

## Language teaching

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**05–372 Alcón Soler, Eva** (Universitat Jaume I, Spain; [alcon@ang.uji.es](mailto:alcon@ang.uji.es)), **Does instruction work for learning pragmatics in the EFL context?** *System* (Amsterdam, the Netherlands) **33.3** (2005), 417–435.

This paper is based on a study which attempted to examine the efficacy of instruction at the pragmatic level. Specifically, the main purpose of the study was to investigate to what extent two instructional paradigms—explicit versus implicit instruction—affected learners' knowledge and ability to use request strategies. One hundred and thirty-two students were randomly assigned to three groups (explicit, implicit and control). The three groups were exposed to excerpts including requests taken from different episodes of the TV series *Stargate*. However, while the 'explicit' group received instruction by means of direct awareness-raising tasks and written metapragmatic feedback on the use of appropriate requests, the 'implicit' group was provided with typographical enhancement of request strategies and a set of implicit awareness-raising tasks. Results of the study illustrate that learners' awareness of requests benefits from both explicit and implicit instruction. However, in line with previous research, the study illustrates that, although an improvement in learners' appropriate use of requests did take place after the instructional period, the 'explicit' group showed an advantage over the 'implicit' one. The empirical study also provides insight into interlanguage pragmatic pedagogy and presents suggestions for future research.

**05–373 Butler, Yuko Goto** (U of Pennsylvania, USA), **Comparative perspectives towards communicative activities among elementary school teachers in South Korea, Japan and Taiwan.** *Language Teaching Research* (London, UK) **9.4** (2005), 423–446.

With the spread of globalisation and information technology, the goal of English education in East Asian countries has recently undergone drastic change, with one such change being the introduction of English at the elementary school level. Based on a sociocultural theoretical framework, this study attempts to identify and compare the ways in which local elementary school teachers consider classroom activities in English that are 'effective' in their given sociocultural and policy contexts. Employing multivocal ethnography, classroom activities in these countries were videotaped and edited. The edited videotape was shown to elementary school teachers in South Korea, Japan and Taiwan, who were then asked to discuss various aspects of teaching practice and activities in small groups. Among the many issues raised by teachers, this paper focuses on their

concerns and challenges in employing communicative activities with respect to (1) creating motives and goals that drive communicative activities; (2) identifying developmentally appropriate mediational means; and (3) situating activities in specific contexts. The study found that teachers' challenges were due to a lack of understanding of three factors, including what constitutes 'teaching for communicative purposes', the roles that developmental factors play in EFL learning and teaching, and strategies for harmonizing learning/teaching and context.

**05–374 D'Angelo, James F.** (Chukyo U, Japan; [dangelo@lets.chukyo-u.ac.jp](mailto:dangelo@lets.chukyo-u.ac.jp)), **Educated Japanese English: expanding oral/aural core vocabulary.** *World Englishes* (Oxford, UK) **24.3** (2005), 329–349.

Having established the world's first undergraduate college of world Englishes, and in an 'Expanding-Circle' setting, we have created the pilot environment for a new type of ELT (English Language Teaching) curriculum. We must address the creation of a curriculum that is pervasively informed by the philosophy of world Englishes at both a macro and a micro level. Certain programwide decisions have been implemented from the outset, such as having all freshmen take a required class in World Englishes Studies and attend a threeweek overseas seminar in Singapore, and hiring teachers from OuterCircle countries. Nevertheless, the philosophy of world Englishes must also be incorporated into all aspects of our 'foundation' communication-skills classes. Acting on the premise that developing a broader spoken lexicon will be more desirable and useful than learning colloquial American English, this paper presents a pre-experiment in expanding Japanese students' core aural/oral vocabulary as a means to contributing to the development of an educated variety of Japanese English. It is hoped that the results of this study will help serve as a guide to further research, and eventually, to the type of components that should be included in a world Englishes compatible oral communication curriculum.

**05–375 Ebunlola Adamo, Grace** (Delta State U, Nigeria), **Globalization, terrorism, and the English language in Nigeria.** *English Today* (Cambridge, UK) **21.4** (2005), 21–26.

This paper examines the concept of globalisation in relation to terrorism, and argues that the 'imposition' of the English language on the world, Africa, and in particular Nigeria (through the media, information technology, and other means of propaganda, and under the guise of globalisation) is a form of linguistic terrorism. It consequently views GLOBALISATION as another name for imperialism and domination by the West, and argues that the continued use of English in all spheres of life will make the Nigerian state stagnant, if not indeed

retrogressive, rendering growth and development elusive. As a step in the direction of a cure, it therefore advocates renewed interest in the adoption of an indigenous national language for Nigeria.

**05-376 Facella, Melissa A., Kirsten M. Rampino & Elizabeth K. Shea** (Lesley U, USA), **Effective teaching strategies for English language.** *Bilingual Research Journal* (Tempe, AZ, USA) **29.1** (2005), 209–221.

This paper provides effective strategies for early childhood teachers to use with children who are English language learners (ELLs). The strategies were compiled from interviews with 20 early childhood educators from two culturally and linguistically diverse communities in Massachusetts. Emphasis was placed on the strategies that the greatest number of teachers from both school districts identified as effective. These teaching strategies seek to help ELL students make connections between content and language, and support their communication and social interactions.

**05-377 Gourlay, Lesley** (Napier U, Edinburgh, UK), **OK, who's got number one? Permeable Triadic Dialogue, covert participation and the co-construction of checking episodes.** *Language Teaching Research* (London, UK) **9.4** (2005), 403–422.

The three-part Initiation, Response, Follow-up (IRF) cycle, or Triadic Dialogue, has been shown to be a common pattern in classroom discourse, and is widely used in EFL (English as a Foreign Language) classrooms. The value of Triadic Dialogue has been debated in general education, where it has attracted criticism for being over-formulaic and restrictive, although recent research has pointed to the range of functions that may be fulfilled by the follow-up move. But how do teachers and learners actually work within this pattern in the adult EFL context? This paper examines lesson extracts from two multilingual Business English lessons, focusing first on how the teachers embed a variety of language functions within Triadic Dialogue used in checking episodes. It then goes on to investigate how the students engage in a variety of covert individual and group activities during checking episodes. It concludes by arguing that Triadic Dialogue may be viewed as a ritualistic framework, with points of permeability where teachers can initiate EMBEDDED EXTENSIONS and students can enact their own personal agendas. It also argues that the checking episode itself may be viewed as a hybrid, exhibiting multiple macro functions in the wider classroom discourse and process.

**05-378 Hardison, Debra & Chayawan Sonchaeng** (Michigan State U, USA; hardiso@msu.edu), **Theatre voice training and technology in teaching oral skills: integrating the components of a speech event.**

*System* (Amsterdam, the Netherlands) **33.4** (2005), 593–608.

This paper provides a sequence of specific techniques and examples for implementing theatre voice training and technology in teaching ESL/EFL (English as a Second Language/English as a foreign Language) oral skills. A layered approach is proposed, based on information processing theory in which the focus of learner attention is shifted in stages from the physiological to the linguistic and then to the discourse level of speech where the components of a speech event are integrated. Objectives move from awareness to practice for improvement of voice quality, fluency and intelligibility. Learner responses move from choral to individual to interactive. Techniques address expansion of vowel space, breathing linked to rhythm and pausing, voice projection and flow, enhancement of pitch range, shadowing and mirroring, monologue and dialogue. Technology is incorporated through visual pitch displays that provide informative learner feedback, and a Web-based tool that provides integration of video with the associated pitch contour and allows annotations for feedback on various elements (e.g. gestures) of a speech event. Techniques draw from drama pedagogy emphasising contextualised meaningful communication.

**05-379 Hassan, Abdullah** (Sultan Idris, U of Education, Malaysia), **Language planning in Malaysia: the first hundred years.** *English Today* (Cambridge, UK) **21.4** (2005), 3–12.

Recent developments in Malaysia have brought forth many issues vis-à-vis language planning, notably including the return to English as a medium of instruction. The present review addresses current linguistic issues and their implications for Malay as the national official language, bringing together linguistics, sociology, education, psychology, communication, geography, history, politics, finance and management, in a nation which is not only multilingual but also multi-ethnic, multi-religious and multi-cultural. To make the matter more complex still, the immigrant population is almost as large as the so-called indigenous 'majority'.

**05-380 Hato, Yumi** (Fukui Prefectural U, Japan), **Problems in top-down goal setting in second language education: a case study of the 'Action plan to cultivate "Japanese with English abilities"'**. *JALT Journal* (Tokyo, Japan) **27.1** (2005), 33–52.

This study critically examines the 'Action plan to cultivate "Japanese with English abilities"', which the Japanese Ministry of Education has implemented as part of its reform of English education. Specifically, on the basis of up-to-date research findings on L2 learning, the paper appraises the attainment goals that the Ministry of Education has set through its Action Plan for junior and senior high-school students. In this regard,

it is shown that there are no empirical data to justify the Action Plan's adoption of particular standardised tests for the definition of these goals, and that the goals defined in terms of English proficiency cannot be achieved within the available instructional time. This study thereby identifies flaws in the Action Plan which are caused mainly by the lack of input from those who are acquainted with the reality of L2 learning (i.e. teachers and researchers). The study also suggests possible ways of improving policy-making and specifies the types of research that would be instrumental in formulating realistic and effective educational policies.

**05-381 Ho, Judy Woon Yee** (Lingnan U, Hong Kong, China), **Metaphorical construction of self in teachers' narratives.** *Language and Education* (Clevedon, UK) **19.5** (2005), 359–379.

This paper seeks to explore, by studying their personal stories, how Hong Kong secondary school teachers make sense of who and what they are in difficult situations. Teachers' conceptual mappings of self are investigated via their linguistic realisations within a context of discourse. Results show that the metaphorical construction of the teacher's self is largely paradoxical. There is co-creation of a negative self and a positive self. For the negative self, the underlying principle for the coherence of paradoxical metaphors is the highlighting of the negative aspects of the vehicle domains to explain the grounds for understanding the topic in terms of the vehicles. It is constructed out of teachers' encounters with students' discipline problems, poor inter-personal relationships in the school, inadequate managerial skills of the principal and heavy demands of the education authorities. On the other hand, the positive self is constructed through the metaphorical use of reference terms understood on specific cultural basis. It is suggested that teachers should be encouraged to share their experience in coping with paradoxical roles and construct a positive self in culturally appropriate terms and live by that self.

**05-382 Hui, Leng** (Edith Cowan U, Australia & Liaoning Normal U, China), **Cultural knowledge and foreign language teaching and learning: a study of Chinese Family schemas in language, culture and intercultural communication.** *Hong Kong Journal of Applied Linguistics* (Hong Kong, China) **9.2** (2004), 17–37.

A wide range of cultural knowledge with regard to families has been abstracted from Chinese life experiences over generations as Chinese Family schemas. This paper applies schema theories to the study of Chinese language, culture and intercultural communication in the context of mainland Chinese speakers of English interacting with Anglo-Australians. It is found that Chinese Family schemas are extensively instantiated in the Chinese folk art of chun lian, literature, idioms and common sayings, forms of address, greetings, Chinese discourse and intercultural discourse. It is argued

that, since Chinese Family schemas are culturally-constructed and the instantiations of the Family schemas are culturally-saturated, if not appreciated or ignored, they are likely to cause intercultural miscommunication. Thus it is implied that teaching and learning a foreign language (English, for instance) may incorporate the overt investigation of cultural knowledge such as family schemas in the curriculum. Teaching materials might include some cross-cultural texts for learners to analyse the embedded cultural knowledge, and classroom activities might be organised with the theme of cultural experiences. The goal of language teaching and learning may include learners' ability to negotiate at the level of cultural schemas as well as the level of language, to achieve successful communication.

**05-383 Kim, Sun Hee Ok** (U of Auckland, New Zealand) & **Catherine Elder, Language choices and pedagogic functions in the foreign language classroom: a cross-linguistic functional analysis of teacher talk.** *Language Teaching Research* (London, UK) **9.4** (2005), 355–380.

This article examines the language choices made by native-speaker teachers of Japanese, Korean, German and French in foreign language (FL) classrooms in New Zealand secondary schools. It explores these teachers' patterns of alternation between English, the majority language, and the teacher language (TL), using both AS-units (Analysis of Speech units), devised by Foster et al. (2000) and a multiple-category coding system entitled 'Functional Language Alternation Analysis of Teacher Talk' (FLAATT), developed expressly to allow a cross-linguistic comparison of the relationship between teachers' language choices and particular pedagogic functions. Findings suggest that the participating teachers differed markedly from one another not only in the amount of TL used but also in the pedagogic functions they used most frequently and in the language (TL or English) they chose for these functions. There was a tendency by most teachers to avoid complex interactions in the TL, limiting the potential for intake and for real communication on the part of the students. Implications are drawn for research and for teacher education.

**05-384 Koike, Dale April** (U of Texas, USA; d.koike@mail.utexas.edu) & **Lynn Pearson, The effect of instruction and feedback in the development of pragmatic competence.** *System* (Amsterdam, the Netherlands) **33.3** (2005), 481–501.

This study examines the effectiveness of teaching pragmatic information through the use of explicit or implicit pre-instruction, and explicit or implicit feedback, to English-speaking learners of third-semester Spanish. Results on a pre-test, post-test, and delayed post-test indicate that the groups that experienced explicit pre-instruction and explicit feedback during exercises performed significantly better than the other

experimental group and the control group in multiple choice items. The group that had implicit instruction together with implicit feedback performed significantly better in the open-ended dialogues, suggesting that the question recasts used had a positive effect on their pragmatic production. The delayed post-test, however, revealed that such gains are not clearly retained in the longer term. Nevertheless, the two post-tests indicate that those groups that received instruction and feedback, whether explicit or implicit, appear to become aware of a greater number of options to express suggestions, and also of a need for pragmatic mitigation, more quickly than the control group. These findings are encouraging for the use of pragmatic instruction in the classroom to develop a greater pragmatic competence.

**05-385 Lacorte, Manel** (U of Maryland, College Park, USA), **Teachers' knowledge and experience in the discourse of foreign-language classrooms.** *Language Teaching Research* (London, UK) **9.4** (2005), 381–402.

Recent research on second language acquisition (SLA) has strengthened foreign (FL) and second language (L2) teaching methodologies supporting the development of communicative tasks, interactive activities in the classroom, and learner-centred instruction. However, these and any other trends in FL and L2 teaching and learning could be more beneficial if teachers and teacher educators would deepen their understanding of the diverse pedagogical and institutional conditions that may influence classroom work. As part of a wider interest in the relationship between teachers' knowledge and beliefs and their practices in a number of classrooms of Spanish in the USA, this qualitative study focuses on the teachers' management of the transitions between instructional stages—i.e. phases in the development of a lesson—with specific attention to the analysis of interaction and control during the transitions.

**05-386 Macedonia, Manuela** (Linz U, Austria; manuela@macedonia.at), **Games and foreign language teaching.** *Support for Learning* (Oxford, UK) **20.3** (2005), 135–140.

Active spoken mastery of a foreign language all too often remains an illusive wish on the part of language learners. There is a tendency to seek the causes of non-fluency and accurate speech outside the classroom; for example, too little involvement, interest and time investment on the part of learners. Here it is asserted that the problem must be attributed primarily to the type of exercises that are employed to process foreign language input. Traditional transmission of morphology and syntax by way of rules, and practising such rules via written exercises, does not lead to spoken language, for with this type of practice the retrieval of learned material is too slow and often incomplete to enable successful speech. While games in language and Special Educational Needs instruction are not new, in this article their targeted usage based on cognitive/

neurological evidence is proposed in order to proceduralise declarative knowledge and thereby to elevate accuracy and fluency to a level that enables real-time speech.

**05-387 Martínez-Flor, Alicia** (Universitat Jaume I, Spain; aflor@ang.uji.es) & **Yoshinori Fukuya**, **The effects of instruction on learners' production of appropriate and accurate suggestions.** *System* (Amsterdam, the Netherlands) **33.3** (2005), 463–480.

Only a few empirical studies have explored Focus on Form in the pragmatic realm. By operationalising this theoretical construct for an implicit condition, this study examined the effects of two types of pragmatic instruction (explicit and implicit) on learning head acts and downgraders in suggestions. Eighty-one Spanish learners of English took one of the three sections of a computer science class for a 16-week university semester. During this period, an 'explicit' group was exposed to metapragmatic information on suggestions for 12 hours; an 'implicit' group participated in pragmalinguistic input enhancement and recast activities; a control group never received equivalent instruction. All the participants engaged in e-mail and phone tasks as pre- and post-tests. The results revealed that both explicit and implicit groups had post-instructional improvements in their production of pragmatically appropriate and linguistically accurate suggestions. This study highlighted the ways input enhancement and recasts could be implemented at the pragmatic level. We conclude that coupled instruction of these two techniques is a sound option to teach suggestions to foreign language learners and finally provide a pedagogical implication.

**05-388 Morrison, Richard & Mathew White** (Chukyo U, Japan; Morrison@lets.chukyo-u.ac.jp), **Nurturing global listeners: increasing familiarity and appreciation for world Englishes.** *World Englishes* (Oxford, UK) **24.3** (2005), 361–370.

