an Auslan (Australian language of the Deaf) bilingual programme; and a proposed investigation of why there are no Italian late immersion programmes in Victoria, despite the importance of Italian as a community language of long standing. Several aspects

of heritage/community language education in Australia will be discussed: political issues of programme staffing and funding; the impact of sociolinguistic factors, relating to a particular community language and how it is viewed by its own and other communities, on the types of programmes that will be undertaken; and the effect of educational decisions taken by school administrators on the language learning experiences of children in immersion programmes.

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

**06-339 DUYCK, WOUTER** (Ghent U, Belgium), **KEVIN DIEPENDAELE, DENIS DRIEGHE & MARC BRYLSBAERT, The size of the cross-lingual masked phonological priming effect does not depend on second language proficiency.** *Experimental Psychology* (Hogrefe & Huber Publishers) 51.2 (2004), 116–124.

doi:10.1027/1618-3169.51.2.116

Using a masked phonological priming paradigm, Brysbaert, Van Dyck & Van de Poel (1999) showed that Dutch–French bilinguals perform better at identifying tachistoscopically presented L2 words (e.g. *oui* [yes]) when those words are primed by L1 words or nonwords that are homophonic to the L2 target word according to the L1 grapheme–phoneme conversion rules (e.g. *wie* [who]). They noted that this priming effect was smaller for balanced bilinguals than for less proficient bilinguals, although the interaction failed to reach significance. Findings of Gollan, Forster & Frost (1997) suggest that this could be attributed to a greater reliance on phonology in L2 reading, caused by a smaller proficiency in this language. However, in this study, it is shown that the Dutch–French cross-lingual phonological priming effect is equally large for perfectly balanced and less proficient bilinguals.

<http://www.hhpub.com/journals>

**06-340 EVANS, BRUCE A.** (Southern Oregon U, USA; [evansb@sou.edu](mailto:evansb@sou.edu)) & **NANCY H. HORNBERGER, No child left behind: Repealing and unpeeling federal language education policy in the United States.** *Language Policy* (Springer) 4.1 (2005), 87–106.

doi:10.1007/s10993-004-6566-2

For more than three decades US language education policy was realized through the Bilingual Education Act, enacted in 1968 to meet the educational needs of language minority students. The Bilingual Education Act emphasized bilingual education and provided options for the development of students' native language as well as their English language proficiency and academic achievement. In 2002 the Bilingual Education Act expired and was replaced by the English Language Acquisition, Language Enhancement, and Academic Achievement Act. Drawing on Ricento & Hornberger's 'onion metaphor' [*TESOL Quarterly* 30.3 (1996),

401–428] for the multi-layered nature of language planning and policy, this paper considers the potential impact changes in language education policy may have on programs and practices for language minority students. A summary of interview responses from a small sample of Southern Oregon educators provides an added perspective.

<http://www.springer.com>

**06–341 FITZGERALD, MICHAEL & ROBERT DEBSKI** (U Melbourne, Australia; [rdebski@unimelb.edu.au](mailto:rdebski@unimelb.edu.au)), **Internet use of Polish by Polish Melburnians: Implications for maintenance and teaching.**

*Language Learning & Technology*

(<http://llt.msu.edu/intro.html>) 10.1 (2006), 87–109.

The Internet has become an important communication medium and it is having a significant impact on language use. The present study takes a 'snapshot' of how the Polish language is currently used with modern communications technologies by Polish Australians living in Melbourne. Through a questionnaire, it surveys which communications technologies Polish-Melburnians are familiar with, how and when Polish and English are used for online communication, and which language they prefer to use in various circumstances. The study is based on the belief that investigations of the natural patterns of new technology use by ethnic communities will help us understand how technology could be involved in initiatives aimed at increasing the levels of language transmission and maintenance. The present study identifies several factors interacting with Internet use in the community language and makes recommendations for applications of modern technology in ethnic language schools and for home language maintenance.

<http://llt.msu.edu>

**06–342 GLYNN, TED & CAVANAGH, TOM** (U Waikato, New Zealand), **MERE BERRYMAN & KURA LOADER, From literacy in Māori to biliteracy in Māori and English: A community and school transition programme.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 8.5 (2005), 433–454.

Teachers and community in a small rural Māori-medium school in New Zealand were concerned that their students who were highly literate in Māori experienced difficulties in reading and writing in English on entry to secondary school (where English was the medium of instruction). Consequently, this school and community introduced a 10-week culturally appropriate home and school English reading and writing programme for their Year 6, 7 and 8 students. Specific tutoring procedures were implemented to assist students with their English reading, while a structured written brainstorm procedure, together with a responsive written feedback procedure, was implemented to

assist with their English writing. Data demonstrate that students from all three year groups (Years 6–8) made marked gains in both reading and writing in English, and that these gains were not made at the expense of reading and writing in Māori. After 10 weeks in the programme students were able to read English at age-appropriate levels. The programme engaged the school and community in ways that affirmed cultural values and practices, and has since been incorporated into the school's regular pedagogical practice.

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

**06–343 GRIN, FRANÇOIS** (U Geneva, Switzerland; [francois.grin@etat.ge.ch](mailto:francois.grin@etat.ge.ch)) & **BRITTA KORTH, On the reciprocal influence of language politics and language education: The case of English in Switzerland.** *Language Policy* (Springer) 4.1 (2005), 67–85.

doi: 10.1007/s10993-004-6565-3

Linguistic diversity in Switzerland, which is generally regarded as a successful case of language management, is currently being challenged. One of the most significant reasons for this is the growing importance of English. While national languages were traditionally taught as the first foreign language and English as the second foreign language throughout Switzerland, English has gained in importance, leading, in some cantons, to its earlier introduction, or/and more hours of English in the curriculum. This paper reviews these issues, taking the historical roots and institutional aspects of Swiss multilingualism into account. Current developments in language education are analysed not just as pedagogical, but as political and policy responses to the major challenges confronting the longstanding principles of diversity management in Switzerland.

<http://www.springer.com>

**06–344 KAGAN, OLGA** (U California at Los Angeles, USA), **In support of a proficiency-based definition of heritage language learners: The case of Russian.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 8.2&3 (2005), 213–221.

This paper addresses the problem of placing and teaching heritage speakers of immigrant languages in college-level foreign language programmes, drawing conclusions from research on heritage speakers of Russian. For pedagogical purposes, heritage speakers cannot be viewed either as native speakers of the target language or as foreign language learners, and are best treated as a separate population requiring their own curriculum and materials. The paper advocates that students' proficiency be used as the basis for placement and curriculum development. An essential tool in determining heritage proficiency is knowledge of a student's linguistic biography, and therefore biographical

information should be solicited from incoming heritage students. Heritage students' motivation for studying their heritage language can serve as a guiding principle for materials selection and curriculum design.

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

**06-345 KASANGA, LUANGA A.** (Sultan Qaboos U, Oman; [luangak@yahoo.fr](mailto:luangak@yahoo.fr)), **Requests in a South African variety of English.** *World Englishes* (Blackwell) 25.1 (2006), 65–89.  
doi:10.1111/j.0083-2919.2006.00447.x

The main assumption in this article is that the pragmatics of the variety of South African English commonly referred to as black South African English (BSAE) have been shaped, over time, by educated bilinguals, through a transfer of features from African languages. Transfer of syntactic forms, now firmly established in the variety, is evidenced by, among other things, the preferred use of forms dispreferred in requesting formulae in the native varieties of English. To test the hypothesis of transfer of forms into English for the same requesting functions as in Sesotho sa Leboa (Northern Sotho), an African language of South Africa, use was made of a contrastive study, using ethnographic notebook data of BSAE and DCT (discourse completion task) elicited requests in both languages and acceptability judgements on 'politeness' in the African language. The results of a pragmatic syntactic analysis, which found a mismatch between knowledge about and use of appropriate speech act formulae in the native form of English, (1) confirm the hypothesis of a transfer of strategies from L1 to L2 over time in the speech of educated bilinguals which shaped BSAE; (2) suggest the influence of 'cultural rules' (because contact of languages involves contact of cultures) in shaping the pragmatics of BSAE, on the basis of which the 'Cultural Difference Hypothesis' is proposed; and (3) concur with the emerging conclusion of the institutionalization of BSAE as an indigenized variety of English.

[http://www.blackwellpublishing.com/jnl\\_default.asp](http://www.blackwellpublishing.com/jnl_default.asp)

**06-346 LOVE, TRACY** (U California, USA), **EDWIN MAAS & DAVID SWINNEY, Influence of language exposure on lexical and syntactic language processing.** *Experimental Psychology* (Hogrefe & Huber Publishers) 50.3 (2003), 204–216.  
doi:10.1026//1617-3169.50.3.204

Previous literature has argued that proficient bilingual speakers often demonstrate monolingual-equivalent structural processing of language (e.g. the processing of structural ambiguities). In this paper, this thesis is explored further via on-line examination of the processing of syntactically complex structures with three populations: those who classify as monolingual native English speaker (MNES), those who classify as non-native English speakers (NNES), and those who classify

as bilingual native English speakers (BNES). On-line measures of processing of object-relative constructions demonstrated that both NNES and BNES have different patterns of performance as compared to MNES. Further, NNES and BNES speakers perform differently from one another in such processing. The study also examines the activation of lexical information in biasing contexts, and suggests that different processes are at work in the different type of bilinguals examined here. The nature of these differences and the implications for developing sensitive models of on-line language comprehension are developed and discussed.

<http://www.hhpub.com/journals>

**06-347 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.net>

**06-348 MAY, STEPHEN & RICHARD HILL** (U Waikato, New Zealand), **Māori-medium education: Current issues and challenges.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 8.5 (2005), 377–403.

This paper summarises the key issues and challenges that have emerged from a recent major report by the authors on Māori-medium education in Aotearoa/New Zealand. The discussion is situated within a wider international analysis of bilingual/immersion programmes, including heritage language programmes for indigenous peoples. Key issues explored in the paper include

the negotiation of, and occasional tension between, the wider goals of indigenous Māori language revitalisation and the successful achievement of bilingualism and biliteracy in Māori-medium educational contexts. Issues to do with current pedagogy, staffing and resourcing of Māori-medium programmes are also examined. The paper concludes with suggestions for the ongoing development and extension of Māorimediu education.

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

**06-349 MERCURIO, ANTONIO** (Assessment Board of South Australia, Australia) & **ANGELA SCARINO**, **Heritage languages at upper secondary level in South Australia: A struggle for legitimacy.**

*International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 8.2&3 (2005), 145–159.

This paper describes how more than 40 languages gained and retained legitimacy as subjects for graduation from upper secondary schooling and for tertiary entrance selection in the South Australian educational system. Essentially the process required conforming with administrative, curriculum and community structures and fitting the mould of evolving language policies and generic frameworks. While the success of language communities in achieving this status is recognised, questions remain about overall uptake of languages and the fundamental rationale for maintenance.

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

**06-350 NICHOLLS, CHRISTINE** (Flinders U, Australia), **Death by a thousand cuts: Indigenous language bilingual education programmes in the Northern Territory of Australia, 1972–1998.**

*International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 8.2&3 (2005), 160–177.

The Northern Territory's bilingual education programmes, in which local Australian Aboriginal languages and English were used side by side in a minority of Aboriginal primary schools in remote northern Australia, came into being in 1973 under the broader federal government policy imprimatur of 'self-determination' for Indigenous Australians. These programmes enjoyed considerable support from Indigenous Australian communities, until 1998 when the Northern Territory Government passed legislation to axe these programmes. This ran counter to the articulated wishes of the overwhelming majority of Aboriginal community members and Aboriginal school staff in affected communities. The authorities' stated reason for the closure of these programmes was that of the putative 'poor standards in English literacy' in bilingual schools, in comparison with English-only Aboriginal schools,

although no evidence has ever been proffered to support such a claim. Since the official closure of the programmes, some of the schools that were formerly bilingual have been attempting to 'go it alone' to keep their bilingual education programmes operational. This is however a difficult task given that the bilingual education programmes are no longer state-sanctioned. Supporters of the former Indigenous Australian bilingual education programmes perceive the current emphasis on a monolingual curriculum in English in Indigenous primary schools in the Northern Territory schools as a denial of the human rights of significant numbers of Aboriginal children. In this paper the reasons why Indigenous communities wish to retain these programmes are outlined and it is explained that the lack of official support for these programmes is a long-term phenomenon, rather than a recent development.