The acknowledgment of world Englishes highlights the need for engendering greater linguistic flexibility among students and educators. Pertaining to listening, such flexibility can be addressed partially through materials and experiences providing increased familiarity with varieties of world Englishes. Examples of world Englishes should be provided while maintaining their integrity. Publishers overlook opportunities for increasing familiarity with world Englishes when materials are created that do not depict the Englishes from the regions they are attempting to portray. In addition, institutions often overlook the resources available in their own environment, focusing learner attention on Englishes provided by members of the Inner Circle, and ignoring the rich bounty they have within their own environment. Increased exposure to English varieties is one step. Global listeners must also be reminded to recognise the validity of varieties

of English. In particular, they must be reminded to acknowledge and accept the validity of their own. This paper describes the methods used in Chukyo University's Department of World Englishes for developing familiarity and acceptance of English varieties, including students' own.

**05-389 Myhill, Debra** (U of Essex, UK) & **Pauline Warren, Scaffolds or straitjackets? Critical moments in classroom discourse.**

*Educational Review* (London, UK) **57.1** (2005), 55-69.

This article explores how teachers use talk to scaffold pupil learning by examining 'critical moments' in whole-class teaching contexts. The critical moments represent those points in a lesson where something a child or teacher says creates a moment of choice or opportunity for the teacher, and the article examines teachers' responses to these moments. The article will illustrate how instead of acting as a temporary supporting scaffold, many teaching strategies or teacher-pupil interactions act as a heavy prompt or even as a straitjacket upon pupil learning. In particular, the teacher's emphasis upon ensuring that children are introduced to key concepts or topics sometimes means that the movement to independent learning is not achieved and the 'scaffold' becomes a means of control rather than of temporary guidance.

**05-390 Qiang, Niu** (Tongji U, China; donna\_niu@yahoo.com) & **Martin Wolff, Is EFL a modern Trojan Horse?** *English Today* (Cambridge, UK) **21.4** (2005), 55-60.

This paper shows how, in China, English is viewed as the 'gatekeeper' to higher education, employment, economic prosperity and social status, but asks whether Chinese, as a result, is drowning in the sea of English. It is argued that linguistic imperialism is itself a struggle for power and an insidious weapon used by one country to interfere with the internal affairs of another. Language planning must not only consider the affirmative needs of a particular society but must also have a defensive element to protect against linguistic imperialism perpetrated by another society. There is manifestly a view that English as a Foreign Language (EFL) is a modern-day Trojan Horse, filled with EFL teachers-cum-soldiers-cum-missionaries, and armed with words rather than bullets, but intent nonetheless on recolonising the world and re-making it in the image of Western democracy.

**05-391 Rose, Kenneth R.** (City U of Hong Kong, Hong Kong, China; ken.rose@cityu.edu.hk), **On the effects of instruction in second language pragmatics.** *System* (Amsterdam, the Netherlands) **33.3** (2005), 385-399.

Despite the fact that research on the effects of instruction in second language pragmatics is a subset of the literature

on instructed second language acquisition, pragmatics as a learning target does not figure prominently in most surveys of this area. This is due partly to the fact that instructional effects research in second language acquisition has only recently come into its own and still has a long way to go, but also is the result of a relative neglect of pragmatics in second language acquisition in general. Nevertheless, arguments have been put forward for the necessity of instruction in pragmatics, and there is now a growing body of research which addresses this issue. This paper reviews the literature on the effects of instruction in second language pragmatics by first considering the learning targets, learner characteristics and learning contexts represented in the studies done to date. Following this, are three central issues which occupy much of the literature: the teachability of pragmatics, the relative benefits of instruction versus exposure, and whether different approaches to instruction yield different results.

**05-392 Sakai, Sanzo & James F. D'Angelo** (U of Chukyo, Japan; ssakai@lets.chukyo-u.ac.jp), **A vision for world Englishes in the expanding circle.** *World Englishes* (Oxford, UK) **24.3** (2005), 323-327.

This paper presents a variety of initiatives in place in the College of World Englishes, and demonstrates how they differ from traditional approaches, and the reason it is believed they will have a positive impact on the education and lives of students. Nearing the end of the third year, there is still a long way to go in developing the program, but there is a solid foundation, and the philosophy of world Englishes is acting in an organic way to create a steady flow of new ideas and programs. The implementation of these ideas will further test and strengthen the acceptance of world Englishes, and it is hoped this will offer an example to other institutions in Japan and other Expanding-Circle nations.

**05-393 Scott, Robert A.** (Adelphi U, USA), **Many calls, little action: global illiteracy in the United States.** *Language Problems and Language Planning* (Amsterdam, the Netherlands) **29.1** (2005), 67-82.

What is the role of United States' universities in preparing graduates for an increasingly interdependent world in which the knowledge of other languages and cultures is once again a critical need? The article reviews the many calls for global understanding and language competence, the barriers to sustained follow-up and action, and the consequences for national security, economic competitiveness, and a globally aware citizenry. It concludes with several recommendations for universities to undertake in partnership with schools, states, businesses, non-governmental organisations, and the federal government.

**05-394 Takahashi, Satomi** (Rikkyo U, Japan; satomit@rikkyo.ne.jp), **Noticing in task performance and learning outcomes: a**

**qualitative analysis of instructional effects in interlanguage pragmatics.** *System* (Amsterdam, the Netherlands) **33.3** (2005), 437–461.

This study aims to provide an in-depth qualitative analysis of instructional effects in L2 pragmatics by exploring the manner in which Japanese EFL (English as a Foreign Language) learners' noticing of target English request forms is constrained by different types of treatment tasks and the subsequent effect of the learners' noticing on their learning outcomes. Following a pre-test, 49 learners were assigned to one of the two instructional (treatment) conditions: a form-comparison condition and a form-search condition. The treatment data were examined with regard to the extent to which the learners had noticed the appropriate manner of request realisation in English. The treatment data were further compared with the post-test self-reports, which revealed the learners' primary concerns regarding their L2 request realisation. The results indicated that during the treatment, the learners in the form-comparison condition noticed the target request forms to a greater extent than those in the form-search condition. Further, the learners' higher awareness of the target forms tended to ensure the emergence of these forms during their post-test performance.

**05–395 Yoshikawa, Hiroshi** (Chukyo U, Japan; hyskw@lets.chukyo-u.ac.jp), **Recognition of world Englishes: changes in Chukyo University students' attitudes.** *World Englishes* (Oxford, UK) **24.3** (2005), 351–360.

In Japan, recognition of the concept of world Englishes has gradually penetrated the thinking of college English teachers, but American Standard English or British Standard English is still the only model that Japanese high school students have to learn. Therefore, students enrolled in the Department of World Englishes of Chukyo University perhaps have heard the term 'world Englishes', but it cannot be said that most of them understand what the concept of 'world Englishes' is. All the students of the Department of World Englishes have to take the required lecture class 'Introduction to Studies of World Englishes' and the seminar class 'Singapore Seminar' for which they actually visit Singapore and take English and culture classes in their first-year. A questionnaire was administered to first-year students before and after taking these classes. This paper analyses and compares the results of the questionnaire.

## Language learning

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**05–396 Altenberg, Evelyn P.** (Hofstra U, USA; sphepa@hofstra.edu), **The perception of word boundaries in a second language.** *Second Language Research* (London, UK) **21.4** (2005), 325–358.

Adult Spanish L2 learners of English and native speakers of English participated in an English perception task designed to investigate their ability to use L2 acoustic-phonetic cues, e.g. aspiration, to segment the stream of speech into words. Subjects listened to a phrase and indicated whether they heard, for example, 'keep sparking' or 'keeps parking'. The results indicate that learners are significantly worse than native speakers at using acoustic-phonetic cues, and that some types of stimuli are easier for learners to segment than others. The findings suggest that various factors, including transfer and markedness, may be relevant to success in L2 segmentation.

**05–397 Baker, Wendy** (Brigham Young U, USA) & **Pavel Trofimovich, Interaction of native- and second-language vowel system(s) in early and late bilinguals.** *Language and Speech* (Twickenham, UK) **48.1** (2005), 1–27.

The objective of this study was to determine how bilinguals' age at the time of language acquisition influenced the organisation of their phonetic system(s). The productions of six English and five Korean vowels by English and Korean monolinguals were compared to the productions of the same vowels by early and late Korean-English bilinguals varying in amount of exposure to their second language. Results indicated that bilinguals' age profoundly influenced both the degree and the direction of the interaction between the phonetic systems of their native (L1) and second (L2) languages. In particular, early bilinguals manifested a bidirectional L1-L2 influence and produced distinct acoustic realisations of L1 and L2 vowels. Late bilinguals, however, showed evidence of a unidirectional influence of the L1 on the L2 and produced L2 vowels that were 'coloured' by acoustic properties of their L1. The degree and direction of L1-L2 influences in early and late bilinguals appeared to depend on the degree of acoustic similarity between L1 and L2 vowels and the length of their exposure to the L2. Overall, the findings underscored the complex nature of the restructuring of the L1-L2 phonetic system(s) in bilinguals.

**05–398 Bardovi-Harlig, Kathleen** (Indiana U, USA; bardovi@indiana.edu) & **Robert Griffin, L2 pragmatic awareness: evidence from the ESL classroom.** *System* (Amsterdam, the Netherlands) **33.3** (2005), 401–415.

This paper reports on the results of a pragmatics awareness activity in an ESL (English as a Second Language) classroom held before learners received formal instruction in pragmatics. Five intact ESL classes consisting of 43 students from 18 language backgrounds participated in this activity. During the activity, learners worked in pairs to identify pragmatic infelicities in video-taped scenarios and performed short role-plays to repair the infelicities they had identified. The student role-plays were also video-taped. The purpose of the role-plays was to determine the types of pragmatic

infelicities that are readily noticed by high intermediate learners and that are most easily remedied by them. The role-plays showed that learners recognised and supplied missing speech acts and semantic formulas, although the form and content of the repairs differed from target-like norms in some respects. That is, learners may easily supply a missing apology for arriving late or explanations for making requests or for not having completed a class assignment, but the specific content or form may be less culturally or linguistically transparent. Thus, the results of the activity suggest areas where learners might benefit from instruction.

**05-399 Barron, Anne** (Universität Bonn, Germany; a.barron@uni-bonn.de), **Variational pragmatics in the foreign language classroom.** *System* (Amsterdam, the Netherlands) **33.3** (2005), 519–536.

Situational variation has long been an accepted form of intra-lingual variation in speech act realisations. The effect of macro-social factors, such as region, ethnic background, age, social status and gender, on intra-lingual pragmatic conventions has, however, received comparatively little attention in the study of pragmatics to date (G. Kasper, *Wessen Pragmatik? Für eine Neubestimmung fremdsprachlicher Handlungskompetenz.* *Zeitschrift für Fremdsprachenforschung* 6 (1995), 69–94, 72–73). In addition, only very limited attention has been paid to macro-social pragmatic variation in modern dialectology, a discipline which focuses on the effect of macro-social factors on linguistic choices (cf. W. Wolfram & N. Schilling-Estes (1998). *American English: dialects and variation*, p. 89). Variational pragmatics is a newly established sub-field of pragmatics which aims to meet this research gap. It is situated at the interface of pragmatics and dialectology and aims at a systematic investigation of the effect of macro-social pragmatic variation on language in action (cf. K. P. Schneider & A. Barron, 'Variational pragmatics: contours of a new discipline', paper presented at the 9th International Pragmatics Conference, Riva del Garda, 10–15 July 2005). This paper highlights the need for a focus on macro-social factors. It draws attention to the fact that the rather blinkered focus on intra-lingual variation to date has meant that in research and teaching, languages have been generally viewed as homogeneous wholes, devoid of regional and social variation. By means of data from a selection of regional intra-lingual pragmatic studies, the paper attempts to highlight a number of parameters relevant to intra-lingual pragmatic variation. On this basis, a case is made for language teaching to include a variational perspective on conventions of language use.

**05-400 Barwell, Richard** (U of Bristol, UK; richard.barwell@bris.ac.uk), **Working on arithmetic word problems when English is an additional language.** *British Educational Research Journal* (Abingdon, UK) **31.3** (2005), 329–348.

There has been little research in the UK into how students learning English as an additional language (EAL) learn mathematics. This article reports results from a three-year study of the participation of learners of EAL in Year 5 in an arithmetic word problem task. The research, drawing on ideas from discursive psychology, used discourse analysis to explore patterns of attention in students' interaction as they worked in pairs or threes. The article briefly describes four patterns of attention: to genre, to mathematical structure, to narrative experience and to written form. Further analysis explored how students used attention as part of the social activity involved in working on the task. The rest of the article illustrates how students used attention to narrative experience to make links between word problems and their own experience, as well as to negotiate their relationships with each other.

**05-401 Benazzo, Sandra** (CNRS & U of Lille 3, France), **L'expression de la causalité dans le discours narratif en français L1 et L2** [The expression of causality in French narrative discourse]. *Langages* (Paris, France) **155** (2005), 33–51.

This study set out to compare the development of the expression of causality in native-speaker French children and adult L2 (second language) learners of French. There were two groups of subjects: 15 monolingual children of three age groups and 32 adult learners of French (10 multilingual beginners, 12 advanced monolingual Germans and 10 advanced multilingual students of French). The subjects were asked to recount the story of a silent film. Narratives generally comprise a chronological (temporal) strand and a causative strand (consequences of actions/events). Young children start telling stories in L1 (first language) with a strong temporal focus; as they get older, more causal and adversative markers appear. The study showed that a similar pattern occurs in adult learners of L2, who do, however, imply cause-effect relations, even without markers. They tell the story in such a way as to reflect the main elements of narrative: the starting point that sets off the action, external complication, the protagonists' reactions and the resolution. As their learning progresses, they mark for cause (*parce que*) and objective (*pour*) rather than consequence. The possible reasons for this are examined. It is concluded that although there are superficial similarities of production in L1 and L2, because of their greater experience of language structure in their L1, the adult learners produced more structured discourse in which causality is clearly implied, though without markers, from the very beginning.

**05-402 Carroll, Susanne E.** (U of Potsdam, Germany; carroll@rz.uni-potsdam.de), **Input and SLA: adults' sensitivity to different sorts of cues to French gender.** *Language Learning* (Malden, MA, USA) **55.S1** (2005), **177**, 79–138.

All second language (L2) learning theories presuppose that learners learn the target language from the speech signal (or written material, when learners are reading), so an understanding of learners' ability to detect and represent novel patterns in linguistic stimuli will constitute a major building block in an adequate theory of second language acquisition (SLA) input. The present study deals with initial sensitivity to cues to gender attribution in French, asking whether or not anglophone adults, with little or no prior exposure to French, given auditory stimuli, were equally sensitive to phonological, morphosyntactic, or semantic cues to French gender classes. The issue of what learners can detect in the signal and encode is an empirical one. Eighty-eight adult English speakers were presented with highly patterned data in list form, namely, auditory sequences of [Det + N]<sub>French</sub> + translation equivalent<sub>English</sub> forms. The patterns, all true generalisations, were drawn from linguistic descriptions of French. These cues are believed by grammarians to be 'psychologically real' to native speakers. I then measured in three different ways what my participants had acquired. Given the extreme limitations on the input (no visual supports to identify referents of names), the participants performed quite well. Moreover, they proved to be highly sensitive to 'natural' semantic and morphological patterns and could generalise accurately from learned instances to novel exemplars. These patterns, however, are not directly instantiated in the speech signal; they are abstractions imposed on the stimuli by human linguistic cognition. Moreover, although it would be inaccurate to describe the learning patterns as 'transfer' (because English nouns have no gender feature), prior knowledge seemed to be implicated in the results. Above all, these Anglophones appear to perceive the gender learning problem as a semantic one and to make use of 'top-down' information in solving it. It follows that the pattern detection that they can do when listening to speech is clearly biased by what they already know. These results, therefore, provide support for hypotheses that the initial state is to be defined in terms of the transfer of first language (L1) grammatical knowledge and/or the transfer of L1 based processing procedures.

**05-403 Chamot, Anna Uhl** (George Washington U, Washington, DC, USA; auchamot@gwu.edu), **Language learning strategy instruction: current issues and research.** *Annual Review of Applied Linguistics* (Cambridge, UK) **25** (2005), 112-130.

This paper begins with definitions and an overview of methods used to identify learners' strategies, then summarises what has been learned from the large number of descriptive studies of strategies reported by language learners. Research on language learning strategies has a history of only about thirty years, and much of this history has been sporadic. The 1980s and early 1990s were a period of substantial research on language learning strategies, much of it descriptive. This period was followed by an apparent loss of

interest in language learning strategies, judging by limited reported research and few related conference presentations. Recently, however, a number of new investigations have reinvigorated the field. The focus of the survey is on the evolution of research on language learning strategy intervention studies, the issues that have emerged from this research, and metacognitive models that can be useful in the language classroom. The discussion concludes by setting out directions for future research.

**05-404 Chen, Aoju** (Max-Planck-Institute for Psycholinguistics, Nijmegen, the Netherlands), **Carlos Gussenhoven & Toni Rietveld, Language-specificity in the perception of paralinguistic intonational meaning.** *Language and Speech* (Twickenham, UK) **47.4** (2004), 311-349.

This study examines the perception of paralinguistic intonational meanings deriving from Ohala's Frequency Code (Experiment 1) and Gussenhoven's Effort Code (Experiment 2) in British English and Dutch. Native speakers of British English and Dutch listened to a number of stimuli in their native language and judged each stimulus on four semantic scales deriving from these two codes: SELF-CONFIDENT versus NOT SELF-CONFIDENT, FRIENDLY versus NOT FRIENDLY (Frequency Code); SURPRISED versus NOT SURPRISED, and EMPHATIC versus NOT EMPHATIC (Effort Code). The stimuli, which were lexically equivalent across the two languages, differed in pitch contour, pitch register and pitch span in Experiment 1, and in pitch register, peak height, peak alignment and end pitch in Experiment 2. Contrary to the traditional view that the paralinguistic usage of intonation is similar across languages, it was found that British English and Dutch listeners differed considerably in the perception of 'confident', 'friendly', 'emphatic' and 'surprised'. The present findings support a theory of paralinguistic meaning based on the universality of biological codes, which however acknowledges a language-specific component in the implementation of these codes.

**05-405 Cheng, Gao Yihong, Ying Zhao Yuan & Zhou Yan** (Peking U, China; gaoyh@pku), **Self-identity changes and English learning among Chinese undergraduates.** *World Englishes* (Oxford, UK) **24.1** (2005), 39-51.

This quantitative study investigated Chinese college students' self-identity changes associated with English learning. The subjects were 2,278 undergraduates from 30 universities, obtained from a stratified sampling. Based on existing literature of bilinguals' identities, the self-designed questionnaire defined six categories of self-identity change: self-confidence, subtractive bilingualism, additive bilingualism, productive bilingualism, identity split, and zero change. Results showed that in the Chinese EFL (English as a Foreign Language)



context, English learning exerted influence on learners' identities, the most prominent being self-confidence. At the same time, learners' values and communication styles underwent some productive and additive changes. Sex, college major, and starting age for English learning had significant effects on certain types of self-identity change. Female students scored higher than male students on self-confidence and productive changes. Compared with natural and social science majors, English majors demonstrated more changes in self-confidence, subtractive, additive and productive changes. With self-confidence change, those who started English learning under age 8 scored lower than groups of higher starting ages. With additive change, the age 9–12 group scored higher than the age 13–15 group. With identity split, the above-age-16 group scored higher than groups of lower starting ages.

**05–406 Chew, Kheng-Suan** (Hong Kong Baptist U, Hong Kong, China; [kschew@hkbu.edu.hk](mailto:kschew@hkbu.edu.hk)), **An investigation of the English language skills used by new entrants in banks in Hong Kong.** *English for Specific Purposes* (Amsterdam, the Netherlands) **24.4** (2005), 423–435.

This research note reports on a study to investigate what English language skills are used by new graduate employees in their daily work in various departments in four banks in Hong Kong. Through interviews with 16 new bank employees across these four banks and the use of questionnaires, the aim was to determine what proportion of their daily communicative tasks is carried out in Cantonese and in English, and which English language skills are used more frequently. An attempt is also made to determine the extent of and reason for these employees' difficulty in using English to carry out their various tasks, and what kind of interest they have in undergoing English language training courses. The study draws several preliminary conclusions about the language divide between spoken and written discourse in banks in Hong Kong with Cantonese used in spoken discourse and English used in written discourse, and the need for larger numbers of bank employees who are fluent in both languages so as to achieve maximum productivity.

**05–407 Chieh-Fang, Hu** (Taipei Municipal Teacher's College, Taiwan, China; [cfhu@tmtc.edu.tw](mailto:cfhu@tmtc.edu.tw)) & **C. Melanie Schuele**, **Learning non-native names: the effect of poor native phonological awareness.** *Applied Psycholinguistics* (Cambridge, UK) **26.3** (2005), 343–362.

This research investigates the influence of phonological awareness on the learning of vocabulary in a foreign language. Thirty-seven Chinese-speaking third graders with high phonological awareness and 37 with low phonological awareness participated in multitrial word learning tasks involving non-native sounding (English) new names paired with novel referents. The children

also participated in three additional associative learning tasks: learning to associate novel native sounding names, familiar native names, and unfamiliar visual shapes with unfamiliar referents. Results indicated that children with lower phonological awareness learned both the novel non-native names and the novel native names less accurately than children with higher phonological awareness and required more learning trials. However, these two groups did not differ in learning to associate familiar names or unfamiliar visual shapes with novel referents. The findings suggest that poor phonological awareness might slow non-native acquisition of vocabulary via difficulty in constructing new phonological representations for new words.

**05–408 Clachar, Arlene** (U of Miami, USA; [aclachar@miami.edu](mailto:aclachar@miami.edu)), **Creole English speakers' treatment of tense-aspect morphology in English interlanguage written discourse.** *Language Learning* (Malden, MA, UK) **55.2** (2005), 275–334.

The study sought to examine the effect of lexical aspect and narrative discourse structure on the pattern of acquisition and use of English verbal morphology exhibited by creole-speaking students. Findings indicated that the emergent pattern of morphology in the creole participants' written interlanguage appeared to be influenced not only by lexical aspect and narrative discourse, but also by a conglomerate of other factors such as the morphosyntactic features of the creoles, the blurring of the distinction between the linguistic system of English-based creoles and that of the standard English varieties, and the constant bidirectional shifting between the creoles and the standard varieties along the creole continuum, as well as the structure of narrative discourse in creole cultures.

**05–409 Clark, Martyn K. & Saori Ishida** (U of Hawai'i, Manoa, USA; [martync@hawaii.edu](mailto:martync@hawaii.edu)), **Vocabulary knowledge differences between placed and promoted EAP students.** *Journal of English for Academic Purposes* (Amsterdam, the Netherlands) **4.3** (2005), 225–238.

This study investigated differences in vocabulary knowledge as a potential explanation for perceived differences between placed and promoted students in a university EAP (English for Academic Purposes) reading course. Students in an advanced reading course ( $N=59$ ) were tested on their vocabulary knowledge using the Vocabulary Levels Test Form B at the beginning of the academic semester. Additionally, the promoted students' ( $n=29$ ) vocabulary scores were compared to their own scores from the beginning of the intermediate course one semester earlier. Analysis of the data shows that students placed directly into the advanced reading course upon entry to the university have statistically significantly greater vocabulary knowledge than students promoted into the course after one semester of study in the EAP program. This difference was

observed for both general as well as academic vocabulary knowledge. Moreover, promoted students' vocabulary scores showed no significant increase over their initial scores as intermediate students for either general or academic vocabulary knowledge despite the fact that they had taken one or more university content courses. Potential reasons for these results as well as curricular implications are discussed.

**05-410 Dahl, Tove I., Margrethe Bals & Anne Lene Turi** (U of Tromsø, Norway; tdahl@psyk.uit.no), **Are students' beliefs about knowledge and learning associated with their reported use of learning strategies?** *British Journal of Educational Psychology* (Leicester, UK) **75.2** (2005), 257–273.

Although considerable research has examined beliefs and learning outcomes, little has looked at the relationship between beliefs and the actual learning process. This research examines the relationship between beliefs about learning and knowledge, and reports of learning strategy-use relevant for successful text comprehension. Participants were 81 Norwegian university students who had studied from 1 to 4 years in a range of disciplines. Students' beliefs about knowledge and learning were measured with the Schommer Epistemological Questionnaire and learning strategies particularly useful for text-based learning were measured with the Motivated Strategies for Learning Questionnaire. A correlational analysis between measures, and full regression analyses of how beliefs influence strategy selection were performed. Beliefs about how thoroughly knowledge is integrated in networks and how fixed the ability to learn is from birth contributed significantly to reported strategy use. Beliefs about how certain knowledge is and how quickly learning can be expected to occur were not found to contribute to reported learning-strategy use in any significant way. Some, but not all, beliefs about knowledge and learning offer insight into students' reported use of learning strategies relevant for reading course literature.

**05-411 Dalton-Puffer, Christiane** (U of Vienna, Austria; christiane.dalton-puffer@univie.ac.at), **Negotiating interpersonal meanings in naturalistic classroom discourse: directives in content-and-language-integrated classrooms.** *Journal of Pragmatics* **37.8** (2005), 1275–1293.

The aim of this paper is to explore the realisation of directive speech acts in naturalistic classroom discourse as part of an overall characterisation of content-and-language-integrated classrooms as discourse environments for foreign language learning. Conceptually and methodologically this study is rooted in the research practices developed in interlanguage and intercultural pragmatics. A chiefly qualitative analysis of directive speech acts in six content lessons in Austrian upper secondary schools is carried out. Contrary to expectations regarding both classrooms and non-native

speakers of English, the language behaviour of the participants shows considerable degrees of indirectness as well as variability in the realisation of directive speech acts. It is shown that the realisation of requests varies according to goal (information/action), which is itself tied to classroom register (instructional/regulative). It is furthermore argued that interactive styles of the L1 culture should also be considered as explanatory factors. The analysis underlines that content-and-language-integrated classrooms are as firmly situated within the circumference of educational discourse as EFL lessons.

**05-412 DaSilva, Iddings & Ana Christina** (Vanderbilt U, USA), **Linguistic access and participation: English language learners in an English-dominant community of practice.** *Bilingual Research Journal* (Tempe, AZ, USA) **29.1** (2005), 165–183.

This investigation explored the ways in which English language learners (ELLs) included in an English-dominant, mainstream second-grade classroom gained access to classroom activities and to the language that conveyed them, and the ways in which these students came to participate in the classroom context. These questions were investigated through the lens of the theoretical construct of community of practice, which emphasises learning as participation in social practices. Qualitative methodologies such as observations, interviews with students and teachers, field notes, and videotaping and audio-taping of student–student and student–teacher interactions were employed. The findings of this study suggest that for ELLs in the English-dominant environment, their linguistic access to classroom activities and their progression toward meaningful participation were in many ways complicated by: (a) unequal participation in the classroom activities, (b) ambiguities in the purposes of instruction, and (c) vagueness in communication by teachers (i.e. lack of clarity when giving directions, poor word choices, and incomplete explanations). Consequentially, the general divide of shared knowledge among members of the class gave way to sub-communities that were parallel to one another, creating a disconnection between the participants of the classroom community.

**05-413 Davis, Adrian** (Macao Polytechnic Institute, China), **Teachers' and students' beliefs regarding aspects of language learning.** *Evaluation and Research in Education* (Clevedon, UK) **17.4** (2004), 207–222.

The similarities and dissimilarities between teachers' and students' conceptions of language learning were addressed through a questionnaire survey concerning the nature and methods of language learning. The results indicate points of congruence between teachers' and students' beliefs about language learning in respect of eight main areas. Teachers and students differed in their beliefs in four areas, with students believing much more strongly than their teachers that: (1) the earlier

a second language is introduced in schools, the greater the likelihood of success in learning; (2) teachers should present grammatical rules one at a time and students should practise examples of each one before going onto another; (3) students' errors should be corrected as soon as they are made in order to prevent the formation of bad habits; and (4) teachers should use materials that expose students only to those language structures that they have already been taught. Implications are drawn both for teachers and students of second language learning.

**05-414 De Angelis, Gessica** (U of Toronto at Mississauga, Canada; gdeangel@utm.utoronto.ca), **Interlanguage transfer of function words.** *Language Learning* (Malden, MA, USA) **55.3** (2005), 379-414.

This study investigates the use of non-native function words in the written production of learners of Italian as a third or fourth language, with English, Spanish or French as native or non-native languages. Results show the frequent use of the French subject pronoun *il* 'he' in learners' texts. The rate of subject insertion and omission was then analysed. English and Spanish first language speakers with knowledge of French were found to use significantly more subject insertion than speakers without knowledge of French. This suggests that prior exposure to a non-native language informs learners' choices of surface structures to a significant extent; and that learners with the same first language but different prior non-native languages develop significant differences in their target language knowledge.

**05-415 Dekydtspotter, Laurent** (Indiana U, USA; ldekydts@indiana.edu) & **Jon C. Hathorn, Quelque chose ... de remarquable in English-French acquisition: mandatory, informationally encapsulated computations in second language interpretation.** *Second Language Research* (London, UK) **21.4** (2005), 291-323.

This paper discusses the results of an experiment that investigates English-French learners' interpretation of quantifiers with detachable restrictions. Such quantifiers are ungrammatical in English. Aspects of interpretation are focussed on that rely on a highly idiosyncratic interface between grammar and general principles of conversational cooperation in native French. It is shown that a learning-theoretic challenge of the most severe kind arises in English-French acquisition unless second language acquisition is constrained by very specific relations between syntactic, semantic and pragmatic modules. It is argued that the emergence of knowledge of interpretation in English-French interlanguage suggests mandatory, informationally encapsulated computations. This supports Schwartz's (1986, 1987, 1999) contention that interlanguage knowledge is constrained by a mental organisation in which Universal Grammar provides the contents of a largely universal processor devoted to language.

**05-416 Demagny, Annie-Claude** (Université de Paris VIII, France) & **Urszula Paprocka-Pietrowska, L'acquisition du lexique verbal et des connecteurs temporels dans les récits de fiction en français L1 et L2** [The acquisition of the lexis of verbs and of temporal connectors in the telling of fictional stories in French as L1 and L2]. *Langages* (Paris, France) **155** (2005), 52-75.

In this study the development of the expression of processes and temporal connectors in the acquisition of French L1 (first language) and L2 (second language), and in adult Polish L1 were compared. The subjects were three groups each of native French- and Polish-speaking children, two groups of advanced Polish learners of French at different levels, and two control groups of adult native speakers of French and Polish. There were 10 subjects in each group and they had to retell a story. Their use of verbs and adverbs was analysed. The results showed that temporal reference development in children of both language groups was practically the same, except that the Polish children were late to use phasal (inceptive, continuative and terminative) verbs. The native-speaker adults used similar language. Learning phases in L1 and L2 acquisition were found to be generally similar. However, the French of advanced Polish learners was nearer that of adult - rather than children - native French speakers, in that they lexicalised phasal (especially terminative) verbs rather than using aspect as they would in Polish. It is concluded that the time taken to learn L1 is considerably longer than that for L2, because the L2 learner has already acquired the cognitive tools for acquisition.

**05-417 Dewaele, Jean-Marc** (U of London; j.dewaele@bbk.ac.uk), **Investigating the psychological and emotional dimensions in instructed language learning: obstacles and possibilities.** *The Modern Language Journal* (Malden, MA, USA) **89.3** (2005), 367-380.

This article puts forth the core argument that Second Language Acquisition (SLA) needs to account for the psychological and emotional dimensions of second language (L2) learning, but that a number of epistemological and methodological difficulties must be surmounted before such a research program can be implemented. To illustrate his arguments, the author examines in depth two research programs developed over the last decade: research on extroversion as a psychological variable investigated within the tradition of individual differences in SLA, and research on the expression of emotion in the L2. The article argues against research isolationism and for more interdisciplinarity in the field of instructed SLA. It contends that research on instructed SLA would benefit from increased methodological and epistemological diversity and that a focus on affect and emotion among researchers might inspire authors of teaching materials and foreign language teachers to pay increased attention

to the communication of emotion and the development of sociocultural competence in a L2.

**05-418 Fleckenstein, Kristie S.** (Ball State U, Muncie, USA; kflecken@bsu.edu), **Faceless students, virtual places: emergence and communal accountability in online classrooms.** *Computers and Composition* (Amsterdam, the Netherlands) **22.2** (2005), 149–176.

A pedagogical problem growing out of virtual classrooms is the temptation to act without communal accountability, the reciprocal commitment among individuals to maintain the health of their interconnections. Drawing on an ethnographic study of a fully online composition class, it is argued that teachers can encourage accountability within virtual sites by conceiving of the online classroom as an emergent phenomenon. The relationships and activities among language, physical reality, and interpretant provide the matrix out of which place organises itself. This ecological orientation provides local and systemic strategies for fostering communal health. After a description of the value of complex systems theory and emergence for conceptualising place, the paper describes the roles of language, physical reality, and interpretant, pointing out the contribution of each to the configuration of virtual place and to communal accountability. Finally, there is a focus on the emergence of place, which reorganises language, reality, and interpretant, opening up a new dimension to communal accountability.

**05-419 Goldschneider, Jennifer M. & Robert M. DeKeyser** (U of Pittsburgh, USA; RDK1@pitt.edu), **Explaining the 'natural order of L2 morpheme acquisition' in English: a meta-analysis of multiple determinants.** *Language Learning* (Malden, MA, UK) **55.S1** (2005), 27–77.