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

**06-351 PAUWELS, ANNA** (The U Western Australia, Australia), **Maintaining the community language in Australia: Challenges and roles for families.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 8.2&3 (2005), 124–131.

Much Australian work on immigrant languages has revealed that the family is a crucial site of language maintenance (LM). The family remains for most immigrants and their offspring the main domain for community language (CL) use. At the same time, there is no doubt that positive language, education and migration policies strengthen the maintenance of CL in Australia as described in Fishman's (1991) model of LM, Reversing Language Shift. However, as Fishman (1991) has observed, supportive policies and educational provisions will only be of value if the family initiates CL acquisition and provides a practice ground for its continued use. I consider the main favourable factors, challenges and strategies for successful CL maintenance in the family, as gleaned from case studies, and conclude with suggestions for greater attention to the role of adolescents and of technology in CL maintenance.

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

**06-352 RAU, CATH** (U Waikato, New Zealand), **Literacy acquisition, assessment and achievement of year two students in total immersion in Māori programmes.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 8.5 (2005), 404–432.

One of the aims of Māori-medium education is to address Māori language loss. One of the challenges facing Māori-medium educators is to identify configurations that acknowledge the substantive importance of

English language instruction without detracting from the priority that must be given to the regeneration of the Māori language. Issues relating to Māori/English bilingualism and assessment development in the New Zealand context are introduced and discussed in the light of local and international literature on language acquisition and other related fields. This paper also presents and compares the results of testing from 1995 and 2002–2003 using a reconstructed standardised assessment in literacy for Year 2 students in 80–100% immersion in Māori as a measure of literacy and Māori language acquisition.

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

**06–353 SHARIFIAN, FARZAD** (Monash U, Victoria, Australia; Farzad.Sharifian@arts.monash.edu.au), **A cultural-conceptual approach and world Englishes: The case of Aboriginal English.** *World Englishes* (Blackwell) 25.1 (2006), 11–22. doi:10.1111/j.0083-2919.2006.00444.x

Studies of world Englishes have traditionally fallen within the scope of sociolinguistics, applied linguistics, English studies, lexicography and critical linguistics. This paper is an attempt to show how these studies can be complemented by an emerging approach that employs the analytic tools and frameworks developed in cognitive and cultural linguistics to explore various features of world Englishes. The fundamental premise in this approach is that world Englishes should not be examined exclusively in terms of their linguistic features but rather as emergent systems that are largely adopted and explored to encode and express the CULTURAL CONCEPTUALISATIONS of their speakers. The paper focuses on Aboriginal English and shows how various features of this indigenised dialect of Australia reflect cultural schemas, categories, and metaphors that embody cultural beliefs and experiences of Aboriginal people.

[http://www.blackwellpublishing.com/jnl\\_default.asp](http://www.blackwellpublishing.com/jnl_default.asp)

**06–354 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 New Zealand's four largest Pasifika communities – Samoan, Cook Islands, Tongan and Niuean – reported on their self-confidence 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.net>

**06–355 TAGOILELAGI-LEOTAGLYNN, FA'ASALALA, STUART McNAUGHTON, SHELLEY MacDONALD & SASHA FARRY** (U Auckland, New Zealand), **Bilingual and biliteracy development over the transition to school.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 8.5 (2005), 455–479.

This paper examines the bilingual and biliteracy development of a group of children from Samoan and Tongan families over the transition to mainstream English medium schools in New Zealand. The children attended Pasifika Early Childhood Education Centres in Auckland, New Zealand, which provided full immersion programmes in their L1 (either Samoan or Tongan). Development in a home language (L1) and in English (L2) was plotted over the six months prior to going to school and over the first year at an English-medium school in a programme with known features for effective teaching of early reading and writing in English. Before going to school (at 5.0 years), the children were developing as incipient bilinguals. An incipient biliteracy paralleled their bilingual development, although there were large variations in profiles on entry to school. After one month at school, there were indicators of faster progress in English and a slowing down of progress in L1, which was dramatically confirmed by the results at the end of the first year. The rapid growth of literacy and comprehension knowledge in English from 5.0 to 6.0 years reflected the effectiveness of the school programme. However, the resultant patterns suggested children were now 'at risk bilinguals'. The relationships between literacy in two languages weakened over the first year, suggesting the possible transfer effects from one set of literacy skills to another appeared to happen very quickly on entry to school.

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

**06–356 TUAFUTI, PATISEPA & JOHN McCAFFERY** (U Auckland, New Zealand), **Family and community empowerment through bilingual education.**

*International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 8.5 (2005), 480–503.

In recent years, numerous educational programmes have been developed that have been aimed at raising the academic achievement and wider participation of Pasifika students in New Zealand society. One example of this, which has to date only been explored at local school level, is bilingual/immersion education. The arguments underlying this paper are that while the development of bilingual/immersion education models are crucially important for the academic success of Pasifika students, they are not, in themselves, enough. A critical empowerment approach and perspective is also required in order to address the wider issues, and power relations, that inevitably frame, and delimit, the development of first language models of education for minority students in Aotearoa/New Zealand, as elsewhere. This paper begins by providing relevant background on Pasifika languages and educational achievement in Aotearoa/New Zealand, and related educational policy towards Pasifika students. The remainder of the paper focuses on a recently completed 10-year project involving the development of Samoan bilingual education at Finlayson Park Primary School, a primary (elementary) school in South Auckland. The project was developed by the authors in partnership with local Samoan families, community and the school, and was specifically underpinned by theoretical research-based models of empowerment. Discussion of this particular school highlights just what can be achieved when a critical empowerment approach to bilingual/immersion education is undertaken, not least when such a programme has been developed within a wider national educational policy environment that neither supports nor resources it.

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

**06–357 TUCKER, G. RICHARD** (Carnegie Mellon U, USA), **Innovative language education programmes for heritage language students: The special case of Puerto Ricans?** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 8.2&3 (2005), 188–195.

In this paper, I discuss current interest in educational reform in Puerto Rico, the need for better and more appropriate assessment tools, the growing realisation in the USA that two-way bilingual programmes can provide an effective vehicle for fostering the development of bilingual proficiency, bicultural competence and subject-matter knowledge for heritage language students; and the possible confluence and implications of these three threads of work for the education of Puerto Rican children who participate in the so-called ‘migrant stream’ moving regularly between the island and the mainland. The paper concludes with the listing of a number of prospective research questions that might form the basis for a set of planned-variation studies

to examine diverse factors associated with improving the quality of language teaching and learning in Puerto Rico.

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

**06–358 WILTSHIRE, CAROLINE R. & JAMES D. HARNESBERGER** (U Florida, USA; wiltshir@ufl.edu), **The influence of Gujarati and Tamil L1s on Indian English: A preliminary study.** *World Englishes* (Blackwell) 25.1 (2006), 91–104. doi:10.1111/j.0083-2919.2006.00448.x

English as spoken as a second language in India has developed distinct sound patterns in terms of both segmental and prosodic characteristics. We investigate the differences between two groups varying in native language (Gujarati, Tamil) to evaluate to what extent Indian English (IE) accents are based on a single target phonological phonetic system (i.e. General Indian English), and/or vary due to transfer from the native language. Consonants, vowels and intonation patterns from five Gujarati English (GE) and five Tamil English (TE) speakers of IE were transcribed and, in a subset of cases, acoustically analyzed. The results showed transfer effects in GE back vowels, TE rhotics and the proportion of rising versus falling pitch accents in GE intonation. The effect of the General Indian English model was evident in the front vowels of both GE and TE and in the presence of initial voiced stops in TE. Thus, the data reveal both phonetic and phonological influences of IE speakers’ native language on their accent in IE, even in proficient speakers; these influences appear to supersede IE norms and can be found in both the segmental and suprasegmental properties of their speech.

[http://www.blackwellpublishing.com/jnl\\_default.asp](http://www.blackwellpublishing.com/jnl_default.asp)

**06–359 ZHIMING, BAO & HONG HUAQING** (National University of Singapore, Singapore; ellbaozm@nus.edu.sg), **Diglossia and register variation in Singapore English.** *World Englishes* (Blackwell) 25.1 (2006), 105–114. doi:10.1111/j.0083-2919.2006.00449.x

Colloquial Singapore English is an outer circle variety that exhibits contact induced linguistic change. It has been characterized as the L variant in diglossic opposition to standard English. In this paper, we address two related issues: (1) the extent to which the Singapore English diglossia is supported by corpus data, and (2) the extent to which the diglossia is reducible to register variation. We investigate the usage pattern of two linguistic variables which have acquired novel grammatical meanings, and show that our data support the Singapore English diglossia, but the variation is greater than what is normal in register variation. The diglossia of which one variant is an outer circle variety does not reduce easily to register variation.

[http://www.blackwellpublishing.com/jnl\\_default.asp](http://www.blackwellpublishing.com/jnl_default.asp)

## Sociolinguistics

doi:10.1017/S0261444806273701

**06-360 BLACKLEDGE, ADRIAN** (U Birmingham, UK), **The magical frontier between the dominant and the dominated: Sociolinguistics and social justice in a multilingual world.** *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 27.1 (2006), 22–41.

Research in multilingual societies often attends to the micro level of linguistic interactions, as linguistic minority speakers negotiate their way through a majority language world. However, this research does not always engage with the social, political and historical contexts that produce and reproduce the conditions within which some linguistic resources have less currency than others. Methodological approaches must be able to make visible those hegemonic discourses that construct discriminatory language ideologies. In multilingual states those who either refuse, or are unable to conform to the dominant ideology are marginalised, denied access to symbolic resources and, often, excluded. A good deal of research has identified the difficulties that linguistic minorities can face in gaining entry to domains of power. Rather less research has identified the ways in which such domains are constructed, and their borders reinforced. Too little is still known about the countless acts of recognition and misrecognition that produce and reproduce what Pierre Bourdieu called the ‘magical frontier between the dominant and the dominated’. These magical frontiers become an issue of social justice when some are excluded and denied access to domains of power. When linguistic analysis is used to understand the ways in which public and political discourse creates the conditions in which minority languages are devalued, everybody wins except those who seek to discriminate against linguistic minority speakers.

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

**06-361 BOUGHTON, ZoË** (U Exeter, UK; z.c.boughton@exeter.ac.uk), **Accent levelling and accent localisation in northern French: Comparing Nancy and Rennes.** *Journal of French Language Studies* (Cambridge University Press) 15.3 (2005), 235–256.  
doi:10.1017/S0959269505002140

This article addresses the contention that the regional accents of northern France have become increasingly uniform (‘levelled’) in recent decades. A qualitative, micro-level analysis is carried out on the speech of two older working-class male informants, one from each of the cities of Nancy and Rennes. To contextualise the data, which are drawn from sociolinguistic interviews, previous accounts of the relevant *français régionaux* are summarised. Close examination of non-standard features in the present data shows that whereas the

Nancy informant displays several localised traits, the Rennes speaker’s accent is more typical of general colloquial and lower-class usage. While regionally marked variants are disappearing, the degree of accent levelling varies according to region, and thus according to substrate dialect.

[http://journals.cambridge.org/jid\\_JFL](http://journals.cambridge.org/jid_JFL)

**06-362 BROWN, N. ANTHONY** (Brigham Young U, Utah, USA; tony\_brown@byu.edu), **Language and identity in Belarus.** *Language Policy* (Springer) 4.3 (2005), 311–332.  
doi:10.1007/s10993-005-2274-9

This research analyzes self-reported native language and mother tongue data from Belarusian university-age students and discusses the role of language in shaping individual and collective identity. Participants’ gender, language of questionnaire, and region of residence also serve as important variables in understanding identity formation in contemporary Belarus. Mother tongue and native language data analyzed in this article differ significantly, thus suggesting a separation of roles – a symbolic role performed by one’s native language (*роднойіўрэк*), whereas a functional role performed by one’s base language, or mother tongue. ‘To those who have never undergone forced cultural assimilation, the issue may seem trivial. What difference does it make what language is spoken or what it is called? To those who have had their use of language restricted, however, the matter goes beyond mere defiance. Language is the medium of the culture on which their daily lives and identities are based. To define what language can be spoken is to define the identity of not only the individual but also the country.’ – Helen Fedor (1995)

<http://www.springer.com>

**06-363 CAMERON, DEBORAH** (U Oxford, UK) **Language, gender, and sexuality: Current issues and new directions.** *Applied Linguistics* (Oxford University Press) 26.4 (2005), 482–502.  
doi:10.1093/applin/ami027

Sociolinguistic (and some applied linguistic) research dealing with questions of gender and sexuality has undergone significant change in the past 10–15 years, as a paradigm organised around the concept of binary DIFFERENCE has been superseded by one that is concerned with the DIVERSITY of gendered and sexual identities and practices. Here the theoretical foundations for the shift in approach – provisionally characterised as a kind of ‘postmodern turn’ – are discussed, along with the motivations for it; three areas of empirical research illustrating its practical consequences are then examined in more detail. Some present and future challenges facing researchers in this field of inquiry are also identified and assessed.

<http://applied.oxfordjournals.org>

**06-364 DEUTCH, YOCHVED** (Bar-Ilan U, Israel; yochd@netvision.net.il), **Language law in Israel.** *Language Policy* (Springer) 4.3 (2005), 261–285. doi:10.1007/s10993-005-7555-9

The examination of Israeli language law demonstrates the intricate relationship between legal policy, ideology and practice. Ideology and practice reflect the character of Israel as a nation-state where Hebrew has been perceived as a national symbol. At the same time, there are several groups in Israel which speak other languages including a considerable minority of Arabic speaking citizens for whom Arabic bears a national significance. The national significance of both Hebrew and Arabic has created an ideological discord which has had an unavoidable influence on the legal policy-making authorities. However, in spite of this ideological conflict, legislation and court decisions have recognized and granted group-differentiated language rights to the Arabic speaking minority. Speakers of other languages have also been granted some language rights. Israel thus illustrates the complexity of granting language rights in a nation-state and also how conflicting rights are balanced to find a compromising solution.

<http://www.springer.com>

**06-365 EDWARDS, JOHN** (St Francis Xavier U, Nova Scotia, Canada), **Players and power in minority-group settings.** *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 27.1 (2006), 4–21.

Who wins in sociolinguistic research undertaken in minority ethnolinguistic communities? This is a question that might at first glance seem an odd one. In fact, however, the concept of winning – with the concomitant themes of games and gamesmanship, plays and players, gains and losses, rewards and punishments, and so on – is an apposite one wherever academic research comes into contact with the ‘real world’. The particular fuel for the exercise here is inequality of knowledge, status and access. This paper will comment upon some of these issues in terms of, first, a contextualising framework within which research and, more particularly, majority–minority contact occurs and, second, some brief commentary on the practice and the power involved in that research. The outline, then, is as follows: (a) a cursory overview of the dynamics of language maintenance, shift and revival; (b) a sketch of a typology-in-progress that suggests the generalities that unite minority groups across a wide variety of contexts; (c) a specific consideration of some sociolinguistic and anthropological interactions with minority groups, as reported in the literature – of the tensions, matters of power and ethics; (d) a more general consideration of the duties and responsibilities of the researcher.

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

**06-366 EDWARDS, VIV & LYNDIA PRITCHARD NEWCOMBE** (U Reading, UK), **When school is not**

**enough: New initiatives in intergenerational language transmission in Wales.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 8.4 (2005), 298–312.

This paper examines language reproduction in the family in the context of a highly innovative project in Wales, where the Welsh language has been in decline for over a century. Although Welsh-medium schooling has played a pivotal role in slowing and even reversing language shift in recent decades, there is mounting evidence of the dangers of over-reliance on education. The Twf (Growth) Project was established in 2002 with funding from the National Assembly for Wales with the aim of raising awareness of the benefits of bilingualism among parents and prospective parents. Analysis of interviews with the main stakeholders in the project (managers, the Twf project officers, parents, health workers and a range of other partners), publicity materials and observations of project staff at work suggests that the achievements of the project lie in two main areas: the recognition of the need for building strong alliances with professional groups and organisations that work with families with young children; and the development of a marketing strategy appropriate for the target audience. It is argued that the experience of the project will be of interest to those addressing the issue of intergenerational transmission in a range of other minority language settings.

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

**06-367 GARCÍA, PATRICIA** (Stanford U Graduate School of Education, USA), **Parental language attitudes and practices to socialise children in a diglossic society.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 8.4 (2005), 328–344.

This qualitative study, framed by a language socialisation perspective, explores parental language attitudes of families living in Paraguay, where Spanish and the indigenous language of Guaraní coexist in what many sociolinguistics have labelled a diglossic society. During home visits, 27 parents or primary caregivers participated in individual interviews. While focusing on reported linguistic attitudes and practices concerning the two languages, this study also investigates how parents feel about the future of the Guaraní language, the native tongue for many Paraguayans. Interview results illustrate that most Paraguayan parents value some conceptualisation of bilingualism for their children. More specifically, many parents report holding Spanish in higher esteem than Guaraní, but they do not believe that their children will lose the indigenous language in the future.

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

**06-368 GARNER, MARK** (U Aberdeen, UK), **CHRISTINE RASCHKA & PETER SERCOMBE, Sociolinguistic minorities, research, and social**

**relationships.** *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 27.1 (2006), 61–78.

This paper suggests elements of an agenda for future sociolinguistics among minority groups, by seeing it as a mutual relationship that involves benefits to researcher and researched. We focus on two aspects of the relationship. One is the political, economic and social benefits that can accrue to a minority group as a result of the research. Research planned and conducted along with the minority group can result in knowledge and other outcomes that are of direct benefit to the group, and can help to ensure that short-term advantages are not gained at the cost of long-term problems. The other is the role of ethical commitment in the research itself. Universities and other bodies have designed ethical procedures that can be used as more than restrictions or an administrative hurdle. They can, in fact, operate as a blueprint for good-quality research. We argue that as sociolinguists we must engage, through commitment to the people we study, with the moral and ethical issues, which are inseparable from the study itself. Such engagement results in more profound scholarship, since as they are expressed by and within the community's discourse, the resulting descriptions will exemplify more closely the issues we are trying to describe.

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

**06–369 GOTO, YUKO** (U Pennsylvania, USA; [ybutler@gse.upenn.edu](mailto:ybutler@gse.upenn.edu)) & **MASAKAZU IINO**, **Current Japanese reforms in English language education: The 2003 'Action Plan'**. *Language Policy* (Springer) 4.1 (2005), 25–45. doi:10.1007/s10993-004-6563-5

In response to growing criticism that Japanese do not have sufficient communicative skills in English, the Japanese government proposed a five-year 'Action Plan to Cultivate Japanese with English Abilities' in 2003. This paper examines the context and content of this plan as well as the initial reactions to it in various educational settings. The Action Plan itself reflects a number of conflicting ideological orientations, including: (1) whether Japan should pursue a policy of multilingualism or one favoring the spread of English; (2) whether Japan should emphasize international understanding or simply English education; and (3) promoting egalitarianism versus allowing for individualized education. Despite the challenges that these conflicting goals present, the Action Plan gives greater autonomy to teachers and local governments and thus may improve English education by enabling them to become active participants in the development of language education policies rather than simply being passive consumers of such policies.

<http://www.springer.com>

**06–370 HANKONI KAMWENDO, GREGORY** (U Botswana, Botswana; [kamwendog@mopipi.ub.bw](mailto:kamwendog@mopipi.ub.bw)), **Language planning**

**from below: An example from northern Malawi.** *Language Policy* (Springer) 4.2 (2005), 143–165. doi:10.1007/s10993-005-3514-8

Language planning is often regarded as a top-to-bottom activity that is government-controlled. This paper demonstrates that language planning can also be conducted from below. With special reference to the Chitumbuka Language and Culture Association's activities in the northern region of Malawi in Southern Africa, the paper discusses the association's efforts to influence both status and corpus planning of Chitumbuka. This paper first introduces the northern region of Malawi – the site of CLACA's activities. The second section introduces the theoretical orientation of the paper. The third section of the paper discusses how the Livingstonia Missionaries promoted Chitumbuka and saved it from an attempt by the colonial government to marginalise it. In the fourth section, the post-independence era is discussed, through the dictatorship of President Banda's marginalisation of Chitumbuka, allegedly in the interest of nation building. The fifth section is centred on the post-Banda era. The post-Banda era can be described as one in which linguistic and cultural rights are constitutionally provided for. It is in this era that CLACA has been able to make its contribution towards the status and corpus planning of Chitumbuka. The final section of the paper draws some conclusions.

<http://www.springer.com>

**06–371 KAUR GILL, SARAN** (U Kebangsaan, Malaysia, Malaysia; [saran@pkisc.cc.ukm.my](mailto:saran@pkisc.cc.ukm.my)), **Language policy in Malaysia: Reversing direction.** *Language Policy* (Springer) 4.3 (2005), 241–260. doi:10.1007/s10993-005-7859-9

After Independence in 1957, the government of Malaysia set out on a program to establish Bahasa Melayu as official language, to be used in all government functions and as the medium of instruction at all levels. For 40 years, the government supported a major program for language cultivation and modernization. It did not, however, attempt to control language use in the private sector, including business and industry, where globalization pressure led to a growing demand for English. The demand for English was further fuelled by the forces of the internationalization of education which were met in part by the opening of English-medium affiliates of international universities. In 2002, the government announced a reversal of policy, calling for a switch to English as a medium of instruction at all levels. This paper sets out to analyse the pressures to which the government was responding.

<http://www.springer.com>

**06–372 LANTOLF, JAMES P.** (Pennsylvania State U, USA; [jpl7@psu.edu](mailto:jpl7@psu.edu)), **Sociocultural theory and L2: State of the art.** *Studies in Second Language*

*Acquisition* (Cambridge University Press) 28.1 (2006), 67–109.

doi:10.1017/S0272263106060037

This article considers the implications of two central constructs of sociocultural theory (SCT) for second language (L2) development: mediation and internalization. It first discusses Vygotsky's general theoretical claim that human mental activity arises as a consequence of the functional system formed by our biologically specified mental capacities and our culturally constructed symbolic artefacts. It then examines some of the L2 research that has investigated the extent to which L2 users are able to deploy their new language for cognitive mediation. The second general topic addressed, L2 internalization, takes place through imitation, especially in private speech. Imitation, based on recent neuroscience and child development research, is seen as an intentional and potentially transformative process. Finally, the article argues that it is important to understand how L2 learners internalize and develop the capacity to use conceptual and associated linguistic knowledge and suggests that a productive way of realising this is through the union of SCT and cognitive linguistics.

[http://journals.cambridge.org/jid\\_SLA](http://journals.cambridge.org/jid_SLA)

**06–373 MÄÄTTÄ, SIMO K.** (U California, Berkeley, USA; [asunto@uclink.berkeley.edu](mailto:asunto@uclink.berkeley.edu)), **The European Charter for Regional or Minority Languages, French language laws, and national identity.**

*Language Policy* (Springer) 4.2 (2005), 167–186.  
doi:10.1007/s10993-005-3518-4

The European Charter for Regional or Minority Languages, a treaty emanating from the Council of Europe, is part of the increasing body of linguistic human rights law in Europe. However, since this kind of law typically consists of principles rather than legally binding rules, its effects are different in each country. Through an analysis of French, Council of Europe, and European Union legal texts, this paper argues that although France did not ratify the Charter, regional or minority languages are increasingly taken into account in French language laws and language policies. However, this recognition is mostly symbolic: ultimately, regional or minority languages participate in emerging definitions of France as a diverse, multilingual nation, thus reflecting the construction of a new, multicultural European identity.