This meta-analysis pools data from 25 years of research on the order of acquisition of English grammatical morphemes by students of English as a second language (ESL). Some researchers have posited a 'natural' order of acquisition common to all ESL learners, but no single cause has been shown for this phenomenon. Our study investigated whether a combination of five determinants (perceptual salience, semantic complexity, morphophonological regularity, syntactic category, and frequency) accounts for the variance in acquisition order. Oral production data from 12 studies, together involving 924 participants, were pooled to obtain weighted accuracy scores for each of six grammatical functors. Results of a multiple-regression analysis showed that a large portion of the total variance in acquisition order was explained by the combination of the five determinants. Several of these determinants, it was argued, can be seen as part of a broad conceptualisation of salience.

**05-420 Grüter, Theres** (McGill U, Québec, Canada; theres.gruter@mail.mcgill.ca), **Comprehension and production of French object clitics by child second language learners and children with specific language impairment.** *Applied Psycholinguistics* (Cambridge, UK) **26.3** (2005), 363–391.

The objective of this research was to compare child second language (L2) learners and children with specific language impairment (SLI) on both production and comprehension in order to investigate whether the similarity of their error profiles observed in spontaneous production extends to comprehension. Results are presented from an elicited production and a sentence-picture matching task targeting accusative object clitics in French. As groups, both L2 learners and children with SLI show a low rate of clitic suppliance in production, yet perform well on the comprehension task. No statistically significant differences are found between the two groups on either task. Analyses of individual results, however, reveal diversity within both groups. Although there seems to be a correlation between performance in production and comprehension in the L2 group, this is not the case in the SLI group.

**05-421 Hincks, Rebecca** (The Royal Institute of Technology, Sweden; hincks@speech.kth.se), **Measures and perceptions of liveliness in student oral presentation speech: a proposal for automatic feedback mechanism.** *System* (Amsterdam, the Netherlands) **33.4** (2005), 575–591.

This paper analyses prosodic variables in a corpus of eighteen oral presentations made by students of Technical English, all of whom were native speakers of Swedish. The focus is on the extent to which speakers were able to use their voices in a lively manner, and the hypothesis tested is that speakers who had high pitch variation as they spoke would be perceived as livelier speakers. A metric (termed PVQ), derived from the standard deviation in fundamental frequency, is proposed as a measure of pitch variation. Composite listener ratings of liveliness for nine 10-s samples of speech per speaker correlate strongly ( $r = .83$ ,  $n = 18$ ,  $p < .01$ ) with the PVQ metric. Liveliness ratings for individual 10-s samples of speech show moderate but significant ( $n = 81$ ,  $p < .01$ ) correlations:  $r = .70$  for males and  $r = .64$  for females. The paper also investigates rate of speech and fluency variables in this corpus of L2 (second language) English. An application for this research is in presentation skills training, where computer feedback could be provided for speaking rate and the extent to which speakers have been able to use their voices in an engaging manner.

**05-422 Huang, Jing** (Zhanjiang Teachers U, China; peterjh@hkusua.hku.hk), **A diary study of difficulties and constraints in EFL learning.**

*System* (Amsterdam, the Netherlands) **33.4** (2005), 609–621.

Drawing on learners' course diaries, this paper explores Chinese EFL (English as a Foreign Language) learners' perceptions of difficulties and constraints in EFL learning and their responses to the perceived difficulties and constraints. The diary data appear to indicate that the students' learning difficulties lay mainly with their linguistic competence, but a closer scrutiny of the classroom discourse seems to reveal that their linguistic difficulties might be a product of the relationship between their linguistic competence and the demands that examinations placed on it. Students' responses to linguistic difficulties were characterised by predominantly 'quantitative' conceptions of, and approaches to, language learning. This quantitative orientation was not generally problematised but deemed functional by students in the examination-oriented context. Socio-psychological constraints raised by diarists included undesirable teacher-learner role relationships, negative self-evaluation, examination anxiety, deficient study skills, and obstacles to independent learning. Although these non-linguistic constraints were not frequently mentioned, it could be argued that socio-psychological factors substantially affected learning. Based on the findings, suggestions are made to aim at informed teaching in the general Chinese EFL university context.

**05–423 Kempe, Vera** (U of Stirling, UK) & **Patricia J. Brooks**, **The role of diminutives in the acquisition of Russian gender: can elements of child-directed speech aid in learning morphology?** *Language Learning* (Malden, MA, USA) **55.S1** (2005), 139–176.

This study investigated second language (L2) learning to gain a better understanding of learning mechanisms that also operate in child firstlanguage (L1) learners. The research was inspired by research on the beneficial effects of child-directed speech (CDS). We tried to examine whether such benefits can be observed in the domain of inflectional morphology in adult L2 learners. Specifically, we investigated whether one typical feature of CDS, diminutivisation, can facilitate learning of Russian gender. Diminutives (i.e. the translational equivalent of *doggy*, *birdie*, etc.) are a pervasive feature of Russian CDS. To examine the effect of diminutives on gender learning directly, adult native speakers of English were taught a variety of Russian nouns, with half of the participants trained on diminutive nouns and half on the non-diminutive base forms. Over four sessions, participants learned to use colour adjectives to name the colour of the objects depicting the nouns. In Russian, adjectives have to agree in gender with the nouns they modify; correct adjective agreement was used as a measure of gender learning. The diminutive training group demonstrated better learning of noun gender and better generalisation to novel word forms and novel nouns, thus confirming the beneficial effects of diminutives on gender learning. The

observed diminutive benefit for gender agreement has subsequently been demonstrated in Russian children both for familiar and, in even more pronounced ways, for novel nouns, thus confirming the generalisability of the results to L1 learners. In light of these latter findings, the present study underscores the importance of complementary research in L1 and L2 learning so that important questions about the nature of L1 acquisition may be answered by means of controlled manipulation of the language input in L2 learning.

**05–424 Kirtley, Susan** (Western Oregon U, USA; kirtleys@wou.edu), **Students' views on technology and writing: the power of personal history.** *Computers and Composition* (Amsterdam, the Netherlands) **22.2** (2005), 209–230.

This article attempts to provide a sense of students' perspectives on questions of technology, thus presenting a fuller picture of the context within which we teach. Drawing on a variety of methods, including a survey and the writings of a small group of students enrolled in a Writing and Technology course, this article expresses some of these stories generally hidden from an instructor's perspective and reveals that, despite what the media might tell us, students are not as prepared to utilise technology as we might assume. Furthermore, the student narratives suggest that English departments and writing programs can play an important role in assisting students who are unfamiliar with computer technologies, helping them to gain the computer literacy they need to succeed at the university.

**05–425 Kiss, Csilla** (Tessedik Sámuel College, Hungary; cskiss@hu.inter.net) & **Marianne Nikolov**, **Developing, piloting, and validating an instrument to measure young learners' aptitude.** *Language Learning* (Malden, MA, USA) **55.1** (2005), 99–150.

This study aimed to develop, pilot, and validate an aptitude test for Hungarian learners of English. A literature review on the construct and tests of aptitude is followed by two parts: a pilot phase on the development of a new aptitude test and a main study involving 419 twelve-year-old children in ten schools. Data were collected on the aptitude test, English proficiency tests, and a measure of learners' motivation. The article explores how aptitude scores relate to learners' performances on the proficiency measure, motivation, gender, school achievements, and grades in English. The results of a multiple-regression analysis indicate that the variable of language aptitude explained over 20% of the variation in English language performance, thus proving to be the best predictor of outcomes.

**05–426 Krashen, Stephen** (U of Southern California, USA) & **Clara Lee Brown**, **The ameliorating effects of high socioeconomic status: a secondary analysis.** *Bilingual Research Journal* (Tempe, AZ, USA) **29.1** (2005), 185–196.

A secondary analysis of previously published data shows that high-socioeconomic status (SES) English language learners (ELLs) outperform low-SES fluent English speakers on tests of math, and they do about as well on tests of reading. Thus, for ELLs, SES can offset the effects of language proficiency on standardised tests of math and reading. This result suggests that we can improve the performance of all ELLs by providing aspects of high SES known to impact school performance. This can be done by improving the print environment and providing bilingual education.

**05-427 Mahoney, Kate S. & Jeff MacSwan** (Arizona State U, USA), **Reexamining identification and reclassification of English language learners: a critical discussion of select state practices.** *Bilingual Research Journal* (Tempe, AZ, USA) **29.1** (2005), 31–42.

In this article, the authors report selected results of a national survey of state requirements and recommendations regarding identification and reclassification of English language learners (ELLs) conducted in academic year 2001–2002, called the Survey of State Policies for Identification and Reclassification of Limited English Proficient Students. The purpose of the State Survey was twofold: (1) to obtain data regarding current state practices with respect to identification and reclassification of ELLs; and (2) to raise questions regarding the appropriateness of three dominant practices, namely, (a) the use of academic achievement tests for the purpose of identification, (b) routine assessment of children's oral native-language ability, and (c) the use of cut-off scores in determining identification or reclassification of ELL status. It is argued that such practices may lead to errors in identification and reclassification of ELLs, which in turn may have negative consequences for students.

**05-428 McColl, Hilary** (Tayside, Scotland, UK; h.mccoll@clara.co.uk), **Foreign language learning and inclusion: Who? Why? What? – and How?** *Support for Learning* (Oxford, UK) **20.3** (2005), 103–108.

The presumption of mainstream schooling and the removal of core status for foreign language learning at Key Stage 4 are presenting new challenges to the ideal of foreign language learning for all. In the current climate, the case for including children with Special Educational Needs in foreign language classes has to be made with greater clarity than ever. In this article the author considers what foreign language learning is really for and how we can justify its inclusion in the curriculum of all young people in the UK. It is suggested that for all learners, whatever their ability, foreign language learning only makes sense if it is set within the context of the communities that use the language, and that for some learners these twin concepts of 'communication' and 'community' can only be understood if we make explicit links between what is

distant-and-strange and what is close-and-familiar. The question is asked whether the courses currently offered can achieve the outcomes desired, and a suggestion made as to the steps needed to make them more fit for the purpose.

**05-429 Meiring, Lynne** (U of Wales, Swansea, UK) & **Nigel Norman**, **How can ICT contribute to the learning of foreign languages by pupils with SEN?** *Support for Learning* (Oxford, UK) **20.3** (2005), 129–134.

The paper focuses on the notion of entitlement and the demands this has made on schools and teachers to cater for the needs of a wide range of pupils previously denied an experience of foreign languages. In order to enable all pupils to realise their potential, facilities and strategies have to be reviewed and developed to ensure that their learning experience is appropriate. This article focuses on the contribution that one such facility, namely information and communications technology (ICT), can make towards removing some of the barriers to learning experienced by some pupils, enabling them to realise some of the benefits of what has often been perceived as a particularly inaccessible curricular area. The authors examine how the generic capability of ICT can enhance and enable the learning of pupils with Special Educational Needs, but do not purport to consider specifically the specialised technology required for certain manifestations of special need.

**05-430 Morgan, Brian** (York U, Toronto, Canada; bmorgan@yorku.ca) & **Vaidehi Ramanathan**, **Critical literacies and language education: global and local perspectives.** *Annual Review of Applied Linguistics* (Cambridge, UK) **25** (2005), 151–169.

Increasingly aware of the 'critical' turn in our disciplines, this paper offers a partial survey of scholarship in two key realms—English for Academic Purposes (EAP) and globalisation—where the term 'critical literacy' has particular relevance. Beginning with some key concepts and ideological tensions latent beneath the term 'critical', the paper then goes on to address the pedagogical priorities that arise from this conceptualisation, in particular, the use of texts to distance individual and group identities from powerful discourses. Next, studies are reviewed that demonstrate how different teachers and researchers have engaged in unravelling and cross-questioning the rhetorical influences of various texts types, including multimodal ones. In the final section, there is a discussion of the intertwined processes of homogenisation and diversification arising from the economic, cultural, and political strains of globalisation with particular emphasis on their implications for critical literacies and language education.

**05-431 Mortimore, Tilly** (U of Southampton, UK; t.mortimore@soton.ac.uk), **Dyslexia and learning**

**style – a note of caution.** *British Journal of Special Education* (Oxford, UK) **32.3** (2005) 145–148.

A recent report in the same journal published the outcomes of a school-based investigation of effective teaching strategies for students with dyslexia based on their preferred learning styles. It reported improvements in performance and attainment in spelling and recommended a more wide-scale adoption of approaches focussed on learning styles. This article, on the other hand, argues for caution. It suggests that practitioners need to look more closely into recent research into learning style and dyslexia before committing themselves to dramatic shifts in their ways of working. It presents a review of the research context for learning styles and some reflections on the selection of a research focus. While welcoming practitioner research, the author suggests ways in which the theoretical, methodological and practical aspects of small-scale enquiries could be strengthened in order to increase their impact upon policy and practice.

**05–432 Murphy, Ellen** (Trinity College, Dublin, Ireland; igrey@tcd.ie), **Ian M. Grey & Rita Honan**, **Co-operative learning for students with difficulties in learning: a description of models and guidelines for implementation.** *British Journal of Special Education* (Oxford, UK) **32.3** (2005), 157–164.

As part of a larger study regarding the inclusion of children with disabilities in mainstream classroom settings, this study reviews existing literature on cooperative learning in the classroom. In particular, it identifies four models of cooperative learning and specifies the various components characteristic of each model. Recent studies on cooperative learning are reviewed with the aim of determining effectiveness. These studies generally indicate that cooperative learning appears to be more effective when assessed on measures of social engagement rather than academic performance. Finally, the authors present their account of the factors that contribute to the successful implementation of co-operative learning for students with difficulties in learning.

**05–433 Murray, Denise E.** (Macquarie U, Australia; denise.murrays@mq.edu.au), **Technologies for second language literacies.** *Annual Review of Applied Linguistics* (Cambridge, UK) **25** (2005), 188–201.

Information and communication technology (ICT) has been used in language classrooms for more than two decades. Over this time, classroom use has moved from drill, text manipulation, and word processing to more interactive and communicative applications such as e-mail, chat, and web-based programs, requiring learners to acquire computer literacies. This paper begins by discussing both the parameters of ICT and the scope of literacies. It is then organised around discussion

of the two types of literacies at the intersection of ICT and L2 learning: how new technologies facilitate acquisition of L2 literacies and what L2 literacies are needed for learners to participate in an increasingly digital world. Although research has mostly been limited to small-scale context-dependent case studies of individual classrooms, it has identified a number of issues that need to be considered as teachers (and learners) use ICT for language learning. Although ICT provides a natural context for learner autonomy, that autonomy needs to be developed systematically. In addition, ICT provides a context for learner identity formation through hybrid uses of language(s), in ways unexpected by teachers and learners. These new ways of using language may empower and motivate learners. Similarly, whereas ICT provides opportunities for collaboration and interaction, they are not automatic, and instruction needs to be skilfully scaffolded for learners to benefit from such opportunities.

**05–434 Myles, Florence** (U of Newcastle, UK; Florence.Myles@ncl.ac.uk), **Interlanguage corpora and second language acquisition research.** *Second Language Research* (London, UK) **21.4** (2005), 373–391.

This article presents a selective review of the work carried out recently in SLA (second language acquisition) research which makes use of oral learner corpora and computer technologies. In the first part, the reasons why the field of SLA needs corpora for addressing current theoretical issues are briefly reviewed. In the second part, recent literature on corpora and SLA is presented, as well as corpora currently available. The final part of the article demonstrates the way in which computerised methodologies can be used, by presenting a case study of a project whose aim was to construct a database of French Learner Oral Corpora, and by illustrating how the Child Language Data Exchange System tools have assisted in addressing a specific research agenda.

**05–435 Odlin, Terence** (Ohio State U, USA; odlin.1@osu.edu), **Crosslinguistic influence and conceptual transfer: what are the concepts?** *Annual Review of Applied Linguistics* (Cambridge, UK) **25** (2005), 3–25.

Recent work is surveyed on language transfer and focuses on the intersection of second language acquisition (SLA) and linguistic relativity in what is often termed CONCEPTUAL TRANSFER. The two most famous exponents of relativity, Wilhelm von Humboldt and Benjamin Lee Whorf viewed crosslinguistic influence as a manifestation of the ‘binding power’ (to use Whorf’s characterisation) of language on thought. The views of von Humboldt and Whorf diverge in some ways, and the difference is relevant not only to issues in SLA such as ultimate attainment but also to theories of linguistic relativity. Indeed, some recent work on conceptual transfer indicates that even highly

proficient learners may never free themselves entirely of the 'binding power' of L1. The research reviewed also includes work with native speakers of different languages, suggesting real cognitive differences related to language in, for example, spatial concepts. The importance of distinguishing concepts from meanings is emphasised, as is the difference between meaning transfer and conceptual transfer. The chapter discusses in detail research on transfer involving spatial, temporal, and affective meanings, with some of the studies being interpreted as evidence of conceptual transfer.

**05-436 Orsini-Jones, Marina** (Coventry U, UK; m.orsini@coventry.ac.uk), **Kathy Courtney & Anne Dickinson, Supporting foreign language learning for a blind student: a case study from Coventry University.** *Support for Learning* (Oxford, UK) **20.3** (2005), 146–152.