<http://www.springer.com>

**06–374 MILLS, JEAN** (U Birmingham, UK), **Connecting communities: Identity, language and diaspora.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 8.4 (2005), 253–274.

This paper compares government and media views on citizenship, language and identity with the perspectives of a particular group of British citizens who are fluent

speakers of English but retain an allegiance to their other languages. Firstly, it discusses recent official and newspaper reports in the UK relating to issues of citizenship and language. In these pronouncements English is cited as a crucial means of engagement with what is termed 'the wider community', whereas lack of English and use of a heritage language may be seen as preventing such engagement. The paper goes on to compare notions of community in these examples of authoritative discourse to the lived experience of a particular group of British citizens who are fluent speakers of English but who retain an allegiance to their other languages. These are a group of mothers of Pakistani heritage. It will be seen that in this group there is an alternative construction of community in that the heritage language represents community as being a crucial identifier and bond to the immediate and wider diasporic group.

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

**06–375 PAVLENKO, ANETA** (Temple U, USA), **'Ask each pupil about her methods of cleaning': Ideologies of language and gender in Americanisation instruction (1900–1924).**

*International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 8.4 (2005), 275–297.

The focus of this paper is on the complex interaction between ideologies of language, gender and identity during the Americanisation era (1900–1924) in the USA. I will argue that the Americanisation movement had a 'hidden curriculum' which singled out immigrant women – and in particular mothers – for specific kinds of English instruction. Americanisers attempted to control women's linguistic repertoires and reduce them to 'pots and pans' English, linked to consumerism and domesticity. Three main responses can be distinguished among the women. Some ignored the classes altogether. Others enrolled and then dropped out, either disappointed by outdated teaching methods or overwhelmed by family and work pressures. And yet others did take the classes but did not adopt the patriarchal femininity constructed for them by the Americanisers. Instead, many immigrant women adopted alternative linguistic repertoires and identities offered to them by the labour movement.

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

**06–376 RICHLAND, JUSTIN B.** (U California, Irvine, USA), **The multiple calculi of meaning.** *Discourse & Society* (Sage) 17.1 (2006), 65–97.

doi:10.1177/0957926505056672

This article builds on investigations of practices of interpretation by linguistic anthropologists who, in their pursuit of challenges to Speech Act Theory, have alluded to but not yet fully explored how members of the same speech community make use of multiple, complex, and sometimes competing meaning-making practices

within the same speech event. The argument is made that contexts of debate and dispute are ideal sites for analyzing such practices as the multiple CALCULI OF MEANING insofar as discourses of argumentation offer explicit moments by and through which members of a single community proffer competing interpretations of troubling acts and events. To support this claim, insights gained from J. L. Austin's treatment of speech act infelicities and legal anthropology's 'trouble-case' methodology are employed to inform an interaction-based analysis that explores how competing Hopi interpretive practices are constituted in courtroom discourses between parties to probate disputes before the Hopi Tribal Court.

<http://das.sagepub.com>

**06-377 SILVER, RITA ELAINE** (Nanyang Technological U, Singapore; [resilver@nie.edu.sg](mailto:resilver@nie.edu.sg)), **The discourse of linguistic capital: Language and economic policy planning in Singapore.** *Language Policy* (Springer) 4.1 (2005), 47–66. doi:10.1007/s10993-004-6564-4

This paper examines the historical and current connections between English language education policy and economic development policy in Singapore. Policy statements on English language education policy in Singapore are used to demonstrate the ways that English is given a role in economic development and modernization by government officials and educators. The discourse of policy statements on the economic utility and cultural value of languages is discussed with reference to Bourdieu's concepts of CAPITAL and FIELD. Comparative reference is made to policy statements on so-called 'Mother Tongue'. The analysis provides background on language policy in Singapore and locates current reform efforts within that discourse.

<http://www.springer.com>

**06-378 TANNENBAUM, MICHAL & MARINA BERKOVICH** (Tel Aviv U, Israel; [mtannen@post.tau.ac.il](mailto:mtannen@post.tau.ac.il)), **Family relations and language maintenance: Implications for language educational policies.** *Language Policy* (Springer) 4.3 (2005), 287–309. doi:10.1007/s10993-005-7557-7

This paper reports a study examining the relationship between family relations and language maintenance, and the implications of this association for language educational policy. We explored patterns of language maintenance and perceptions of family relations among 180 adolescents from families that immigrated to Israel from the former USSR. Findings indicate that language maintenance in the second generation is associated with harmonious family relations and so with the immigrants' well-being. There was no impact of family type on linguistic patterns or on family relations. The

findings are discussed in light of their implications for language policy, suggesting an additional and significant reason for promoting language maintenance among second-generation immigrants.

<http://www.springer.com>

**06-379 VAISH, VINITI** (Nanyang Technical U, Singapore; [vvaish@nie.edu.sg](mailto:vvaish@nie.edu.sg)), **A peripherist view of English as a language of decolonization in post-colonial India.** *Language Policy* (Springer) 4.2 (2005), 187–206. doi:10.1007/s10993-005-3523-7

This article presents a 'peripherist' view of English language use in India. Peripherism is defined as the ideology or view of those groups that have historically been linguistically subalternized or disenfranchised but that have now, due to the market forces of globalization, gained access to linguistic capital. Rather than a tool of linguisticism, which it was during British colonialism, English in India today is an agent of decolonization that enables the urban poor to access the global economy. The peripherist ideology disagrees with sociolinguists who think that English endangers local languages and perpetuates inequality. It sees this as Orientalism disguised as liberal sociolinguistics that, in fact, reproduces the inequitable distribution of linguistic capital and fails to acknowledge the tenacity of indigenous cultures in being able to maintain their longevity. The data, from a dual-medium school, is used to explore unique literacy practices that lay the foundations of workplace literacy based on culturally contextualized texts and pedagogies.

<http://www.springer.com>

**06-380 ZUENGLER, JANE & ELIZABETH R. MILLER** (U Winconsin-Madison, USA), **Cognitive and sociocultural perspectives: Two parallel SLA worlds?** *TESOL Quarterly* (Teachers of English to Speakers of Other Languages) 40.1 (2006), 35–58.

Looking back at the past 15 years in the field of second language acquisition (SLA), the authors select and discuss several important developments. One is the impact of various sociocultural perspectives such as Vygotskian sociocultural theory, language socialisation, learning as changing participation in situated practices, Bakhtin and the dialogic perspective, and critical theory. Related to the arrival of these perspectives, the SLA field has also witnessed debates concerning understandings of learning and the construction of theory. The debate discussed in this article involves conflicting ontologies. We argue that the traditional positivist paradigm is no longer the only prominent paradigm in the field: Relativism has become an alternative paradigm. Tensions, debates, and a growing diversity of theories are healthy and stimulating for a field like SLA.

<http://www.tesol.org>

## Applied linguistics

doi:10.1017/S0261444806283708

**06-381 ABDEL-FATTAH, MAHMOUD M.** (Birzeit U, West Bank; mfatah@birzeit.edu), **On the translation of modals from English into Arabic and vice versa: The case of deontic modality mistranslations.** *Babel* (John Benjamins) 51.1 (2005), 31–48.

Modal verbs are known to be a difficult area in both teaching and translation. In translation modals seem to pose certain problems due to their notoriety and ambiguity. This paper examines some of the problems encountered when translating modals from English into Arabic (and vice versa) with special reference to deontic modality and proceeds to shed light on the role ambiguity and decontextualization have in adding to the difficulty of translation. The deontic modals in English and Arabic are examined through examples selected for the purpose of the study in an endeavour to reveal the basic reasons behind having such difficulty when treating modals in English and Arabic translation. Therefore, some techniques to ease the difficulty deontic modals (and other types of modality) pose are suggested; and in particular when dealing with two different languages such as English and Arabic. The study concludes by emphasizing the role of backgrounds in arriving at interpretations of the meanings of modals and hence have them correctly rendered in the light of the meaning intended.

<http://www.benjamins.com>

**06-382 ADLER, SILVIA** (U Haifa, Israel; sadler@univ.haifa.ac.il), **Un paramètre discursif dans l'ellipse des régimes prépositionnels**

[A discourse parameter in the ellipsis of prepositional rules]. *Journal of French Language Studies* (Cambridge University Press) 15.3 (2005), 219–234.

doi:10.1017/S0959269505002139

This article aims to bring up to date an atypical discourse parameter, often sadly neglected in the study of post-prepositional ellipsis, which enables us to account for certain truncated phrasings in the relaxed style characteristic of the familiar register. This is a question of a semantic effect of contrast, or of a configurational parallelism, between two prepositional syntages which even allows the elimination of the second identical regime underlying prepositions which generally do not admit this form of anaphorism. The present study reveals the particular case of the prepositions *entre* 'between', *pendant* 'during', and *vers* 'towards', and examines, through the possibilities of anaphorisation by ellipsis underlying the said prepositions, the precise nature of the contrast.

[http://journals.cambridge.org/jid\\_JFL](http://journals.cambridge.org/jid_JFL)

**06-383 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 monolingual 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>

**06-384 BELCHER, DIANE** (Georgia State U, USA), **English for Specific Purposes: Teaching to perceived needs and imagined futures in the worlds of work, study and everyday life.** *TESOL Quarterly* (Teachers of English to Speakers of Other Languages) 40.1 (2006), 133–156.

This overview of the current state of English for Specific Purposes (ESP) begins by surveying ongoing debates on key topics: needs assessment and its goals, specificity in instructional methods, and the role of subject knowledge in instructor expertise. Two strands of current theory and research are next surveyed, namely, genre theory and corpus-enhanced genre studies, and critical pedagogy and ethnographies, followed by examples of research- and theory-informed pedagogical strategies for literacy and spoken discourse. Topics in need of further inquiry are suggested.

<http://www.tesol.org>

**06-385 BURRIDGE, KATE** (Monash U, Australia), **Proper English: Rhetoric or reality.** *English in Australia* ([www.englishaustralia.com.au](http://www.englishaustralia.com.au)) 22.1 (2004), 12 pp.

The term Standard English is widely used and at first blush its meaning seems straightforward. Standard English refers to a set of practices that claims to excel all others in quality. It is linguistic 'best practice'. Yet a precise definition is difficult. As a linguistic label Standard English is hopelessly inexact and carries so much associated baggage that its meaning seems to change every time it makes an appearance. So what is Standard English? Who is responsible for it? Is it even real or is it more an illusion – a kind of linguistic will-o'-the-wisp or Jack-o'-lantern on the path of English Language history? And what does this mean for those whose business is English Language – copy editors, writers of style books and usage manuals, authors, journalists, dictionary makers, linguists, educators and teachers of English to second language learners?

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

**06-386 CHAROLLES, MICHEL** (U de Paris, France; Michel.Charolles@ens.fr), **ANNE LE DRAOULEC, MARIE-PAULE PERY-WOODLEY & LAURE SARDA**, **Temporal and spatial dimensions of discourse organisation.** *Journal of French Language Studies* (Cambridge University Press) 15.2 (2005), 115–130. doi:10.1017/S0959269505002036

Time is generally recognised as a ubiquitous component in the way discourse is organised: the discourse-level analysis of time has led to numerous studies, mostly focused on verb tense and temporal adverbials. The discourse role of space seems less obvious: not only is space not systematically marked in the sentence, but it does not lead in itself to any discourse relation.

[http://journals.cambridge.org/jid\\_JFL](http://journals.cambridge.org/jid_JFL)

**06-387 EADES, DIANA** (U New England, Australia), **Applied linguistics and language analysis in asylum seeker cases.** *Applied Linguistics* (Oxford University Press) 26.4 (2005), 503–526. doi:10.1093/applin/ami021

When asylum seekers flee persecution or war in their home countries, they often arrive in a new country seeking asylum, without documentation that can prove their nationality. They are thus open to the accusation that they are not actually fleeing persecution and/or war, but they are from another country and they are merely seeking ‘a better life’. Indeed, among those who seek asylum there may well be some such people. Anyone arriving in such a way without a genuine fear of persecution in their home country cannot qualify for refugee status. In order to test nationality claims of asylum seekers, a number of governments are using ‘language analysis’, based on the assumption that the way that a person speaks contains clues about their origins. While linguists would not dispute this assumption, they are disputing a number of other assumptions, as well as practices, involved in this form of linguistic identification. This paper presents recent developments in this area of applied linguistics, including the release of guidelines by a group of linguists concerning the use of language analysis in such asylum seeker cases. It concludes with discussion of the role of applied linguistics in questions of national origin.

<http://apli.oxfordjournals.org>

**06-388 ESPINAL, M. TERESA** (U Autónoma de Barcelona, Spain; Teresa.Espinal@uab.es), **A conceptual dictionary of Catalan idioms.** *The International Journal of Lexicography* (Oxford University Press) 18.4 (2005), 509–540. doi:10.1093/ijl/eci034

Catalan lexicography has traditionally dealt with idioms either as alphabetically ordered lemmas or as non-lemmatic stems. In the case of a non-lemmatic approach, idioms are registered using either the first word with semantic content or the word considered to reflect the main semantic content of the expression. This paper

shows that both traditional semasiologic and onomasiologic approaches to the description of idioms have been unified in a new conceptual dictionary of Catalan idioms. This dictionary introduces detailed grammatical, linguistic, and conceptual information for each idiomatic expression. In addition, a CD-ROM is provided, which allows any search combination using the query boxes of the dictionary’s data base previously built up. The present paper describes the innovations this dictionary presents, and focuses on the selection of concepts, the specification of cross-referential conceptual relationships among idiomatic expressions, and the advantages it has over other dictionaries in teaching and learning idioms.

<http://ijl.oxfordjournals.org>

**06-389 GRABSKI, MICHAEL** (Technische Universität Berlin, Germany) & **MANFRED STEDE, Bei: Intraclausal coherence relations illustrated with a German preposition.** *Discourse Processes* (Erlbaum) 41.2 (2006), 195–219. doi:10.1207/s15326950dp4102\_5

Coherence relations are typically taken to link two clauses or larger units and to be signaled at the text surface by conjunctions and certain adverbials. Relations, however, also can hold within clauses, indicated by prepositions like *despite*, *due to*, or *in case of*, when these have an internal argument denoting an eventuality. Although these prepositions act as reliable cues to indicate a specific relation, others are lexically more neutral. We investigated this situation for the German preposition *bei*, which turns out to be highly ambiguous. We demonstrate the range of readings in a corpus study, proposing six more specific prepositions as a comprehensive substitution set. All these uses of *bei* share a common kernel meaning, which is missed by the standard accounts that assume lexical polysemy. We examine the range of coherence relations that can be signaled by *bei* and provide some factors here supporting the disambiguation task in a framework of discourse interpretation.

<https://www.erlbaum.com>

**06-390 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.

<http://ijl.oxfordjournals.org>

**06-391 KRAMSCH, CLAIRE** (U California at Berkeley, USA), **Post 9/11: Foreign languages between knowledge and power.** *Applied Linguistics* (Oxford University Press) 26.4 (2005), 545–567. doi:10.1093/applin/ami026

This paper reviews briefly the close relationship that foreign language research has sustained with social and political power since the emergence of applied linguistics as a field of scientific inquiry and, more recently, with the demands of economic competitiveness and national security. It examines two debates that capture well the conflicting demands currently placed on foreign language researchers and educators: the demand by a global economy for both communicative and intercultural competence, and the demand by the US government for speakers with ‘advanced levels’ of language proficiency to serve the needs of national security. It argues that applied linguistic research, in its efforts to build a theory of practice, should reflect on its own conditions of possibility and openly discuss with practitioners not only the categorisation, but also the framing, of real-world problems.

<http://applij.oxfordjournals.org>

**06-392 LARRIVEE, PIERRE** (Aston U, Birmingham, UK; [p.larrivee@aston.ac.uk](mailto:p.larrivee@aston.ac.uk)), **Quelqu’un n’est pas venu** [Someone didn’t come]. *Journal of French Language Studies* (Cambridge University Press) 15.3 (2005), 279–296. doi:10.1017/S0959269505002164

Positive Polarity items such as *quelqu’un* ‘someone’ should be incompatible with negation (?\**Quelqu’un n’est pas venu* – ‘Someone didn’t come’). However, negative contexts appear to admit these items, not only when they have a specific interpretation (‘There was someone who didn’t come’), but also under a non-specific reading (‘No-one came’). It is this non-specific interpretation of *quelqu’un*, when used as the subject of a negated proposition, that is considered in this paper. Drawing on a corpus of attested examples, this paper shows that the reading is determined by contrastive negation. The outright negation of a whole proposition including *quelqu’un* can thus be inferred through a process of mutual adjustment between the possible readings, showing how interpretation can be influenced by discourse factors.

[http://journals.cambridge.org/jid\\_JFL](http://journals.cambridge.org/jid_JFL)

**06-393 LE DRAOULEC, ANNE** (U de Toulouse-Le Mirail, France; [draoulec@univ-tlse2.fr](mailto:draoulec@univ-tlse2.fr)), **Avant**

**quel/de: possibles passages à la connexion temporelle** [*Avant que/de*: possible links to temporal connections]. *Journal of French Language Studies* (Cambridge University Press) 15.2 (2005), 131–151.

doi:10.1017/S095926950500205X

This study presents evidence for the existence of subordinate clauses introduced by *avant que* (or *avant de*) in which the content, rather than being presupposed (as is generally the case in temporal clauses), forms the object of an assertion. This phenomenon has already been identified and studied at length in relation to clauses introduced by an ‘inverted’ *quand*. In inverted subordinate clauses *quand* plays the discourse role of a temporal connector – which can simply be defined as establishing a temporal relationship between two propositions. This well-recognised phenomenon is referred to in order to explore the comparable case, albeit one which is less clearly identified, of *avant que* (or *avant de*) in the role of temporal connector.

[http://journals.cambridge.org/jid\\_JFL](http://journals.cambridge.org/jid_JFL)

**06-394 LILLO, ANTONIO** (U Alicante, Spain), **Cut-down puns.** *English Today* (Cambridge University Press) 22.1 (2006), 36–44. doi:10.1017/S0266078406001064

Slang is characterized by its capacity to shock, startle and amuse: often achieved by manipulating existing lexical material in a playful way. Indeed, this play instinct is at the core of language use at large: cf. Nilsen & Nilsen (1978: 28–44), Redfern (1984: 6), and especially Crystal (1998). It is however in the realm of informal discourse that all types of ludic word-forming – from malapropisms to homonymic puns – thrive most richly. One such way of manipulating existing lexical items is to expand them implicitly into longer forms so that the original does double (and often facetious) duty. This process is at work not only in such acronyms as S.F.A. – impeccably, *Scottish Football Association*, but facetiously both *sweet fuck-all* and its euphemistic variant *Sweet Fanny Adams* – but also in such elaborations as *do-re-mi* for ‘dough’ (US slang for ‘money’), *Oswald* for ‘an ounce’ of a drug (expanding *oz*, the abbreviation of ‘ounce’), and *Georgie* (after the late renowned footballer *George* or *Georgie Best*), for ‘best’ itself. The article seeks to explore the curious realm of curtailed puns formed on the same principle as *Georgie*.

[http://journals.cambridge.org/jid\\_ENG](http://journals.cambridge.org/jid_ENG)

**06-395 MACNAMARA, MATTHEW** (National U Ireland, Cork; [mmacnamara@french.ucc.ie](mailto:mmacnamara@french.ucc.ie)), **Tense and discourse topic in a corpus of *Le Monde* political articles.** *Journal of French Language Studies* (Cambridge University Press) 15.1 (2005), 49–66.

doi:10.1017/S0959269505001912

The article seeks to account for the communicative values of tense choice in the main clauses of the sentences occurring in a corpus of eighty-two *Le Monde* articles dealing with French national politics. There are 2,706 such tense choices. A set of three discourse topics, the current situation, its antecedents and its implications, is identified as constituting the subject matter of the articles. All the tense choices are correlated to the evocation of one or other of these discourse topics. The relative frequencies of the three discourse topics are correlated to the context of production and reception of the journalistic texts. An appendix tabulates tense choice in each of eighty-two articles of the corpus.

[http://journals.cambridge.org/jid\\_JFL](http://journals.cambridge.org/jid_JFL)

**06–396 MOSEGAARD HANSEN, MAJ-BRITT** (U Copenhagen, Denmark; maj@hum.ku.dk), **A comparative study of the semantics and pragmatics of *enfin* and *finalement*, in synchrony and diachrony.** *Journal of French Language Studies* (Cambridge University Press) 15.2 (2005), 153–171.  
doi:10.1017/S0959269505002048

This article compares and contrasts two related adverbs, *enfin* and *finalement*, in synchrony and diachrony. Both are polysemous in contemporary French, and largely intersubstitutable in many contexts. However, the functional range of *enfin* is much greater than that of *finalement*. Evidence is presented for the existence of a division of labour, such that speakers seem to favour *finalement* for more ‘literal’ functions, i.e. for the expression of temporal sequence, whereas *enfin* is preferred for more abstract, non-propositional functions. This is attributed to the respective formal properties and degree of grammaticalisation of the two expressions, which can also explain why *enfin* has developed a vastly greater range of abstract, non-propositional functions than *finalement*. The argument is supported by diachronic evidence that the functional extension of *enfin* has gone hand in hand with significant changes in the formal status of the expression, while functional extension of *finalement* stops at approximately the time when *enfin* begins to expand its range.

[http://journals.cambridge.org/jid\\_JFL](http://journals.cambridge.org/jid_JFL)

**06–397 MYERS, GREG** (Lancaster U, UK), **Applied linguistics and institutions of opinion.** *Applied Linguistics* (Oxford University Press) 26.4 (2005), 527–544.  
doi:10.1093/applin/ami025

Public opinion research is not an area that has received much attention from applied linguists. But language lies at the heart of the procedures used to define, elicit and report opinions, whether through such methods as polling, interviews and focus groups, or through the less obvious channels of vox pop interviews, letters to the editor, radio phone-ins or public hearings. In

this paper I consider ways in which work in language studies – by linguists, conversation analysts, and social psychologists – might help us understand, improve, or question these procedures, and also give a new perspective on what opinions are. The relation of this new perspective to existing knowledge of academic and professional practitioners in the field may have parallels in other applications where applied linguists encounter experienced professionals and large organisations. Institutions of opinion feed back into political processes, so it is important that we consider them, not only as researchers and professionals, but also as citizens.

<http://applied.oxfordjournals.org>

**06–398 NELSON, GERALD** (U College London, UK; g.nelson@ucl.ac.uk), **The core and periphery of world Englishes: A corpus-based exploration.** *World Englishes* (Blackwell) 25.1 (2006), 115–129.  
doi:10.1111/j.0083-2919.2006.00450.x

This paper is concerned with the ‘common core’ of world Englishes. This is defined as the set of features and characteristics which all varieties have in common. It is also concerned with the ‘periphery’, that is, those features which are unique to individual varieties, and are not shared with any other variety. The study is based on comparisons of wordlists from electronic corpora of six varieties, and it attempts to examine the core and periphery of these in both quantitative and qualitative terms. It offers a measure of the relative sizes of the core and periphery, and goes on to compare the core and periphery in terms of their grammar and morphology. The core is found to be grammatically conditioned to a much greater degree than the periphery, which in turn results in very striking morphological differences between the two.

[http://www.blackwellpublishing.com/jnl\\_default.asp](http://www.blackwellpublishing.com/jnl_default.asp)

**06–399 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 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>

**06–400 PIOT, MIREILLE** (U Stendhal-Grenoble, Paris, France; mireille.piot@ens.fr), **Sur la nature des fausses prépositions *sauf* et *excepté***

[Concerning the nature of the false prepositions *sauf* and *excepté*]. *Journal of French Language Studies* (Cambridge University Press) 15.3 (2005), 297–314.

doi:10.1017/S0959269505002176

This article analyses the behaviour of items such as *sauf*, *excepté*, etc, particularly in order to refute the traditional denomination as ‘prepositions’ generally accorded them when introducing a (pro)nominal or infinitive clause, as well as offering a much more ingenious proposition which analyses *tout sauf* as negation. The analysis shows that, in all their uses (with or without a reduced subordinate), both ‘excepting’ and ‘comparing’ items are pure conjunctions, with no prepositional function. In support of this thesis, analogies are drawn with the behaviour of these two classes of conjunctions with items borrowed from Old French, just as from contemporary and/or archaic forms of other Romance languages, which point in the same direction, placing it within a general and diachronic perspective for Romance languages.