This article outlines the adjustments made to provide an accessible learning environment within the first-year undergraduate curriculum of the languages degree course at Coventry University. It describes how language staff collaborated with the Centre for Higher Education Development and the Teaching and Learning Support Unit both to raise awareness amongst all students about accessibility issues and to adapt materials for a blind student reading French, German and Spanish. The article includes a discussion of the challenges faced, and provides an action plan for future adjustments to the languages materials in line with the lesson learnt from the case study.

**05-437 Ortega, Lourdes** (U of Hawai'i, Manoa, USA; lortega@hawaii.edu) & **Gina Iberri-Shea, Longitudinal research in second language acquisition: recent trends and future directions.** *Annual Review of Applied Linguistics* (Cambridge, UK) **25** (2005), 26–45.

Both common sense and expert knowledge tell us that learning a language other than the mother tongue is a complex process that happens through and over time. Time, indeed, is a construct implicated in many of the problems that second language acquisition researchers investigate. The paper surveys longitudinal SLA research published in the last three years to offer a critical reflection of best current longitudinal practices and desirable directions for future longitudinal SLA research. Recent trends are in longitudinal SLA research are highlighted, paying particular attention to broad design choices and foci of research organised around four trends in SLA longitudinal investigation, and key exemplary studies under each trend are described. Some of the challenges and opportunities that await these longitudinal research programs in the future are discussed.

**05-438 Parodi, Teresa** (U of Cambridge, UK; tp209@cam.ac.uk) & **Ianthi-Maria Tsimpili, 'Real' and apparent optionality in second language**

**grammars: finiteness and pronouns in null operator structures.** *Second Language Research* (London, UK) **21.3** (2005), 250–285.

The existence of optionality in acquisitional data presents a problem to the view that developing grammars do not include more than one grammatical system at any stage. In this article data from Greek and Spanish, on the one hand, and English, on the other, constitute the background for the discussion of the existence of 'true' optionality in L2 (second language) grammars and its potential persistence at advanced proficiency levels. Further discussion centres round the relation between optionality and finiteness features in L2 grammars, as well as how morphology interacts with the development of null operator structures (NOS). Specifically, the article deals with the use of pronouns or empty categories in NOS and their relation to finiteness. There is discussion of the role of clitics in adult second language acquisition when the L1 (first language) and the L2 differ in the choices of the pronominal system and in their choice for a gap or clitic pronoun in NOS. The subjects studied are speakers of Greek and of Spanish, languages with clitics, learning English, a language without clitics, as well as speakers of English learning Greek or Spanish. The data collected support the claim that optionality is found in developing grammars but not randomly. First, there is a difference in the degree and nature of optionality found developmentally in advanced as opposed to intermediate learners; secondly, the degree of optionality depends on the morphological richness characterising L1 and L2 in relation to the phenomena studied.

**05-439 Peñate, Marcos & Geraldine Boylan** (U of Las Palmas, Spain), **The effect of interactional adjustments on the overall comprehension of spoken texts: a case study.** *JALT Journal* (Tokyo, Japan) **27.2** (2005), 187–207.

One of the basic conditions required for pupils to learn a foreign language is that their teachers must speak to them in the target language—and always at a level which is understandable to them. The effectiveness of interactional adjustments such as repetitions, comprehension checks and non-linguistic aspects used by a teacher to help primary and secondary school pupils with their general understanding of spoken texts delivered in English is analysed in this article. Once the effectiveness of such adjustments is confirmed, a comparison is made between the teacher's use of adjustments when teaching a group of ten-year-old primary school pupils and when teaching a group of seventeen-year-old secondary school pupils.

**05-440 Reder, Stephen & Erica Davila** (Portland State U, USA; reders@pdx.edu), **Context and literacy practices.** *Annual Review of Applied Linguistics* (Cambridge, UK) **25** (2005), 170–187.



This paper surveys recent progress in resolving tensions between conceptions of literacy as a system of locally situated cultural practices and conceptions of literacy as a broader system of written language that transcends specific individuals and local contexts. Such theoretical tensions have arisen out of earlier, long-standing literacy debates – the Great Divide, the Literacy Thesis, and even debates about situated cognition itself. Recent reviews and critiques of the ‘New Literacy Studies’ examined here are reaching toward new theoretical ground to address emerging concerns about the adequacy of current literacy theories framed in terms of locally situated social practices. This new work should be of interest not only to those working in the field of literacy but also to applied linguists in general, because the core issues have to do with the nature and role of context in language use, whether in oral or written form.

**05-441 Reinders, Hayo** (U of Auckland, New Zealand), **Nonparticipation in university language support.** *JALT Journal* (Tokyo, Japan) **27.2** (2005), 209–226.

Research has shown that many students studying abroad face great difficulties and run the risk of failing courses as a result of problems with the language (Ballard & Clanchy 1997). At a university in New Zealand, it was found that over 70% of all resident second language speakers had a level of English that did not prepare them adequately for university study. In response, a free language support programme was offered to help students improve their English and develop their skills for independent learning. Students with identified language needs were strongly encouraged to take part in the programme. However, both the participation and completion rates were disappointing, especially among Japanese students. Several previous studies have reported similar findings, but little information is available on the reasons for this lack of participation. The current study investigates why, in spite of strong encouragement, students choose to (not) make use of the available support and what determined their completion of the programme. It was found that while time constraints played an important role, so did students’ perceptions of the programme and the type of support it would offer. The final part of the paper provides a number of practical recommendations for support staff working on such programmes.

**05-442 Robinson, Peter** (Aoyama Gakuin U, Tokyo; peterr@cl.aoyama.ac.jp), **Aptitude and second language acquisition.** *Annual Review of Applied Linguistics* (Cambridge, UK) **25** (2005), 46–73.

Recent second language acquisition (SLA) research into the cognitive abilities implicated in implicit, incidental, and explicit learning, and in learning and performance on tasks differing in their information processing demands has prompted new theoretical frameworks for

conceptualising L2 aptitude. This research is reviewed and related to measures of abilities operationalised in existing aptitude tests, as well as to measures of abilities that are the focus of more recent research in cognitive psychology. Finally, prospects for developing aptitude tests to serve the purposes of predicting both early and advanced level language learning success are discussed in the light of the SLA findings and aptitude frameworks reviewed.

**05-443 Rydland, Veslemøy & Vibeke Grøver Aukrust** (U of Oslo, Norway; veslemoy.rydland@ped.uio.no), **Lexical repetition in second language learners’ peer play interaction.** *Language Learning* (Malden, MA, USA) **55.2** (2005), 229–274.

Recent studies have pointed to the importance of second language learners’ use of repetition for conversational participation and language learning. This study researched the significance of repetition, varying in type and complexity, for second language learning children’s verbal participation in play as well as their academic language skills and extended discourse participation. Twenty-seven 4- and 5-year-old children with Turkish as their first and Norwegian as their second language were videotaped in multiparty preschool play. The target children’s second language lexical repetition of self and others was identified and subcategorised according to repetition complexity. The main findings suggested that self-repetition was related to frequency of verbal participation, whereas complex other-repetition was related to children’s academic language skills and participation in extended discourse.

**05-444 Sparks, Richard L.** (College of Mount St. Joseph, USA; richard\_sparks@mail.msje.edu), **James Javorsky & Lois Philips, Comparison of the performance of college students classified as ADHD, LD, and LD/ADHD in foreign language courses.** *Language Learning* (Malden, MA, USA) **55.1** (2005), 151–177.

In this study, college students classified as having attention deficit hyperactivity disorder (ADHD) who had fulfilled the foreign language (FL) requirement were compared with students classified as learning disabled (LD) or both LD and ADHD who had either substituted courses for the college FL requirement (petition) or had passed FL courses (non-petition) on cognitive and academic achievement measures and in FL course grades. Findings revealed few between-group differences on the testing measures and also showed that all five groups scored in the average to above-average range on all measures of cognitive ability and academic achievement, and achieved primarily average to above-average grades in college FL courses. Results indicated that petition status and disability classification were not important in differentiating the five groups’ cognitive ability, academic achievement skills, and graduating grade point average.

**05-445 Stevens, Anne** (The Open U, UK) & **David Marsh, Foreign language teaching within special needs education: learning from Europe-wide experience.** *Support for Learning* (Oxford, UK) **20.3** (2005), 109–114.

In this article, a focus is made on the main aspects of the argument and discussion raised in the recently published European Commission (2005) report on the teaching and learning of languages in the context of Special Educational Needs. A number of avenues of possible action are explored that should follow if the issues raised in the report are to be effectively addressed.

**05-446 Strenski, Ellen** (U of California, Irvine, USA; strenski@uci.edu), **Caley O'DwyerFeagin & Jonathan A. Singer, Email small group peer review revisited.** *Computers and Composition* (Amsterdam, the Netherlands) **22.2** (2005), 191–208.

Attention to email exchanged among a small group of student peers supersedes discussion of networked computer labs and is distinguished from research on collaborative classroom work in general, on online peer tutoring in writing centres, on email communication in online professional writing courses, and on online discourse in general. Email peer response within small groups is different from larger-scale, one-to-many computer-based communication tools on class mailing lists, bulletin boards, blogs, and wikis on the one hand and smaller-scale, one-to-one email exchange between an individual student and a peer tutor on the other hand. The benefits of assignments that require small groups to respond electronically and asynchronously to each other's drafts are analysed and illustrated: rhetorical/thematic, discursive/environmental, technological, logistical/time management. The practicalities of students' exchange of drafts, deadlines, and other guidelines are explained and illustrated in typical student email responses and model instructor handouts.

**05-447 Tarone, Elaine & Martha Bigelow** (U of Minnesota, USA; etarone@umn.edu), **Impact of literacy on oral language processing: implications for second language acquisition research.** *Annual Review of Applied Linguistics* (Cambridge, UK) **25** (2005), 77–97.

A description is made of the body of research on oral language processing that is believed to have important implications for applied linguistics. This research documents the effects of literacy on human oral language processing. Studies in this area show that illiterate adults significantly differ from literate adults in their performance of oral processing tasks that require an awareness of linguistic segments. These studies provide evidence that the acquisition of the ability to decode an alphabetic script changes the way in which the individual processes oral language in certain kinds of cognitive tasks. At the same time, based on research

establishing a clear reciprocal relationship between oral language processing skills and literacy, researchers on L1 acquisition are extending the scope of their study to explore the way in which an individual's language competence is altered and extended by literacy itself. The broad outlines of this new body of research and scholarship is discussed, and the implications for our understanding of second language acquisition (SLA) explored, and particularly for theories and research that explore the impact of 'noticing' on SLA. There is emphasis on the social and theoretical importance of including clearly-identified illiterate adults in the growing database on second language acquisition research.

**05-448 Thomas, Margaret** (Boston College, USA; thomasm@bc.edu), **Theories of second language acquisition: three sides, three angles, three points.** *Second Language Research* (London, UK) **21.4** (2005), 393–414.

Three recent books take up different positions in the on-going debate about how, and out of what, to construct a theory of second language (L2) acquisition. In *A philosophy of second language acquisition* (Yale University Press, 2004), M. Johnson advocates a 'dialogically based approach', inspired by Vygotsky's sociocultural theory and Bakhtin's 'dialogised heteroglossia', with which she would replace what she views as a prevailing 'cognitive bias' in the field. Similarly, in *The social turn in second language acquisition* (Edinburgh University Press & Georgetown University Press, 2003), D. Block supports a 'more interdisciplinary and socially informed orientation' to second language acquisition. On the other hand, in *Theory construction in second language acquisition* (John Benjamins, 2004), G. Jordan argues forcefully that theorising about second language acquisition must be based on a rationalist epistemology. He provides a set of 'Guidelines' for theory construction, including six assumptions foundational to rationalist inquiry in general, and a five-point evaluation metric against which rival theories can be judged. He also passes on a list of six 'practices to be avoided'. Jordan encourages the cultivation of many, varied, theories so long as they observe the rationalist Guidelines. He goes on to criticise a broad sample of second language research, commenting on whether specific proposals do or do not adhere to the Guidelines. This article reviews all three scholars' positions in this important debate, which has the potential to sharpen second language theorists' sense of what they are doing and how they should do it.

**05-449 Tickoo, Asha** (Southern Illinois U, USA; atickoo@siue.edu), **Text building, language learning and the emergence of local varieties in world Englishes.** *World Englishes* (Oxford, UK) **24.1** (2005), 21–38.

The paper examines two basic modes of text building, first proposed by Sinclair (1994). It argues that these

text-building means are not just different, but are, rather, operational opposites. It suggests that this difference means that ESL (English as a second language) learners who first acquire one mode of text building are, by this means, also equipped with the wherewithal to prevent implementation of the other. The result is an emergent systemic discourse-level difference from target norms in the learners' use of the later-acquired means of text building. This is evidenced in an assessment of a sample of expository essays by fairly advanced learners of English, whose first language is Cantonese. The data assessment also shows that the non-target-like system is not replaced by a more target-like substitute, in spite of sustained opportunity for continued learning of the target norms. Rather, the resulting non-target-like structure is retained as a permanent feature, contributing to the distinctness of the local variety, because it is well accommodated in natural communication (even in cross-cultural intercourse), for the simple reason that it does not cause miscommunication.

**05-450 Tokimoto, Shingo** (Mejiro U, Japan), **Disambiguation of homonyms in real-time Japanese sentence processing: case-markings and thematic constraint.** *Language and Speech* (Twickenham, UK) **48.1** (2005), 65–90.

This paper experimentally examines the effects of the case-markings and the constraint on the assignments and the receptions of thematic roles in Japanese sentence processing. A self-paced reading experiment was carried out with syntactically well-controlled Japanese sentences including homonyms locally ambiguous between nouns and verbs. The results showed that the homonyms were preferably disambiguated as verbs. We interpret this disambiguation as the result of the application of the thematic constraint to the input items on the basis of the correspondence between the case-markings and the grammatical functions in Japanese. We further examined the effect of pragmatic plausibility on the interpretation of the homonyms by questionnaire, and claim that the thematic constraint is still the chief determinant for their disambiguation even with the possible plausibility effects. We also examined the effect of the verbal working memory capacity estimated by the Japanese Reading Span Test, and we demonstrate that a reader with a high score in the test comprehends sentences more accurately but spends relatively longer time for reanalyses than a reader with a low score. We discuss the relevances of our results to the parsing models for real-time Japanese sentence processing and to the studies of verbal working memory in English.

**05-451 Wigglesworth, Gillian** (U of Melbourne, Australia; gillianw@unimelb.edu.au), **Current approaches to researching second language learner processes.** *Annual Review of Applied Linguistics* (Cambridge, UK) **25** (2005), 98–111.

Language learning is a complex set of processes that largely take place in the learner's head. The extent to which learners consciously focus on specific aspects of language, the degree to which they notice particular features of language, and how this is done has been the object of considerable debate in different theoretical approaches to second language acquisition. For researchers in second language acquisition, one dilemma is how to find out what learners notice, and how, if at all, they incorporate this into their developing linguistic knowledge. Three approaches to researching learner cognitive processes are discussed that can be used to identify the knowledge that learners have about their second language, and obtain some insights into the cognitive processes of learners. These approaches have the potential to contribute to our understanding of how learners learn a second language, and, therefore, how this task may be facilitated. The first approach attempts to tap directly into the learner's thought through the use of think-aloud protocols, whereas the second involves having learners engage with activities that encourage them to talk aloud, thus providing insights into their thought processes. The third approach uses planning effects on task performance to investigate how learners monitor their language.

**05-452 Wilks, Clarissa** (Kingston U, UK; C.Wilks@kingston.ac.uk), **Paul Meara & Brent Wolter, A further note on simulating word association behaviour in a second language.** *Second Language Research* (London, UK) **21.4** (2005), 359–372.

This article explores some critical methodological and theoretical issues that emerge from recent research into word association behaviour in second language (L2) learners. The studies discussed all use computer simulations as a tool to investigate L2 lexical networks, and to compare these networks with those of first language (L1) speakers. This article broaches some previously unacknowledged complexities in this kind of research and draws attention to the importance of which assumptions are built into simulation models. The article queries some of the assumptions of a previous article (Wilks & Meara 2002), and provides a reinterpretation of some of the data presented there. The article argues that simulation modelling forces us to make critical analyses of assumptions in a way that is not always necessary in less exacting experimental environments.

**05-453 Williams, John N.** (U of Cambridge, UK; jnw12@cam.ac.uk) & **Peter Lovatt, Phonological memory and rule learning.** *Language Learning* (Malden, MA, USA) **55.S1** (2005), 177–233.