[http://journals.cambridge.org/jid\\_JFL](http://journals.cambridge.org/jid_JFL)

**06–401 PRĆIĆ, TVRTKO** (U Novi Sad, Serbia; tprcic@EUnet.yu), **Prefixes vs initial combining forms in English: A lexicographic perspective.**

*The International Journal of Lexicography* (Oxford University Press) 18.3 (2005), 313–334.

doi:10.1093/ijl/eci026

The aims of this paper are twofold: firstly, to offer one method of drawing a systematic dividing line between prefixes and initial combining forms (ICFs), by putting forward an ordered set of shared and distinguishing criteria, based on the formal, functional, semantic and pragmatic properties of both prefixes and ICFs; and secondly, to define the categories of prototypical prefix and prototypical ICF, which would, consequently, help to assign – or re-assign – each bound initial lexical element to one of the two categories in a synchronically more appropriate way. By filling the current descriptive gap in lexicological theory, this paper especially hopes to contribute to lexicographic methodology and practice with concrete pointers for a more consistent labelling of all bound initial lexical elements in dictionaries, both pedagogical and native-speaker ones, where present solutions are to a large extent inconsistent, unexplained and hence confusing for the user.

<http://ijl.oxfordjournals.org>

**06–402 RAVID, DORIT & RUTH A. BERMAN** (Tel Aviv U, Israel), **Information density in the development of spoken and written narratives in English and Hebrew.**

*Discourse Processes* (Erlbaum) 41.2 (2006), 117–149.

doi:10.1207/s15326950dp4102\_2

This study compares what we term information density in spoken versus written discourse by distinguishing between 2 broad classes of material in narrative texts: narrative information as conveyed through three types of propositional content – events, descriptions, and interpretations (Berman, 1997) – and ancillary information as conveyed by nonnovel, nonreferential, or nonnarrative material. One hundred and sixty texts were analyzed across the variables of modality (writing, speech), development (4th-, 7th-, and 11th-grade students compared with adults), and language (English, Hebrew). Calculation of information density revealed no significant differences between languages, indicating that the analysis has general applicability. Increase in narrative information proved to be a function of modality rather than age, because, across the population, spoken texts contained far more ancillary material than written. By contrast, the nature of narrative content changed as a function of development, with interpretive material increasing with age. The study thus underscores two key features of narrative text construction: modality has a distinct effect on information density, and, with age, the core of narrative information (events and descriptions) becomes fleshed out by interpretive and story-external elements.

<https://www.erlbaum.com>

**06–403 RICALENS, KARINE** (U de Toulouse-Le Mirail, France; ricalens@univ-tlse2.fr), **Laure Sarda & Francis Cornish, Prescriptions d’itinéraires: rôles de l’organisation spatio-temporelle, de la structure référentielle, de la mémoire et du genre**

[Descriptions of itineraries: The roles of spatio-temporal organisation, referential structure, memory and genre]. *Journal of French Language Studies* (Cambridge University Press) 15.2 (2005), 195–218.

doi:10.1017/S0959269505002061

This article proposes an analysis of discourse structures in a collection of descriptions of journeys produced under four different conditions. The structure of this discourse type is understood through the study of dislocated spatial adverbs in phrase initial position and particular attention is given to the form of the referential expressions composing them. The first part of the article relates this linguistic study to a longer term project which aims to define the role of language in spatial cognition. The second part presents the characteristics of the genre of the texts studied. The third part focuses on the structuring of the texts through spatial adjectives dislocated to the left, and describes their double representational and organisational status. Finally, the fourth part aims to develop the description

of text structure by means of a detailed functional analysis of referential and anaphoric markers.

[http://journals.cambridge.org/jid\\_JFL](http://journals.cambridge.org/jid_JFL)

**06-404 RULE, SARAH** (U Southampton; [s.rule@soton.ac.uk](mailto:s.rule@soton.ac.uk)), **French interlanguage oral corpora: recent developments.** *Journal of French Language Studies* (Cambridge University Press) 14.3 (2004), 343–356.  
doi:10.1017/S0959269504001838

The raw data for any second language acquisition research, namely interlanguage corpora, are one of our most expensive resources to collect. New methodologies now make it relatively easy to share this resource, by storing digitised soundfiles and transcripts on the Internet, thus making oral interlanguage corpora accessible to other L2 researchers. The article first discusses the possibilities offered by new methodologies, in terms of data storage, management and data analysis, and it then presents current efforts to develop web-based access to French oral interlanguage corpora of learners at different levels and with different backgrounds. Finally, the article presents a short inventory of the French interlanguage oral corpora currently available, indicating in each case the author and main outputs to date, as well as providing information about the learners, the format of the corpus (e.g. longitudinal versus cross-sectional data; transcription conventions) and its accessibility to users.  
[http://journals.cambridge.org/jid\\_JFL](http://journals.cambridge.org/jid_JFL)

**06-405 SNELL, JULIA** (U Leeds, UK), **Schema theory and the humour of *Little Britain*.** *English Today* (Cambridge University Press) 22.1 (2006), 59–64.  
doi:10.1017/S0266078406001118

*Little Britain* is a television comedy show in the UK. Recurring characters appear in its episodes enacting situations that can be said to satirize British society. It was first aired by the BBC in February 2003. *Little Britain* has quickly amassed a loyal following and has grown significantly in popularity. It has won a number of prestigious comedy awards including ‘Best Comedy Performance’ and ‘Comedy Programme or Series Award’ at the BAFTAs (British Academy of Film and Television Arts awards, 2005). The humour in *Little Britain* has therefore been successful. Moreover, it is not based purely on visual comedy, being originally launched on BBC Radio 4 then transferred to television. Its humour originates in the language used. Schema theory, a useful tool for analysing much situational comedy, can shed light on the construction and interpretation of humour in *Little Britain*.

[http://journals.cambridge.org/jid\\_ENG](http://journals.cambridge.org/jid_ENG)

**06-406 STAHLKE, HERBERT F. W.** (Ball State U, USA), **Assimilation to /r/ in English initial**

**consonant clusters.** *English Today* (Cambridge University Press) 22.1 (2006), 57–58.  
doi:10.1017/S0266078406001106

The recent discussion between Michael Bulley and Keith Davidson (*English Today*, 2004–05) of English initial consonant clusters brings attention to the need for phonetic rigor and some phonological understanding when describing the sounds and sound patterns of English. Three topics the two writers deal with would benefit from such rigor: /tr/ and /dr/ clusters, the status and function of /j/ in initial clusters before /u/, and the role of syllable structure in the description of consonant clusters.

[http://journals.cambridge.org/jid\\_ENG](http://journals.cambridge.org/jid_ENG)

**06-407 VAN ROOY, BERTUS** (North West U, South Africa; [ntlajvr@puk.ac.za](mailto:ntlajvr@puk.ac.za)), **The extension of the progressive aspect in Black South African English.** *World Englishes* (Blackwell) 25.1 (2006), 37–64.  
doi:10.1111/j.0083-2919.2006.00446.x

The extension of the progressive aspect to stative verbs has been identified as a characteristic feature of New Varieties of English across the world, including the English of black South Africans (BSAfE). This paper examines the use of the progressive aspect in BSAfE, by doing a comparative analysis of three corpora of argumentative student writing representing BSAfE (an outer circle variety), inner circle English and German Learner English as an example of expanding circle English. A comprehensive discussion of the meaning of the progressive aspect in English leads to the definition of a prototype, alongside various extensions and elaborations of the meaning of the construction. Nine attributes of the progressive are identified, which are used to analyse the data. On the basis of the co occurrence of the attributes, 17 uses of the progressive construction are identified, most of which are consistent with grammatical descriptions of standardised inner circle varieties, but some not. When the three corpora are compared, the BSAfE data show very different ways of using the progressive construction that are not related to the core senses of the progressive aspect, but instead display a kind of continuous aspect without temporal immediacy. It is suggested that the progressive construction is used in a way consistent with the persistitive aspect of the Bantu languages, a type of imperfective that emphasises mainly the long duration and incompleteness of a stative or durative verb. The expanding circle data, on the other hand, appear very similar to the inner circle data, except for a tendency to put the progressive construction to a slightly more limited range of uses.

[http://www.blackwellpublishing.com/jnl\\_default.asp](http://www.blackwellpublishing.com/jnl_default.asp)

**06-408 VIEU, LAURE** (IRIT, CNRS/LOA-ISTC-CNR, Trento, Italy; [vieu@irit.fr](mailto:vieu@irit.fr)), **MYRIAM BRAS, NICHOLAS ASHER & MICHEL AURNAGUE, Locating adverbials**

**in discourse.** *Journal of French Language Studies* (Cambridge University Press) 15.2 (2005), 173–193. doi:10.1017/S0959269505002073

This article analyses Locating Adverbials (LAs) such as *un peu plus tard* ‘a little later’, *ce matin* ‘this morning’, *deux kilomètres plus loin* ‘two kilometres further’ when they are dislocated to the left of the sentence (IP Adjuncts cases). Although not discourse connectives, in such a position, they seem to play an important part in structuring discourse. It is this contribution of LAs to discourse that we tackle, providing a descriptive analysis and a formal account grounded in Segmented Discourse Representation Theory. In particular, we deal with the frame introducer role of the LAs and with spatio-temporal interpretations of these markers occurring in trajectory descriptions.

[http://journals.cambridge.org/jid\\_JFL](http://journals.cambridge.org/jid_JFL)

**06-409 WHITTAKER, SUNNIVA** (Norwegian School of Economics and Business Administration, Helleveien, Norway; sunniva.whittaker@nhh.no), **Description syntaxique et discursive des syntagmes nominaux de type *N dit* + complément adjectival, prépositionnel ou nominal** [A syntactic and discursive description of the nominal constructions *N dit* + adjectival, prepositional or nominal complement]. *Journal of French Language Studies* (Cambridge University Press) 15.1 (2005), 83–96. doi:10.1017/S0959269505001936

This article has a double purpose: firstly, it aims to establish the relationship between the nominal construction *N dit* + *complément* and the verb *dire*. The study of 270 occurrences in the newspapers *Le Monde* and *Libération* leads to the conclusion that two forms exist, corresponding to the two valencial schemas of the verb *dire*, which are: *dire* + *object complement*, where the verb *dire* has a metalinguistic sense, and *dire* + *object complement* + *object attribute*. In the corpus examined more than 99% of occurrences are of the first type. The second part of the study focuses on the role of this construction in discourse, which is strictly related to its status as subject of the verb *dire*.

[http://journals.cambridge.org/jid\\_JFL](http://journals.cambridge.org/jid_JFL)

**06-410 XU, HAI** (Guangdong U of Foreign Studies, China; xuhai1101@yahoo.com.cn), **Treatment of deictic expressions in example sentences in English learners’ dictionaries.** *The International Journal of Lexicography* (Oxford University Press) 18.3 (2005), 289–311. doi:10.1093/ijl/eci014

The present study has adopted a quantitative approach to examining the treatment of person, place and time deictic expressions in example sentences in five English learners’ dictionaries, viz., OALD6 (2000), LDOCE4 (2003), COBUILD4 (2003), CALD2 (2003)

and MEDAL1 (2002). To what extent do and should example sentences ‘inherit’ deictic expressions – a discursive feature – from natural discourse? The deictic usage in example sentences may somehow be constrained by dictionary space. Yet, the results from the sample data indicate that, in spite of some variations, the types and frequencies of deictic expressions in example sentences largely correspond to those in normal discourse. The findings shed light on ESL lexicographers’ strategies for retention of person deictics from a real-text corpus into example sentences, highlight the role of spoken data in a corpus, and support the selection of tenses in example sentences by verb semantics.