Our research reflects the current trend to relate individual differences in second language learning to underlying cognitive processes as such research can shed light on the cognitive mechanisms underlying the language learning process. Here we focus on the influence of memory, which has long been recognised as

an important component of language learning aptitude. We build on work that has been done in psychology on the relationship between phonological short-term memory (PSTM) and vocabulary learning and ask whether a similar relationship can be traced at the level of grammar learning. Even within grammar, however, we believe that it is necessary to systematically target different domains, because each will potentially draw on different learning mechanisms and be subject to different variables. In this study we focus on an area of grammar that depends upon distributional analysis, since this has been stressed as an important component of 'data-driven' or connectionist approaches to language learning. In these approaches memory for associations between input elements constitutes the database from which generalisations emerge. This approach predicts that PSTM should be related to initial learning of word forms (vocabulary learning), to memory for combinations of familiar forms in the input (memory for input), and to eventual rule learning based on those combinations. In two laboratory-based experiments using semi-artificial micro-languages, we tested these predicted relationships. The domain was grammatical gender, which in our micro-languages could only be inferred from the distribution of determiners accompanying nouns. The predicted pattern of correlations was obtained, confirming a role for PSTM in distributional learning. However, there were also statistically independent effects of the participants' prior knowledge of languages that encode grammatical gender. This indicates that there was a 'conceptually driven' element to the learning process and that both memory and non-memory factors were related to learning outcomes.

**05-454 Wire, Vivienne** (East Ayrshire, Scotland, UK; vivienne.wire@east-ayrshire.gov.uk), **Autistic Spectrum Disorders and learning foreign languages.** *Support for Learning* (Oxford, UK) **20.3** (2005), 123-128.

The number of young people with a diagnosis of Autistic Spectrum Disorders coming into mainstream foreign languages classes is increasing, and this is causing some concern to teachers. Based on her extensive professional experience, this author considers the implications for teaching and learning of the 'triad of impairments' found in pupils with autism and discusses strategies for intervention. In addition, positive aspects of an autistic person's style of learning are suggested, which may help classroom relationships, pupil motivation and behavioural issues. It is hoped that the issues raised in this article will promote the importance to young people with autism of learning a foreign language and explain how issues of structure and organisation, which lie beyond the triad of impairments, are of equal significance in meeting the educational needs of children and young people with autism.

**05-455 Wright, Margaret & Orla McGroary** (Queen's U Belfast, Northern Ireland), **Motivation**

**and the adult Irish language learner.** *Educational Research* (London, UK) **47.2** (2005), 191-204.

What motivates adult language learners in the city of Belfast to enrol and remain in an Irish class in the first years of the twenty-first century is the subject of the research study reported here. The research is placed within the context of the long history of interest in Irish revival in the city as far back as the eighteenth century and is related to relevant literature on motivation and language learning. The paper provides results from quantitative data collected by means of questionnaires issued to learners throughout the city. An overwhelming interest in culture is what primarily motivates these learners to enrol in an Irish class. Learners are also motivated by a strong sense of identity and by a felt obligation to help preserve the language. The paper illuminates issues of language restoration and the links between identity and language preservation. The research reported here contributes to the literatures on motivation, on adult learning and on language survival.

**05-456 Wright, Wayne E.** (U of Texas, San Antonio, USA), **English language learners left behind in Arizona: the nullification of accommodations in the intersection of federal and state policies.** *Bilingual Research Journal* (Tempe, AZ, USA) **29.1** (2005), 1-29.

Current educational reform efforts in Arizona involve three major federal and state language and assessment policies: (a) AZ LEARNS (2001), Arizona's high-stakes testing and school accountability program; (b) No Child Left Behind (2002); and (c) Proposition 203 (2000), which places restrictions on programs for English language learner (ELL) students. Each policy calls for the full inclusion of ELLs in state-wide high-stakes testing. These policies are analysed from frameworks of educational language policy. The findings reveal that these school reform efforts function as restricted-oriented language policies, particularly as the three policies intersect. Furthermore, it is found that most of the accommodations for ELLs called for within these policies are nullified in the intersection, especially at the level of interpretation and implementation. The remaining accommodation-oriented policies are less helpful to ELLs, and may in fact be more beneficial to state policy actors by masking the harmful effects their restricted-oriented policies are having on ELL students. Suggestions for improving this situation are considered in the conclusion.

**05-457 Zareva, Alla** (Northern Arizona U, USA; Alla.Zareva@nau.edu), **Models of lexical knowledge assessment of second language learners of English at higher levels of language proficiency.** *System* (Amsterdam, the Netherlands) **33.4** (2005), 547-562.

The study presented in this paper was conducted within the theoretical framework of the three-dimensional global-trait model of lexical knowledge proposed by B. Henrikson 1999 (in his article 'Three dimensions of vocabulary development', *Studies in Second Language Acquisition* 21, 303–317), consisting of breadth, depth and receptive–productive dimensions. The experiment empirically tested the practical effectiveness of the framework to account for differences in the vocabulary knowledge of three groups of participants: NSs of English ( $n = 30$ ), L2 advanced ( $n = 17$ ) and intermediate learners ( $n = 17$ ). In addition, it was of interest to find out the degree to which five commonly used predictors of lexical competence – i.e. self-reported knowledge of words, vocabulary size, knowledge of words from various frequency bands, native-like commonality of associations, and number of associations – could help explain the greatest amount of variance in participants' actual knowledge of words. The expectation was that such an analysis would also allow for identifying the smallest and practically most efficient set of predictors of both native speakers' and L2 (second language) learners' overall state of the lexicon and, respectively, of their lexical development with an increase in proficiency. To address the research questions, two statistical procedures were used: multiple regression analysis, which is frequently employed for predictive purposes, and all possible regressions, which is one of several procedures used for identifying the most efficient predictors from a pool of variables. The regression analysis pointed to a statistically significant relationship between participants' actual knowledge of words and the five predictors. All possible regressions revealed that the smallest 'best' set of predictors of lexical knowledge across the three groups was a two-predictor model consisting of verifiable self-report and vocabulary size. The implications of the research findings are discussed from the practical perspective of using discrete item tests for vocabulary knowledge assessment of L2 learners at higher levels of proficiency.

**05–458 Zareva, Alla** (Northern Arizona U, Flagstaff; Alla.Zareva@nau.edu), **Paula Schwanenflugel & Yordanka Nikolova**, **Relationship between lexical competence and language proficiency: variable sensitivity**. *Studies in Second Language Acquisition* (Cambridge, UK) **27.4** (2005), 567–595.

The purpose of the present study was to determine what features associated with the macrolevel of lexical competence vary as a function of increased second language (L2) proficiency. The macrolevel of participants' word knowledge is described with respect to six variables commonly associated with three proposed macrolevel dimensions, namely quantity, quality, and metacognitive awareness. Sixty-four participants (native speakers of English, L2 advanced learners, and intermediate learners of English) self-rated their familiarity with 73 lexical items and were asked to generate word associations to the words they identified

in a verifiable way as known. The data analyses showed that some measures – e.g. vocabulary size, word frequency effects, number of associations, and within-group consistency of participants' associative domain – are more sensitive to L2 learners' increasing proficiency than others (e.g. native-like commonality of associations). The article concludes that aspects such as quality and quantity of L2 lexical competence develop as the proficiency of the L2 learners increases, whereas aspects such as learners' metacognitive awareness are not proficiency-dependent. It also suggests that the measures identified as sensitive to capturing the overall state of L2 learners' vocabularies could also be reliable indexes of learners' proficiency development.

## Language testing

doi:10.1017/S0261444805233141

**05–459 Abella, Rodolfo, Joanne Urritia & Aleksandr Schneyderman** (Miami-Dade County Public Schools, USA), **An examination of the validity of English language achievement test scores in an English language learner population**. *Bilingual Research Journal* (Tempe, AZ, USA) **29.1** (2005), 128–144.

Approximately 1,700 English language learners (ELLs) and former ELL students, in Grades 4 and 10, were tested using both an English-language (Stanford Achievement Test, 9th ed.) and a Spanish-language (Aprenda, 2nd ed.) achievement test. Their performances on the two tests were contrasted. The results showed that ELL students, for the most part, answered more items correctly on a home-language mathematics test, compared to a similar English-language math test, regardless of their level of home-language literacy. Additionally, former ELL students are often unable to exhibit their content-area knowledge on English-language achievement tests, possibly due to language and cultural barriers. In summary, the results show that the achievement test results of ELL students, when tested in English, are not always valid measures of their content-area knowledge.

**05–460 Chalhoub-Deville, Micheline & Gillian Wigglesworth** (U of Iowa, USA; m-chalhoub-deville@uiowa.edu), **Rater judgment and English language speaking proficiency**. *World Englishes* (Oxford, UK) **24.3** (2005), 383–391.

The paper investigates whether there is a shared perception of speaking proficiency among raters from different English speaking countries. More specifically, this study examines whether there is a significant difference among English language learning (ELL) teachers, residing in Australia, Canada, the UK, and the USA when rating speech samples of international English language students. Teachers were asked to rate samples from international students who took the Test of Spoken English (TSE), the oral component of the Test

of English as a Foreign Language (TOEFL). Building on previous research which has demonstrated that different tasks and rater groups affect results obtained from learner performance on oral tests, this project investigated both rating variation as a result of country of origin and variations due to TSE task effects. Multivariate analyses were used to analyse the ratings. Effect sizes are also reported.

**05-461 Hudson, Thom** (U of Hawai'i, Manoa, USA; tdh@hawaii.edu), **Trends in assessment scales and criterion-referenced language assessment.** *Annual Review of Applied Linguistics* (Cambridge, UK) **25** (2005), 205–227.

Two current developments reflecting a common concern in second/foreign language assessment are the development of: (1) scales for describing language proficiency/ability/performance; and (2) criterion-referenced performance assessments. Both developments are motivated by a perceived need to achieve communicatively transparent test results anchored in observable behaviours. Each of these developments in one way or another is an attempt to recognise the complexity of language in use, the complexity of assessing language ability, and the difficulty in interpreting potential interactions of scale task, trait, text, and ability. They reflect a current appetite for language assessment anchored in the world of functions and events, but also must address how the worlds of functions and events contain non-skill-specific and discretely hierarchical variability. As examples of current tests that attempt to use performance criteria, the paper reviews the Canadian Language Benchmark, the Common European Framework, and the Assessment of Language Performance projects.

**05-462 Jamieson, Joan** (Northern Arizona U, USA; joan.jamieson@nau.edu), **Trends in computer-based second language assessment.** *Annual Review of Applied Linguistics* (Cambridge, UK) **25** (2005), 228–242.

In the last twenty years, several authors have described the possible changes that computers may effect in language testing. Since *ARAL*'s last review of general language testing trends (Clapham 2000), authors in the Cambridge Language Assessment Series have offered various visions of how computer technology could alter the testing of second language skills. This paper reflects these perspectives as it charts the paths recently taken in the field. Initial steps were made in the conversion of existing item types and constructs already known from paper-and-pencil testing into formats suitable for computer delivery. This conversion was closely followed by the introduction of computer-adaptive tests, which aim to make more, and perhaps, better, use of computer capabilities to tailor tests more closely to individual abilities and interests. Movement toward greater use of computers in assessment has been coupled with an assumption that computer-based tests should be better than their traditional predecessors, and some related

steps have been taken. Corpus linguistics has provided tools to create more authentic assessments; the quest for authenticity has also motivated inclusion of more complex tasks and constructs. Both these innovations have begun to be incorporated into computer-based language tests. Natural language processing has also provided some tools for computerised scoring of essays, particularly relevant in large-scale language testing programs. Although computer use has not revolutionised all aspects of language testing, recent efforts have produced some of the research, technological advances, and improved pedagogical understanding needed to support progress.

**05-463 Major, Roy C.** (Arizona State U, USA; roy.major@asu.edu), **Susan M. Fitzmaurice, Ferenc Bunta & Chandrika Balasubramanian, Testing the effects of regional, ethnic, and international dialects of English on listening comprehension.** *Language Learning* (Malden, MA, USA) **55.1** (2005), 37–69.

It is widely believed that listeners understand some dialects more easily than others, although there is very little research that has rigorously measured the effects. This study investigated whether listeners experience more difficulty with regional, ethnic, and international dialects of English than with Standard American English. The results demonstrated that speaker dialect had a significant effect for both English as a Second Language (ESL) listeners ( $n = 158$ ) and native-English-speaking listeners ( $n = 58$ ). ESL listeners scored lower on listening comprehension tests hearing ethnic and international dialects of English compared to Standard American English; however, there were no significant differences between the scores of those hearing regional dialect and Standard American English. These results suggest that regional dialects should be considered in listening comprehension tests such as the Test of English as a Foreign Language.

**05-464 McKay, Penny** (Queensland U of Technology, Brisbane, Australia; pa.mckay@qut.edu.au), **Research into the assessment of school-age language learners.** *Annual Review of Applied Linguistics* (Cambridge, UK) **25** (2005), 243–263.

This paper describes recent research into the assessment of school-age language learners in both second language and foreign language situations. The review is organised under five areas of research endeavour: the standards movement and its impact on second language learners in schools; large-scale content-based assessment and ways to counteract its negative impact on second language learners; investigations of academic language proficiency; explorations of classroom assessment; and young learner assessment. These areas of research are interrelated but sufficiently distinct to be addressed under separate headings. References to current research

from various countries around the world are included, and suggested directions for further research are given.

**05-465 Munro, Miles & Virginia Mann** (U of California, Irvine, USA; mmunro@uci.edu), **Age of immersion as a predictor of foreign accent.** *Applied Psycholinguistics* (Cambridge, UK) **26.3** (2005), 311–341.

This study examines the relationship between age of immersion (AOI) and the degree of perceived accent (DPA) that raters who speak native English perceive in the speech of Mandarin speakers who learned English as a second language. AOI and speech samples of variable length and linguistic context (single words, sentences, short paragraph, and self-generated picture narration) were collected from the target group ( $n = 32$ , AOI = 3–16) and from native speaker controls. A moderately trained native speaker panel of college students then rated the samples on how ‘native’ they sounded using a continuous scale. Rating was broken over three separate sessions to relieve fatigue, and a reliability measure was administered at the onset and termination of each session to ensure consistency. Reliable performance was demonstrated both across judges and across sessions and indicated no single AOI demarcated a ‘critical period’. Instead, DPA was found to deviate from native in a highly linear manner with AOI, as did speakers’ tendencies to noticeably deflect from this line. These deviations began at an AOI of about 5, although some speakers bottomed out with an AOI as early as 7, whereas nearly native ratings were given to others whose AOI was greater than 5. Females were rated as more native and variably accented than males. Ratings of native decreased with sampling length but increased with extemporisation, the effect of AOI on DPA being similar for all sampling types.

## Teacher education

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**05-466 Cheng Pui-Wah, Doris** (Hong Kong Institute of Education, Hong Kong, China; doris@ied.edu.hk) & **Philip Stimpson, Articulating contrasts in kindergarten teachers’ implicit knowledge on play-based learning.** *International Journal of Educational Research* (Amsterdam, the Netherlands) **41.4–5** (2005), 339–352.

In Hong Kong, early-years teachers face professional challenges in adopting a creative and child-oriented pedagogy in which play-based learning is central. The paper illuminates teachers’ understanding of play, approaches used, difficulties faced, and their power in finding solutions. Six Hong Kong kindergarten teachers participated in an in-depth qualitative study that investigated their implicit sense-making processes in implementing play. The research tracked their framing and reframing of ‘reflection’ and ‘action’ for a year through interviews and classroom observations. The findings revealed that while teachers sought to include

play, their thinking was often rigid and mechanical. Teachers had a dichotomised concept of play and learning. The study identified three teaching and learning orientations: the technical, the fluctuating and the inquiry, which provide insights into the thinking processes involved in making the pedagogical shift towards play-based learning. By articulating contrasts in kindergarten teachers’ implicit knowledge, the significance of teachers’ inner power, which is persistent inquiry and meta-cognitive learning, is revealed. The findings demonstrate how teachers’ inner power contributes to their professional development.

**05-467 Collins, Fiona M.** (Roehampton U, London, UK; f.collins@roehampton.ac.uk), **‘She’s sort of dragging me into the story!’ Student teachers’ experiences of reading aloud in Key Stage 2 classes.** *Literacy* (Oxford, UK) **39.1** (2005), 10–17.

This article explores the place of the class novel within the current primary curriculum. It begins with an overview of past and current thinking about reading aloud to older primary-age children. The discussion then moves on to describing research carried out with 43 primary postgraduate student teachers, which aimed to investigate the students’ school experiences of observing reading aloud and working on whole narrative texts. Lastly, the article focuses on how the findings influenced changes made to a postgraduate primary course in order to support and develop students’ understanding of the role that reading aloud plays in developing children’s critical understanding of story.

**05-468 Fischl, Dita** (Kaye College for Teacher Education, Israel) & **Shifra Sagy, Beliefs about teaching, teachers and schools among pre-service teachers: the case of Israeli-Bedouin students.** *Language, Culture and Curriculum* (Clevedon, UK) **18.1** (2005), 59–71.

The purpose of the study was to examine beliefs about teaching and teachers of Israeli-Bedouin students before and during their training period. The study is based on Kagan’s (1992) theoretical model, which views teachers’ professional development as taking place through reciprocity between students’ personal school memories and the training process. The Israeli-Bedouin community has been going through a transition from a tribal and traditional society to a modern one. The data is part of a longitudinal study which followed a group of 67 Israeli Bedouin pre-service teachers. Each student was asked three questions about his/her beliefs regarding teaching, school and teachers, at three times during the training period. Data indicated that Israeli Bedouin pre-service teachers began their training with general and non-specific beliefs about teachers and teaching, such as: a teacher must be a leader; his/her main duty is to help children integrate into modern society; teaching means handing over information and school has been designed to improve students by means of information received

in class. During the training period several changes were detected in the respondents' beliefs: (1) they gave up the belief that school gives pupils information and knowledge that can promote them socially; (2) they linked new professional concepts to former concepts; (3) they changed their beliefs about the teacher's character, from a leading and socially contributing figure to a self-focused one.