<http://ijl.oxfordjournals.org>

## Pragmatics

doi:10.1017/S0261444806293704

**06-411 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.

<http://www.elsevier.com>

**06-412 JIANG, XIANGYING** (Northern Arizona U, USA; Xiangying.Jiang@NAU.EDU), **Suggestions: What should ESL students know?** *System*

(Elsevier) 34.1 (2006), 36–54.  
doi:10.1016/j.system.2005.02.003

This paper describes the linguistic forms used to perform the speech act of suggestions in both real language and ESL textbooks. Comparisons between suggestions in two authentic settings in a corpus, professor–student interaction during office hours and student–student study groups, and six popular ESL textbooks, three old and three recent, were made to evaluate the extent to which textbook materials reflect real-life language use. Register differences between office hours and study groups demonstrate the contextual sensitivity of certain linguistic forms and the complexity of performing speech acts. Although the new generation textbooks introduce more linguistic structures for suggestions than the old generation textbooks, the discrepancies between real language use and ESL textbooks are still apparent. The author recommends that, instead of simply teaching lists of grammatical structures as decontextualised language points in monotonous drills and unnatural dialogues, ESL textbooks should include background information on appropriateness when presenting linguistic structures, provide classroom tasks drawn on naturally occurring conversations, and raise learners' awareness of the different socio-cultural assumptions underlying various linguistic forms for the same speech act.

<http://www.elsevier.com>

**06–413 LEWIS, DIANA M.** (Faculté des Langues, Lyon, France; [Diana.Lewis@univ-lyon2.fr](mailto: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 characterized 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*.

<http://www.elsevier.com>

**06–414 OVERSTREET, MARYANN** (U Hawai'i at Manoa, USA; [overst@hawaii.edu](mailto: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.

<http://www.elsevier.com>

**06–415 RUEY-JUAN, REGINA WU** (San Diego State U, USA), **Initiating repair and beyond: The use of two repeat-formatted repair initiations in Mandarin conversation.** *Discourse Processes* (Lawrence Erlbaum) 41.1 (2006), 67–109.  
doi:10.1207/s15326950dp4101\_5

As part of a growing effort to understand the organization of repair across languages, this study examines 2 repeat-formatted other-initiated repair practices in Mandarin conversation. Using the methodology of conversation analysis as a central framework, this study shows that the 2 Mandarin repair initiations under examination, like other-initiation of repair in English, serve not only to initiate repair but also as vehicles for accomplishing additional negatively valenced actions, such as displaying a stance of disbelief or nonalignment. In further explicating the common sequential and activity contexts of these practices, this study shows that the division of labor between these 2 repair initiations in accomplishing additional negative actions is sensitive to 2 intertwining axes: the epistemic stance of the speaker who initiates the repair and the sequential context and positioning of the initiation of repair. It is argued that such a division of labor is consistent with, and is in fact carried over from, the basic meanings they index when serving as straightforward repair initiations.

<https://www.erlbaum.com>

## Neurolinguistics

doi:10.1017/S0261444806303709

**06–416 DING, GUOSHENG** (Beijing Normal U, China), **PERRY CONRAD, PENG DANLING, MA LIN, LI DEJUN, SHU SHIYONG, LUO QIAN, XU DUO & YANG JING, Neural mechanisms underlying semantic and orthographic processing in Chinese–English bilinguals.** *NeuroReport* (Lippincott Williams & Wilkins) 14.12 (2003), 1557–1562.

Brain activation underlying language processing in Chinese-English bilinguals was examined using fMRI in an orthographic search and a semantic classification task. In both tasks, brain areas activated by Chinese characters and English words were very similar to tasks examining Chinese reading using Chinese pinyin (an alphabetic Chinese script) and Chinese characters. However, the degree of lateralization was different, with English words (L2) causing much more right hemisphere activation than Chinese characters (L1). These differences support the hypothesis that second language usage causes more right hemisphere activation than native language usage. <http://www.neuroreport.com>

**06-417 ELSTON-GÜTTLER, KERRIE E.** (Max Planck Institute for Human Cognitive and Brain Sciences, Leipzig, Germany; [guettler@cbs.mpg.de](mailto:guettler@cbs.mpg.de)), **SILKE PAULMANN & SONJA A. KOTZ, Who's in control? Proficiency and L1 influence on L2 processing.** *Journal of Cognitive Neuroscience* (MIT Press) 17.10 (2005), 1593-1610.

This paper reports on three reaction time (RT)/event-related brain potential (ERP) semantic priming lexical decision experiments that explore the following in relation to L1 activation during L2 processing: (1) the role of L2 proficiency, (2) the role of sentence context, and (3) the locus of L1 activations (orthographic vs. semantic). All experiments used German (L1) homonyms translated into English (L2) to form prime-target pairs (*pine-jaw* for *Kiefer*) to test whether the L1 caused interference in an all-L2 experiment. Both RTs and ERPs were measured on targets. Experiment 1 revealed reversed priming in the N200 component and RTs for low-proficiency learners, but only RT interference for high-proficiency participants. Experiment 2 showed that once the words were processed in sentence context, the low-proficiency participants still showed reversed N200 and RT priming, whereas the high-proficiency group showed no effects. Experiment 3 tested native English speakers with the words in sentence context and showed a null result comparable to the high-proficiency group. It is argued that cognitive control relating to translational activation is modulated by (1) L2 proficiency, as the early interference in the N200 was observed only for low-proficiency learners, and (2) sentence context, as it helps high-proficiency learners control L1 activation. As reversed priming was observed in the N200 and not the N400 component, it is suggested that (3) the locus of the L1 activations was orthographic. Implications in terms of bilingual word recognition and the functional role of the N200 ERP component are discussed.

<http://jocn.mitpress.org>

**06-418 GOLLAN, TAMAR H.** (U California, San Diego, USA; [tgollan@ucsd.edu](mailto:tgollan@ucsd.edu)), **MARINA P. BONANNI & ROSA I. MONTAYA, Proper names get stuck on bilingual and monolingual speakers' tip of the tongue equally often.** *Neuropsychology* (American

Psychological Association) 19.3 (2005), 278-287. doi:10.1037/0894-4105.19.3.278

Bilinguals' virtually doubled processing load could lead to general difficulty producing all word forms or to difficulty only in specific conditions. In the first of two experiments, bilinguals and monolinguals completed diaries of naturally occurring tip-of-the-tongue states (TOTs), and in the second, Spanish-English bilinguals and monolinguals produced the names of pictured objects and people's names given their descriptions. Bilinguals reported the same number (or fewer) TOTs for proper names but significantly more TOTs than did monolinguals for other words. With monolinguals as a baseline, proper names were harder to produce; thus, for a harder task, bilinguals showed relatively better performance. Bilingual disadvantages may be limited to representing multiple forms for individual meanings; proper names improved naming because they have essentially the same form across languages.

<http://www.apa.org>

**06-419 HERNANDEZ, ARTURO** (U Houston, USA), **PING LI & BRIAN MACWHINNEY, The emergence of competing modules in bilingualism.** *Trends in Cognitive Sciences* (Elsevier) 9.5 (2005), 220-225. doi:10.1016/j.tics.2005.03.003

How does the brain manage to store and process multiple languages without encountering massive interference and transfer? Unless we believe that bilinguals live in two totally unconnected cognitive worlds, we would expect far more transfer than actually occurs. However, imaging and lesion studies have not provided consistent evidence for the strict neuronal separation predicted by the theory of modularity. Here it is suggested that emergentist theory offers a promising alternative. It emphasizes the competitive interplay between multiple languages during childhood and by focusing on the dual action of competition and entrenchment, avoids the need to invoke a critical period to account for age of acquisition effects in second-language learning. This view instantiates the motto formulated by Elizabeth Bates (1989) that 'modules are made, not born'.

<http://www.elsevier.com>

**06-420 MAHENDRA NIDHI, ELENA PLANTE** (U Arizona, USA; [eplante@email.arizona.edu](mailto:eplante@email.arizona.edu)), **JOEL MAGLOIRE, LISA MILMAN & THEODORE P. TROUARD, fMRI variability and the localization of languages in the bilingual brain.** *NeuroReport* (Lippincott Williams & Wilkins) 14.9 (2003), 1225-1228.

The cerebral localization of multiple languages is a topic of active research. This study presents a method for assessing whether partial overlap of active voxels reflects differential language localization, or simply the variability known to occur with multiple runs of the same task in fMRI studies. Two groups of bilingual subjects (early and later learners of L2) performed word

fluency and sentence generation tasks in both languages. The degree of separation for regions of activation did not exceed that associated with run-to-run variability for either task or either group. Early bilinguals, however, showed greater total numbers of active voxels than late bilinguals for both tasks. This effect occurred despite a lack of behavioural performance differences in the two groups.

<http://www.neuroreport.com>

**06-421 MILDNER, VESNA** (U Zagreb, Croatia; vesna.mildner@ffzg.hr), **DAVOR STANKOVIĆ & MARINA PETKOVIĆ**, **The relationship between active hand and ear advantage in the native and foreign language.** *Brain and Cognition* (Elsevier) 57.2 (2005), 158–161.  
doi:10.1016/j.bandc.2004.08.036

In an experimental design involving two auditorily presented competing commands (one to each ear), 144 right-handed subjects (72 male and 72 female) were asked to provide motor responses. Half of each group of subjects responded with their right hand and the other half with the left. The test was applied in the subjects' native language (Croatian) and in English, which they had learned as a foreign language. Ear advantage was determined by calculating laterality indices from the order of responding to the commands. On average, right-ear advantage was found in all conditions. Analysis of results revealed the effect of the active hand in Croatian (with significant decrease in the right-ear advantage when using the left hand). The same trend failed to reach significance in English. In responses to English stimuli, there was a significant effect of gender (with men exhibiting a lower right-ear advantage than women). The same trend was not significant for Croatian stimuli. The consistently lower right-ear advantage found in male subjects is contrary to the traditional assumptions that men are more lateralized than women and warrants further investigation.

<http://www.elsevier.com>

**06-422 MINAGAWA-KAWAI, YASUYO** (National Institute for Japanese Language, Tokyo, Japan), **KOICHI MORI, YATAKA SATO & TOSHIZO KOIZUMI**, **Differential cortical responses in second language learners to different vowel contrasts.** *NeuroReport* (Lippincott Williams & Wilkins) 15.5 (2004), 899–903.

Near-infrared spectroscopy was used to measure hemodynamic responses in Korean subjects learning L2 Japanese to Japanese phonemic contrasts that are either phonologically distinctive or non-distinctive in their L1. These results were compared with those of Japanese native listeners reported previously. Unlike the results observed in the Japanese subjects, the Korean subjects did not show category-specific neural responses to

a durational contrast that is non-distinctive in their first-language. The /a–e/ contrast elicited the larger response in the left auditory area, consistent with the results of the Japanese. These phoneme-dependent responses imply that the neuronal networks subserving the first and second-languages are either shared or exclusive according to the mutual relationship between the phonemic properties of the first and second languages.

<http://www.neuroreport.com>

**06-423 MUELLER, JUTTA L.** (Max Planck Institute for Human Cognitive and Brain Sciences, Leipzig, Germany; muellerj@cbs.mpg.de), **ANJA HAHNE, YUGO FUJII & ANGELA D. FRIEDERICI**, **Native and non-native speakers' processing of a miniature version of Japanese as revealed by ERPs.** *Journal of Cognitive Neuroscience* (MIT Press) 17.8 (2005), 1229–1244.