**05-469 Gamliel, Eyal & Liema Davidovitz** (Ruppin Academic Center, Israel; eyalg@ruppin.ac.il), **Online versus traditional teaching evaluation: mode can matter.** *Assessment & Evaluation in Higher Education* (Abingdon, UK) **30.6** (2005), 581-592.

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

**05-470 Gebhard, Jerry G.** (Indiana U of Pennsylvania, USA), **Awareness of teaching through action research: examples, benefits, limitations.** *JALT Journal* (Tokyo, Japan) **27.1** (2005), 53-69.

This article describes three action research projects conducted by teachers at Teachers College, Columbia University, Tokyo MA TESOL Program. It discusses the benefits of undertaking action research (how it helps teachers to make more informed decisions; gain skills at posing and solving teaching problems; expand reflective skills; create a forum to discuss teaching issues and beliefs) as well as the limitations (a focus only on problems; a narrowly defined linear process). The author then highlights other avenues to expand teacher awareness through 'exploring what happens' by trying the opposite, exploring 'what we actually do' as opposed to 'what we think we do', considering 'what we believe in relation to what we do', and exploring to 'gain emotional clarity'.

**05-471 Gillies, Robyn M.** (U of Queensland, Australia; r.gillies@uq.edu.au), **The effects of communication training on teachers' and students' verbal behaviours during cooperative learning.** *International Journal of Educational*

*Research* (Amsterdam, the Netherlands) **41.3** (2005), 257-279.

The present study sought to compare the effects of training teachers in specific communication skills designed to promote thinking and scaffold learning on teachers' and students' verbal behaviours during cooperative group work. Thirty teachers and 826 children from years 5-7 participated in the study. The results show that when teachers are trained to use specific communication skills during cooperative learning (cooperative-interactional condition) they engage in more mediated-learning interactions, ask more questions, and make fewer disciplinary comments than teachers who have been trained to implement cooperative group work only (cooperative condition). In turn, the children in the cooperative-interactional groups modelled many of the responses they gave their teachers and provided more detailed explanations, shorter responses, and asked more questions than their peers in the cooperative only groups.

**05-472 Grugeon, Elizabeth** (De Montfort U, Bedford, UK; egrugeon@dmu.ac.uk), **Listening to learning outside the classroom: student teachers study playground literacies.** *Literacy* (Oxford, UK) **39.1** (2005), 3-9.

This article reports on ongoing work in initial teacher education (ITE) where student teachers have been required to observe and record children's play, to describe and analyse this, and to consider the pedagogical implications. They have been introduced to a theoretical background, which takes into account the increasingly multi-modal nature of literacy practices, and have been shown a methodology for conducting a small-scale ethnographic research project on the playground. They have been encouraged to consider how the unofficial literacy practices of the children's homes, communities and popular culture might affect the official practices of the school, and to understand how children absorb and recreate texts from beyond the school curriculum. The article reflects the student teachers' findings on school playgrounds, with narratives re-enacted and drawn from popular media, imaginative use of playground space, and games that explore the pupils' present and future lives. Student teachers begin to recognise the vital role of socio-dramatic play in the development of emergent literacy. They also develop insights on applying children's expertise outside the classroom to their literacy practices within the school.

**05-473 Harfitt, Gary & Nicole Tavares** (U of Hong Kong, Hong Kong, China; gharfitt@hkucc.hku.hk), **Obstacles as opportunities in the promotion of teachers' learning.** *International Journal of Educational Research* (Amsterdam, the Netherlands) **41.4-5** (2005), 353-366.



This paper describes the professional growth of two teacher educators. It notes obstacles to teachers' professional development, and investigates the factors which make some teachers less vulnerable to challenges. The paper observes that teacher educators who engage in self-study can reach a renewed understanding of their roles both in and beyond the classroom. The three-year study on which the paper focuses aims at self-improvement, and takes the form of ongoing and reflective interaction with pre-service and in-service teachers in a post-graduate diploma course at The University of Hong Kong. Data were gathered from multiple sources: the collaborative lesson-planning experiences with the student-teachers, lesson observations, student-teachers' post-lesson reflections, retrospective interviews, and various types of online communication. The paper explores what constitutes the inner power of student-teachers and how the teacher educators can play a more vital role in connecting the disconnected teachers by empowering them to turn obstacles into opportunities. Through the journey and dynamics of co-learning with the student-teachers and teachers at schools, the paper further discusses how these obstacles have become opportunities for the teacher educators' mutual gains in professional growth and inner strength.

**05-474 Hosie, Peter** (Curtin U of Technology, Australia; Peter.Hosie@cbs.curtin.edu.au), **Renato Schibeci & Ann Backhaus, A framework and checklists for evaluating online learning in higher education.** *Assessment & Evaluation in Higher Education* (Abingdon, UK) **30.5** (2005), 539-553.

A case is made in this paper for using checklists and context-bound evaluations of online learning materials in higher education. Context-bound evaluations complement traditional forms of evaluation of educational courseware, such as checklists. Context-bound approaches are useful for indicating the pedagogical quality of online learning materials that may be productively used in conjunction with checklists to evaluate online learning. Edith Cowan University has developed a framework and checklists for assessing aspects of online pedagogical learning materials in higher education. These checklists are intended to be useful indicators of the areas where online learning materials are strong and to identify areas that may be deficient, and are also a valuable screening and information gathering device to use when undertaking a context-bound evaluation of learning materials. As such, the quality of the instructional design remains an important consideration in evaluating courseware, and such information needs to be presented in a form that is accessible and useful for educational developers and researchers. Comment and dissent is invited on the value of contextual evaluations to reinvigorate the debate over appropriate ways of evaluating online learning materials in higher education.

**05-475 Katyal, Kokila & Colin Evers** (U of Hong Kong, Hong Kong, China; kkatyal@hkusua.hku.hk),

**Teacher leadership and autonomous student learning: adjusting to the new realities.**

*International Journal of Educational Research* (Amsterdam, the Netherlands) **41.4-5** (2005), 367-382.

This paper focuses on a most significant domain of inner power of teachers' lives—their leadership of student learning. Traditional conceptions of teacher leadership owe much to the presumption of a classroom, or a formally designated site, where teacher instructed learning takes place. However, the rise of the Internet, with its ready availability of information has resulted in a shift towards much greater autonomy in student learning. The study reported here explores the perceptions of students, teachers, and parents about this shift to teacher-less learning, and the consequences it has for how we are to understand teacher leadership, especially where it concerns student engagement and participation in school. It also explores the efforts teachers themselves have made to understand their role amid these new realities.

**05-476 Kwo, Ora W. Y.** (U of Hong Kong, Hong Kong, China; wykwo@hku.hk), **Understanding the awakening spirit of a professional teaching force.** *International Journal of Educational Research* (Amsterdam, the Netherlands) **41.4-5** (2005), 292-306.

Social, economic and technological changes on a global scale are challenging traditional forms of knowledge and educational practice. In response, educators worldwide are finding ways to forge new roles, identities and relationships. This paper recognises pressures on the teaching force in a global climate of educational reform. Drawing on data from experienced teachers, the paper elucidates that rich opportunities for professional learning are situated in collective review of challenges and critical incidents where teachers' guilt can be addressed with the choice for personal growth and professional learning. With a framework for tracking how teachers can be liberated from downward drift to negative sentiments, the paper concludes by highlighting the creative energy inside teachers who can rediscover deep values in the realities of their everyday professional lives in a journey of co-learning and reclaiming inner power.

**05-477 Lewis, Ramon** (La Trobe U, Melbourne, Australia), **Shlomo Romi, Xing Qui & Yaacov J. Katz, Teachers' classroom discipline and student misbehavior in Australia, China and Israel.** *Teaching and Teacher Education* **21.6** (2005), 729-741.

This paper reports students' perceptions of the classroom discipline strategies utilised in Australia, China and Israel. It examines data from 748 teachers and 5521 students to identify how teachers' use of various disciplinary strategies, and the extent to which these relate

to student misbehaviour, differ in three national settings. In general, Chinese teachers appear less punitive and aggressive than do those in Israel or Australia and more inclusive and supportive of students' voices. Australian classrooms are perceived as having least discussion and recognition and most punishment. In all settings greater student misbehaviour relates only to increased use of aggressive strategies.

**05-478 Ogier, John** (U of Canterbury, New Zealand; john.ogier@canterbury.ac.nz), **Evaluating the effect of a lecturer's language background on a student rating of teaching form.**

*Assessment & Evaluation in Higher Education* (Abingdon, UK) **30.5** (2005), 477-488.

This study, using student ratings of lecturers, examines the perceived effect of the lecturer's ability to communicate effectively. The relationship between the standard question - 'The lecturer was able to communicate ideas and information clearly' - and the global rating question - 'Overall, the lecturer is an effective teacher' - was investigated in 7072 undergraduate standard teaching surveys from one university, using the lecturer's language background as a factor. The results show that overall student ratings of English as a Second Language (ESL) lecturers are, on average, 0.4 points lower on a five-point scale than student ratings of native English speaking lecturers. There is a strong interaction between this average difference and the lecturer's faculty, with little difference in arts (humanities and social sciences) through to 0.6 points difference in science. The study also found that, of the four categorical questions used in the university's standard teaching survey, the 'communication' question had the highest correlation with the 'overall' question. The correlation ( $R = 0.96$ ) suggests that the standard teaching survey is overly influenced by the students' perception of this one aspect of teaching - reflecting a transmission model. In addition, the paper briefly considers the implications of the above findings for teacher development and for student expectations against a background of a growing ESL student population.

**05-479 Orland-Barak, Lily** (The U of Haifa, Israel) & **Hayuta Yinon, Different but similar: student teachers' perspectives on the use of L1 in Arab and Jewish EFL classroom settings.**

*Language, Culture and Curriculum* (Clevedon, UK) **18.1** (2005), 91-113.

The complex cultural mosaic of EFL (English as a Foreign Language) teaching and teacher education in Israel calls for the need to explore how different ethnic and cultural backgrounds shape prospective EFL teachers' perspectives about their roles and practices as communicative teachers; an approach solidly entrenched in western, democratic views of teaching and learning. Focusing on one aspect of communicative language teaching, the function of L1 (mother tongue) and L2 (target language) for promoting

communication, this qualitative-interpretative study explored the perspectives that fourteen Arab and Jewish EFL student teachers adopted towards the use of L1 and L2. The study was conducted within the context of student teachers' reflections on their classroom discourse during practice teaching. Student teachers were asked to record, transcribe and reflect on one classroom lesson implemented in their practice teaching through a series of guiding questions. The questions aimed at encouraging reflection at levels of mapping and naming teaching and learning behaviours, connecting between theoretical notions and their realisation in 'action', surfacing gaps between expectations and reality, interpreting, scrutinising and appraising particular teaching and learning behaviours. The inductive analysis revealed that both Jewish and Arab student teachers exhibited new insights regarding the different purposes for which L1 can be used in a communicative lesson. Novices reported to have gained a more situated and realistic perspective of the various uses of mother tongue in communicative teaching as a result of analysing their own classroom discourse. The findings shed light on the striking similarities between Arab and Jewish student teachers in regard to the new understandings gained about the use of L1/L2 in communicative lessons. The uniform perspectives exhibited by novices, regardless of their socio-cultural background, challenged our initial assumptions regarding the differences that we would expect to find between Arab and Jewish student teachers on the issue. Thus, as the title of this paper suggests, student teachers 'however different', exhibited 'similar' perspectives towards the use of L1/L2 in EFL communicative lessons. The question of why socio-cultural differences were mitigated is discussed through three inter-related themes that might account for such similarities: (1) the state of being a novice, (2) the 'culture' of EFL teaching and, (3) the homogeneous character of the teacher education programme.

**05-480 Pearson, Sue** (Leeds U, UK; S.E.Pearson@education.leeds.ac.uk) & **Gary Chambers, A successful recipe? Aspects of the initial training of secondary teachers of foreign languages.** *Support for Learning* (Oxford, UK) **20.3** (2005), 115-122.

An earlier study raised concerns about the adequacy of the current Postgraduate Certificate in Education (PGCE) courses in relation to inclusive education and suggested some relevant questions for training providers (and students). In this article, the authors report on a small-scale study involving a group of prospective teachers of foreign languages in secondary schools that sought to address two of those questions. Is there a coherent theme related to Special Educational Needs/disability throughout the PGCE year involving all parties? If so, what is the balance between procedural/technical knowledge and attitudes and values? The research was intended both to inform practice at Leeds University and to contribute to the wider debate about developing inclusive education within teacher training.

**05-481 Perry, Bill & Timothy Stewart** (Kumamoto U, Japan; perry@kumamoto-u.ac.jp), **Insights into effective partnership in interdisciplinary team teaching.** *System* (Amsterdam, the Netherlands) **33.4** (2005), 563–573.

There is a growing interest in collaboration amongst teachers at all levels. One of the most intensive collaborative experiences is ‘team teaching’ a course with one or more colleagues. The authors have been involved in team teaching for a combined total of 25 years. This study investigates the question of how colleagues from different disciplines can achieve an effective partnership in team teaching. Fourteen practicing team teachers were interviewed over a two-year period at a small English-medium liberal arts college in Japan. The interviews were all recorded on videotape and were transcribed for later content analysis. The content of the first set of interviews provided the main themes for a more in-depth exploration in the second interview set. Analyses of these interview transcripts revealed key elements for effective partnership in interdisciplinary team teaching. These elements are presented in the paper through the words of the team teachers recorded in the interviews. The paper concludes with some general reflections on how these key elements of effective partnership in team teaching relate to the wider teaching community.

**05-482 Ricketts, Chris** (Plymouth U, UK; C.Ricketts@plymouth.ac.uk) & **Stan Zakrzewski, A risk-analysis approach to implementing web-based assessment.** *Assessment & Evaluation in Higher Education* (Abingdon, UK) **30.6** (2005), 603–620.

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

**05-483 Tajino, Akira** (Kyoto U, Japan) & **Craig Smith, Exploratory practice and Soft Systems Methodology.** *Language Teaching Research* (London, UK) **9.4** (2005), 448–469.

This paper aims to demonstrate that Soft Systems Methodology (SSM), a soft systems approach developed in management studies (see Checkland 1981), can be usefully linked with Exploratory Practice (EP), a form of practitioner research for language classrooms. Some compatible SSM and EP characteristics, in tandem, could enhance continual efforts to develop better understandings among teachers and learners of what they

are doing together. An application of SSM communication-facilitating systems to EP is discussed. Unlike typical ‘hard’ systems approaches which have been developed in natural sciences to solve problems involving clear cause–effect relationships, SSM is a ‘soft’ systems approach that deals with complex human situations in which people with various world views, or senses of values, are engaged in communication. We argue that SSM can help EP practitioners deepen their understandings of language learning and life in language classrooms, and help develop their potential as learners and teachers.

**05-484 Wu, Zongjie** (Zhejiang U, China; zongjiewu@zju.edu.cn), **Being, understanding and naming: teachers’ life and work in harmony.** *International Journal of Educational Research* (Amsterdam, the Netherlands) **41.4–5** (2005), 307–323.

This paper views teacher learning as the nourishment of life rather than the mastery of expertise, and curriculum innovation as the reclaiming of authentic language rather than rational manipulation of curriculum systems. The perspective allows the traditional notion of knowledge-based teaching and teacher education to be challenged by asking a philosophical question about teachers’ being. Based on a case study of tertiary English-language teachers in China, the paper elucidates the nature of teacher learning and curriculum change. It shows how a new educational object, rather than being designed beforehand, emerges in advance of participants’ consciousness. The study combines narrative analysis of the change with a philosophical inquiry about teacher and learning. It is built around extensive investigation of actual curricular texts and interaction.

**05-485 Zeegers, Margaret** (U of Ballarat, Australia), **English community school teacher education and English as a second language in Papua New Guinea: a study of a practicum.** *Asia-Pacific Journal of Teacher Education* (London, UK) **33.2** (2005), 135–146.

This article explores community (primary) school teacher education in the subject, English, at a Papua New Guinea (PNG) teachers’ college as manifested in end-of-year English lessons in practicum rounds of pre-service community school teachers. English is the official language overlaid on 700 indigenous languages in this country where reconstructionism informs policy decisions. Given this, the importance of success in English in schools is not to be underestimated. The research focuses on the implementation of the knowledge, skills, strategies and materials acquired by pre-service English teachers in a coastal province in PNG in the context of a number of public statements on educational policy and practice. It examines the impact of these as indicated in lesson plans and supervisors’ reports.

## Reading & writing

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**05–486 Balnaves, Edmund** (U of Sydney, Australia; ejb@it.usyd.edu.au), **Systematic approaches to long term digital collection management.** *Literary and Linguistic Computing* (Oxford, UK) **20.4** (2005), 399–413.