Several event-related potential (ERP) studies in L2 processing have revealed a differential vulnerability of syntax-related ERP effects in contrast to purely semantic ERP effects. However, it is still debated to what extent a potential critical period for L2 acquisition, as opposed to the attained proficiency level in the L2, contributes to the pattern of results reported in previous ERP studies. L2 processing was studied here within the model of a miniature version of a natural language, namely Japanese, specifically constructed to assure high proficiency of the learners. In an auditory ERP experiment, sentence processing of the 'Mini-Japanese' in Japanese native speakers and German volunteers was studied before and after training. By making use of three different types of violation, namely, word category, case, and classifier violations, native and nonnative ERP patterns were compared. The three types of violation elicited three characteristic ERP patterns in Japanese native speakers. The word category violation elicited an anteriorly focused, broadly distributed early negativity followed by a P600, whereas the case violation evoked a P600 which was preceded by an N400. The classifier violation led solely to a late left distributed negativity with an anterior focus. Although the P600 was similar for Japanese natives and learners, the N400 and the anterior negativities were not present in the learner group. The differences across groups suggest deviant neural processes in on-line syntactic and thematic processing in the L2 learners despite high behavioral skills.

<http://jocn.mitpress.org>

**06-424 OJIMA, SHIRO** (U Essex, UK; sojima@nips.ac.jp), **HIROKI NAKATA & RYUSUKE KAKIGI**, **An ERP study of second language learning after childhood: Effects of proficiency.** *Journal of Cognitive Neuroscience* (MIT Press) 17.8 (2005), 1212–1228.

Whether there is an absolute critical period for acquiring language is a matter of continuous debate. One approach to address this issue is to compare the processes of L2 learning after childhood and those of L1 learning during childhood. To study the cortical process of postchildhood L2 learning, we compared event-related brain potentials recorded from two groups of adult Japanese speakers who attained either high or intermediate proficiency in English after childhood (J-High and J-Low), and adult native English speakers (ENG). Semantic anomalies embedded in English sentences evoked a clear N400 component in all three groups, with only the time course of the brain activation varying among the groups. Syntactic violations elicited a left-lateralized negativity similar to the left anterior negativity in ENG and J-High, but not in J-Low. In ENG, a P600 component was additionally found. These results suggest that semantic processing is robust from early on in L2 learning, whereas the development of syntactic processing is more dependent on proficiency as evidenced by the lack of the left-lateralized negativity in J-Low. Because early maturation and stability of semantic processing as opposed to syntactic processing are also a feature of L1 processing, postchildhood L2 learning may be governed by the same brain properties as those which govern childhood L1 learning. It is argued that these processes are qualitatively similar in many respects, with only restricted domains of language processing being subject to absolute critical period effects.

<http://jocn.mitpress.org>

**06-425 ORAN, REVITAL** (U Haifa, Israel; [zviab@construct.haifa.ac.il](mailto:zviab@construct.haifa.ac.il)) & **ZVIA BREZNITZ**, **Reading processes in L1 and L2 among dyslexic as compared to regular bilingual readers: Behavioral and electrophysiological evidence.**

*Journal of Neurolinguistics* (Elsevier) 18.2 (2005), 127–151.

doi:10.1016/j.jneuroling.2004.11.003

The present study examined differences between 'regular' and dyslexic adult bilingual readers when processing reading and reading related skills in their first (L1 Hebrew) and second (L2 English) languages. Brain activity during reading Hebrew and English words and pseudowords was studied using behavioral and ERP measures. Results indicated discrepancies in the processing profiles of dyslexic and regular bilinguals in both L1 and L2. In general, dyslexic readers were significantly slower and less accurate compared to regular readers during processing of information in both L1 and L2. Furthermore, the latencies of the evoked potentials were later among dyslexic readers at all levels of the cognitive processing sequence in both languages, but were more pronounced in English (L2). In contrast, regular readers displayed either similar or significantly shorter ERP latencies in English compared to Hebrew on most of the experimental tasks. The data from the present study supports both the 'Central Deficit' and 'Script Dependent' Hypotheses by demonstrating

universal deficits in L1 and L2 among dyslexic readers along with differential manifestations of these deficits as a function of specific orthographic features. The present results are also in line with the 'Dyslexic Automatization Deficit Hypothesis' which purports automatization deficits as a more general and more pervasive cause underlying dyslexic performance.

<http://www.elsevier.com>

**06-426 PELTOLA, MAIJA S.** (U Turku, Finland; [maija.peltola@utu.fi](mailto:maija.peltola@utu.fi)), **MINNA KUNTOLA, HENNA TAMMINEN, HEIKKI HÄMÄLÄINEN & OLLI AALTONEN**, **Early exposure to non-native language alters preattentive vowel discrimination.** *Neuroscience Letters* (Amsterdam, the Netherlands) 388.3 (2005), 121–125.

doi:10.1016/j.neulet.2005.06.037

The present study examined whether early exposure in language immersion would result in better preattentive discrimination of non-native speech sound contrasts. Mismatch negativity (MMN) responses were measured from two groups of Finnish children. The Monolingual group had no prior exposure to other languages than the native one, while the Immersion group consisted of children attending a French immersion program. The subjects were presented with two vowel contrasts in the oddball paradigm: the first pair was phonemic in the native language and the second was a within-category pair in Finnish, but phonological in French. The results revealed that the Monolingual group showed a larger response to the native contrast in comparison with the non-native one, whereas both contrasts elicited a similar response in the Immersion group. These results suggest that early exposure to a new language enhances the preattentive discrimination ability reflected in increased MMN amplitude.

<http://www.elsevier.com>

**06-427 PERANI, DANIELA** (Vita Salute San Raffaele U, Milan, Italy; [daniela.perani@hsr.it](mailto:daniela.perani@hsr.it)) & **JUBIN ABUTALEBI**, **The neural basis of first and second language processing.** *Current Opinion in Neurobiology* (Elsevier) 15.2 (2005), 202–206.

doi:10.1016/j.conb.2005.03.007

This paper discusses recent fundamental breakthroughs in the neurosciences, combined with technical innovations for measuring brain activity, which are shedding new light on the neural basis of L2 processing, and on its relationship to native language processing L1. The long-held assumption that L1 and L2 are necessarily represented in different brain regions in bilinguals has not been confirmed. On the contrary, the available evidence indicates that L1 and L2 are processed by the same neural devices. The neural differences in L1 and L2 representations are only related to the specific computational demands, which vary according to the

age of acquisition, the degree of mastery and the level of exposure to each language. Finally, the acquisition of L2 could be considered as a dynamic process, requiring additional neural resources in specific circumstances.

<http://www.elsevier.com>

**06-428 RODRÍGUEZ-FORNELLS, ANTONI** (Otto-von-Guericke U, Magdeburg, Germany), **ARIE VAN DER LUGT, MICHAEL ROTTE, BELINDA BRITTI, HANS-JOCHEN HEINZE & THOMAS F. MÜNTE, Second language interferes with word production in fluent bilinguals: Brain potential and functional imaging evidence. *Journal of Cognitive Neuroscience* (MIT Press) 17.3 (2005), 422-433.**

Bilingual individuals need effective mechanisms to prevent interference between their languages. Using event-related brain potentials (ERPs) and functional magnetic resonance imaging (fMRI), evidence is presented for interference of phonological information from the nontarget language in German-Spanish bilinguals. A tacit picture-naming task was used in which bilinguals and monolinguals had to make speeded responses based on the first letter of the picture's name in the target language. In one condition, subjects were required to respond when the name began with a vowel and to withhold a response if it started with a consonant. Stimuli had been selected such that in half of the trials, the names in both languages necessitated the same response, whereas in the other half, responses were different for the two languages. For the bilinguals, the language in which the stimuli had to be named was changed after each block. Bilinguals showed phonological interference compared with monolingual performance, which was evident in their performance, ERPs, and fMRI patterns. Non-language-specific brain areas such as the left middle prefrontal cortex were found to be crucial for the control of interference.

<http://jocn.mitpress.org>

**06-429 THIERRY, GUILLAUME** (U Wales, Bangor, UK) & **JING YAN WU, Electrophysiological evidence for language interference in late bilinguals. *NeuroReport* (Lippincott Williams & Wilkins) 15.10 (2004), 1555-1558.**

The mechanism by which late bilinguals access the meaning of words presented in their L2 (conceptual mediation or word association) is highly debated. This study reports on late Chinese-English bilinguals undergoing event-related potential (ERP) recordings to indicate whether pairs of English words were related or unrelated in meaning. Participants were unaware that half of the pairs concealed a repeated Chinese character when translated into Chinese. As expected, native English controls showed no sensitivity to this hidden factor. However, pairs of words unrelated in meaning and concealing form repetition through Chinese

translation elicited longer reaction times, greater error rates, and larger N400 ERP shifts in Chinese participants. These findings demonstrate that Chinese participants unconsciously translate words into Chinese while reading English.

<http://www.neuroreport.com>

**06-430 VAN BORSEL, JOHN** (Gent U Hospital, Belgium; [john.vanborsel@ugent.be](mailto:john.vanborsel@ugent.be)), **REINILDE SUNAERT & SOPHIE ENGELEN, Speech disruption under delayed auditory feedback in multilingual speakers. *Journal of Fluency Disorders* (Elsevier) 30.3 (2005), 201-217.  
doi:10.1016/j.jfludis.2005.05.001**

The present study investigated the language familiarity hypothesis formulated by Mackay (1970) that bilinguals speak faster and stutter less under delayed auditory feedback (DAF) when speaking their more familiar language than a less familiar language. Thirty normally fluent native speakers of Dutch (17 males and 13 females, aged between 18;1 and 26;4 years) who were also proficient in French and English read meaningful and nonsense text under DAF in their mother tongue and in the two later acquired languages. The existence of a language familiarity effect was confirmed. The participants required significantly more time and showed significantly more speech disruptions under DAF in the later acquired languages than in the mother tongue, and reading time and number of speech disruptions was significantly higher for the nonsense texts than for the meaningful text for each of the three languages. An additional question addressed was whether or not there were any gender differences in the susceptibility to DAF. Results did not reveal a clear gender difference.

<http://www.elsevier.com>

**06-431 XUE, GUI, QI DONG** (Beijing Normal U, China), **ZHEN JIN, LEI ZHANG & YUE WANG, An fMRI study with semantic access in low proficiency second language learners. *NeuroReport* (Lippincott Williams & Wilkins) 15.5 (2004), 791-796.**

Brain activity was measured with fMRI in twelve 10- to-12-year-old Chinese children who began learning English when they were 8 years old in order to find out whether there is a common or a distinct neural semantic system for native language (L1) and second language (L2) in low proficiency bilingual subjects. Although they performed less well in L2 in the semantic decision task administered during fMRI measurement, these subjects showed similar robust activation, for both languages, in brain areas involved in semantic processing (e.g. the left inferior frontal cortex). Within-subject and group analyses revealed no significant difference in the activation patterns for L1 and L2 in these regions. These results



suggest that, at least at single-word level, there are shared neural substrates for semantic processing of L1 and L2 even when one is at a very low L2 proficiency level.

<http://www.neuroreport.com>

**06-432 ZHANG, YANG** (U Washington, USA; [yazhang@u.washington.edu](mailto:yazhang@u.washington.edu)), **PATRICIA K. KUHL, TOSHIAKI IMADA, MAKOTO KOTANI & YOH'ICHI TOHKURA, Effects of language experience: Neural commitment to language-specific auditory patterns. *NeuroImage* (Elsevier) 26.3 (2005), 703-720.**

doi:10.1016/j.neuroimage.2005.02.040

Linguistic experience alters an individual's perception of speech. Evidence is provided of the effects of language experience at the neural level from two magnetoencephalography (MEG) studies that compare adult American and Japanese listeners' phonetic processing.

The experimental stimuli were American English /ra/ and /la/ syllables, phonemic in English but not in Japanese. In Experiment 1, the control stimuli were /ba/ and /wa/ syllables, phonemic in both languages; in Experiment 2, they were non-speech replicas of /ra/ and /la/. The behavioral and neuromagnetic results showed that Japanese listeners were less sensitive to the phonemic /r-l/ difference than American listeners. Furthermore, processing non-native speech sounds recruited significantly greater brain resources in both hemispheres and required a significantly longer period of brain activation in two regions, the superior temporal area and the inferior parietal area. The control stimuli showed no significant differences except that the duration effect in the superior temporal cortex also applied to the non-speech replicas. It is argued that early exposure to a particular language produces a 'neural commitment' to the acoustic properties of that language and that this neural commitment interferes with foreign language processing, making it less efficient.

<http://www.elsevier.com>