Digital-only subscription is increasingly popular as a means of journal and book delivery among our major libraries. The advantages of digital delivery are apparent, but unlike traditional publications, digital subscriptions are commonly not housed within national boundaries. With an increasingly large proportion of book and journal subscriptions being digital only, this presents an as yet unquantified risk to the collections of the major research and state libraries. At present very little attention is directed to the continuity of access to increasingly important research resources through periods of economic, social or military instability. This is typical of long-term resource management on the Internet. A model for managing the risks associated with these new directions must address both business risks of digital collection continuity and systems issues of content discovery, sharing and reuse. Escrow contracts are an established method to guarantee continuity of business when licensing business-critical software applications. The article examines low cost community driven resource sharing networks (the GratisNe case study) and new approaches to content syndication. A case for the establishment of a digital escrow database at the community level is presented with an architecture that embraces both the business and systems issues of long-term management of the digital resource supply.

**05–487 Barwell, Graham** (U of Wollongong, Australia; gbarwell@uow.edu.au), **Original, authentic, copy: conceptual issues in digital texts.** *Literary and Linguistic Computing* (Oxford, UK) **20.4** (2005), 415–424.

This article focuses on the conceptual issues faced by scholarly editors and textual studies specialists. Theoretical debate in this general field is still active as digital texts present special problems and magnify others. Older theory and methodology are hampered by unacknowledged, sometimes inappropriate cultural values and other limitations, and are not always useful in connection with digital texts. Nevertheless, the distinction between the abstract work and its concrete expression is influential both within and outside the field. In this approach, the concept of authenticity relates to the degree of change a work undergoes or the accuracy of the 'instructions' for its reconstitution. Whether the digital text is best thought of as immaterial or material is not as crucial as might first appear. The way a digital text is made visible is important, though potentially paradoxical. In order to be workable, the concept of authentication by instructions needs further technical assistance, like that provided by the Just-

in-Time Markup System. But, despite its limitations, traditional textual scholarship still has much to offer textual studies in digital environments.

**05–488 Beech, John R. & Kate A. Mayall** (U of Leicester, UK; JRB@Leicester.ac.uk), **The word shape hypothesis re-examined: evidence for an external feature advantage in visual word recognition.** *Journal of Research in Reading* (Oxford, UK) **28.3** (2005), 302–319.

This study investigates the relative roles of internal and external letter features in word recognition. In Experiment 1 the efficacy of outer word fragments (words with all their horizontal internal features removed) was compared with inner word fragments (words with their outer features removed) as primes in a forward masking paradigm. These forward masked primes were followed by a word to be read aloud. Outer word primes presented for longer durations produced significantly faster naming responses than inner primes. Outer parts of words appear to provide more relevant information for lexical access at an earlier stage than inner fragments. In Experiment 2 words with only external features were named correctly on 96% of occasions compared with 52% of words with only their inner features presented. This indicates much greater information content in the periphery of a word (despite having a reduced area of print available: 45% compared to 55%). Multiple regression analyses controlling for 'guessability' (from data in Experiment 2) still produced significantly faster reaction times in the outer relative to the inner priming condition for longer prime durations. These experiments demonstrate that, first, the most informative letter features are concentrated in the peripheral region of words; and, secondly, even controlling for this effect, readers appear to have a bias towards analysing outer features of a word before inner features.

**05–489 Belcher, Diane** (Georgia State U, USA; dbelcher1@gsu.edu) & **Alan Hirvela, Writing the qualitative dissertation: what motivates and sustains commitment to a fuzzy genre?** *Journal of English for Academic Purposes* (Amsterdam, the Netherlands) **4.3** (2005), 187–205.

Several second language (L2) literacy specialists have pointed out that L2 writers may consciously avoid adopting qualitative research methods, undoubtedly because of the challenges that such a self-reflexive, rhetorically complex, and generically unstable research report mode poses. Those who advise L2 graduate students may wonder if these students should be discouraged from using qualitative methods. The goal of this qualitative study was to determine what initially motivates L2 doctoral dissertation writers to adopt a qualitative approach and what sustains their commitment to it. Both intrinsic and extrinsic motivation orientations were found in the self reports of these successful L2 qualitative dissertation writers, as were

strong philosophical commitment to their research paradigm and intense intellectual curiosity about their topics. Some students, however, were more research paradigm-driven, while others were more topic-driven, but none perceived their status as L2 users as an insurmountable obstacle to success as qualitative dissertation writers.

**05-490 Bernhardt, Elisabeth** (U of Minnesota, USA; ebernar@stanford.edu), **Progress and procrastination in second language reading.** *Annual Review of Applied Linguistics* (Cambridge, UK) **25** (2005), 133–150.

This paper presents a model of second language reading that illustrates the evolution of research and thought from the 1970s and 1980s, characterised as being influenced extensively by schema theory and psycholinguistics, and from 1990s thought and research that investigated the interdependence of language and literacy hypothesis versus the threshold hypothesis. The paper then synthesises the perspectives by acknowledging the necessary components of a contemporary L2 reading model, including L1 literacy level, L2 knowledge level, recognising the interactions of background knowledge, processing strategies, vocabulary level, relationships between and among various cognate and non-cognate L1s and L2s, as well as the need to examine emerging L1/L2 readers in addition to adult L2 readers. The review argues for a compensatory processing conceptualisation: one that recognises that knowledge sources act in an interactive, synergistic fashion, not an additive one. Finally, the paper notes a set of impediments to conducting research in the field: assessing subjects in languages unknown to researchers and the assessment of L1 literacy in an array of languages, and concludes with the recognition that second language reading is a critical area for research and scholarship well beyond the borders of applied linguistics.

**05-491 Bishop, Dorothy** (U of Oxford, UK; dorothy.bishop@psy.ox.ac.uk), **Caroline Adams, Annukka Lehtonen & Stuart Rosen, Effectiveness of computerised spelling training in children with language impairments: a comparison of modified and unmodified speech input.** *Journal of Research in Reading* (Oxford, UK) **28.2** (2005), 144–157.

This study evaluated a computerised program for training spelling in 8–13-year-olds with receptive language impairments. The training program involved children typing words corresponding to pictured items whose names were spoken. If the child made an error or requested help, the program gave phonological and orthographic cues to build up the word's spelling. Eleven children received this training with ordinary speech, and eleven had the same program but with speech modified to lengthen and amplify dynamic portions of the signal. Nine children were in an untrained control

group. Trained children completed between 6 and 29 training sessions each of 15 minutes, at a rate of 3–5 sessions per week, with an average of over 1000 trials. Children were assessed before and after training. Trained children learned an average of 1.4 novel spellings per session. The trend was for children presented with modified speech to do less well than those trained with ordinary speech, regardless of whether they had auditory temporal processing impairments. Trained groups did not differ from the untrained control group in terms of gains made on standardised tests of spelling or word and non-word reading. This study confirms the difficulty of training literacy skills in children with severe language impairments. Individual words may be learned, but more general knowledge of rule-based phonological skills is harder to acquire.

**05-492 Bowey, Judith A., Michaela McGuigan & Annette Ruschena** (U of Queensland, Australia; j.bowey@psy.uq.edu.au), **On the association between serial naming speed for letters and digits and word-reading skill: towards a developmental account.** *Journal of Research in Reading* (Oxford, UK) **28.4** (2005), 400–422.

The current study examined several alternative explanations of the association between serial naming speed within fourth-grade children by determining the extent to which the association between word reading and naming speed for letters and numbers is mediated by global processing speed, alphanumeric symbol processing efficiency and phonological processing ability. Children were given multiple measures of key constructs, i.e. word-level reading, serial naming of both alphanumeric and non-alphanumeric items, phonological processing ability, articulation rate and global processing speed. The robust association between alphanumeric naming speed and reading within fourth-grade children was largely mediated by phonological processing ability. Markedly different patterns of results were observed for naming speed for letters and digits and naming speed for colours and pictures in children of this age. Relative to the latter, alphanumeric naming speed better assesses an underlying phonological processing ability that is common to word-reading ability. We argue that item identification processes contribute little to individual differences in alphanumeric naming speed within relatively proficient readers and that the extent to which alphanumeric naming speed primarily reflects phonological processing is likely to vary with the level of overlearning of letters and numbers and their names.

**05-493 Bowyer-Crane, Claudine & Margaret J. Snowling** (U of York, UK; c.crane@psych.york.ac.uk), **Assessing children's inference generation: what do tests of reading comprehension measure?** *British Journal of Educational Psychology* (Leicester, UK) **75.2** (2005), 189–201.

Previous research suggests that children with specific comprehension difficulties have problems with the generation of inferences. This raises important questions as to whether poor comprehenders have poor comprehension skills generally, or whether their problems are confined to specific inference types. The main aims of the study were (a) by means of two commonly-used tests of reading comprehension, to classify the questions requiring the generation of inferences and (b) to investigate the relative performance of skilled and less-skilled comprehenders on questions tapping different inference types. The performance of 10 poor comprehenders was compared with the performance of 10 normal readers on two tests of reading comprehension. A qualitative analysis of the NARA II (form 1) and the WORD comprehension subtest was carried out. Participants were then administered the NARA II, WORD comprehension subtest and a test of non-word reading. The NARA II was heavily reliant on the generation of knowledge-based inferences, while the WORD comprehension subtest was biased towards the retention of literal information. Children identified by the NARA II as having comprehension difficulties performed in the normal range on the WORD comprehension subtests. Furthermore, children with comprehension difficulties performed poorly on questions requiring the generation of knowledge-based and elaborative inferences. However, they were able to answer questions requiring attention to literal information or use of cohesive devices at a level comparable to normal readers. Different reading tests tap different types of inferencing skills. Less skilled comprehenders have particular difficulty applying real-world knowledge to a text during reading, and this has implications for the formulation of effective intervention strategies.

**05-494 Bruce, Ian** (U of Waikato, Hamilton, New Zealand; [ibruce@waikato.ac.nz](mailto:ibruce@waikato.ac.nz)), **Syllabus design for general EAP writing courses: a cognitive approach.** *Journal of English for Academic Purposes* (Amsterdam, the Netherlands) **4.3** (2005), 239–256.

Non-native speakers of English seeking to undertake university study frequently take English for Academic Purposes courses in order to prepare to meet the language requirements for such study. Of necessity, such courses usually include a strong focus on the development of the writing skill. This paper proposes two conceptual elements as necessary to the design of a general EAP writing syllabus and its subsequent realisation as a course. The first is Widdowson's idea of CAPACITY in relation to the development of a discourse competence in written English. The second element is Widdowson's approach to Wilkins' ANALYTIC SYLLABUS as the pedagogic vehicle by means of which such capacity may be developed. The paper then presents the non-discipline specific discourse unit of the COGNITIVE GENRE as the most suitable organisational unit for an analytic syllabus for a general EAP writing course. This

is then illustrated by examining a unit of an analytic syllabus based around a cognitive genre.

**05-495 Burrows, John** (U of Newcastle, Australia; [john.burrows@netcentral.com.au](mailto:john.burrows@netcentral.com.au)), **Who wrote *Shamela*? Verifying the authorship of a parodic text.** *Literary and Linguistic Computing* (Oxford, UK) **20.4** (2005), 437–450.

Imitative texts of high quality are of some importance to students of attribution, especially those who use computational methods. The authorship of such texts is always likely to be difficult to demonstrate. In some cases, the identity of the author is a question of interest to literary scholars. Even when that is not so, students of attribution face a challenge. If we cannot distinguish between original and imitation in such cases, we must always concede that an imitator may have been at work. *Shamela* (1741) has always been regarded as a brilliant parody. When it is subjected to our standard common-words tests of authorship, it yields mixed results. A new procedure, in which special word-lists are established according to a predetermined set of rules, proves more effective. It needs, however, to be tried in other cases.

**05-496 Clarke, Paula, Charles Hulme & Margaret Snowling** (U of York, UK; [CH1@york.ac.uk](mailto:CH1@york.ac.uk)), **Individual differences in RAN and reading: a response timing analysis.** *Journal of Research in Reading* (Oxford, UK) **28.2** (2005), 73–86.

Thirty 8–11-year-old children were administered tests of rapid naming (RAN letters and digits) and reading-related skills. Consistent with the hypothesis that RAN predicts reading because it assesses the ability to establish arbitrary mappings between visual symbols and verbal labels, RAN accounted for independent variance in exception word reading when phonological skills were controlled. Response timing analysis of different components of RAN digits and letters revealed that neither average item duration nor average pause duration were unique predictors of reading skill. However, the number of pauses on digit naming predicted unique variance in exception word reading. Moreover, better readers paused more strategically than poorer readers (e.g. more often at the ends of lines). The article suggests that rapid automatised naming may in part reflect differences in strategic control that are a result of differences in reading practice and experience.

**05-497 Colledge, Marion** (Metropolitan U, London, UK; [m.colledge@londonmet.ac.uk](mailto:m.colledge@londonmet.ac.uk)), **Baby Bear or Mrs Bear? Young English Bengali-speaking children's responses to narrative picture books at school.** *Literacy* (Oxford, UK) **39.1** (2005), 24–30.

This article presents findings from a one-year study of several Bengali-speaking children aged 56 years, in their first year of the English school system. The

investigation centres on exploration of the children's responses, principally to the visual text, of a selection of narrative picture books used in their school. The aim was to collect children's responses to characters and visual features, and to see what narratives the children made from the picture books. The children, some of whom were relatively experienced viewers and narrators of picture-book stories, produced varied responses to character and décor. The article suggests that the books formed a bridge between the known and the culturally unfamiliar, giving the children access to an understanding of scenes from types of homes other than their own. The author asserts the need to welcome children's versions of stories and their interpretation of pictures, and to allow them the opportunity to re-read picture books many times.

**05-498 De Pew, Kevin Eric** (Old Dominion U, Norfolk, USA; Kdepew@odu.edu) & **Susan Kay Miller, Studying L2 writers' digital writing: an argument for post-critical methods.** *Computers and Composition* (Amsterdam, the Netherlands) **22.3** (2005), 259–278.

Because the fields of digital writing and second language (L2) writing both have rich methodological traditions, researchers designing a study that examines issues at the intersection of these two fields have multiple methodological traditions to draw upon. Recognising the choices that researchers face, this paper advocates adopting post-critical methodologies, as articulated by Patricia Sullivan and James E. Porter, for these digital/L2 inquiries. A post-critical approach enhances these studies by emphasising their interdisciplinary and ideological nature. After defining what a post-critical methodology entails, the paper connects it to recent research trends in digital writing, L2 writing, and L2 studies. To help future researchers design digital/L2 writing studies, the implications of these approaches are discussed.

**05-499 Dekydtspotter, Laurent** (Indiana U, USA; ldekydts@indiana.edu) & **Samantha D. Outcalt, A syntactic bias in scope ambiguity resolution in the processing of English French cardinality interrogatives: evidence for informational encapsulation.** *Language Learning* (Malden, MA, USA) **55.1** (2005), 1–36.

This article presents a reading-time study of scope resolution in the interpretation of ambiguous cardinality interrogatives in English–French and in English and French native sentence processing. Participants were presented with a context, a self-paced segment-by-segment presentation of a cardinality interrogative, and a numerical answer that respondents either accepted or rejected. Very narrowly distributed and interpretation-dependent reading-time asymmetries arose in English–French processing and in French and English native processing. A syntactic account of scope resolution characterises the reading-time asymmetries produced

by English–French learners and differences between French and English native respondents. In contrast, a context-driven theory of scope resolution encounters many severe problems that render its plausibility exceedingly remote.

**05-500 Fernández Toledo, Piedad** (Universidad de Murcia, Spain; piedad@um.es), **Genre analysis and reading of English as a foreign language: genre schemata beyond text typologies.** *Journal of Pragmatics* **37.7** (2005), 1059–1079.

In schema theoretical views of reading comprehension a distinction has been established between linguistic, conceptual, and formal schemata. Formal schemata have been understood as the (partial) knowledge the learner has about, mainly, the written texts' structure. Research of various kinds has proven that comprehension is favoured by if the learner uses this knowledge, when enhanced through explicit instruction. Many of the studies done consist mainly in comparing readers' behaviour towards different text typologies or in comparing the reaction toward different text structures by readers from different linguistic backgrounds. This paper seeks to show the need to include the notion of genre in schema research, and more specifically in research on formal schemata. The notion of genre or rhetoric schemata brings up a pragmatic dimension, and incorporates a consideration of the sociocultural conventions for the assessment of reading comprehension. A distinction is made between textual and generic typology; the distinction is illustrated through the comparison of two related genres; the book review and the book printed advertisement, following Paltridge's model for analysing genres. The comparison shows that the comprehension of textual macrostructure does not necessarily imply comprehension along essential dimensions such as the text's communicative or pragmatic function.

**05-501 French, Gary** (Chukyo U, Japan; french@lets.chukyo-u.ac.jp), **The cline of errors in the writing of Japanese university students.** *World Englishes* (Oxford, UK) **24.3** (2005), 371–382.

In this study, errors in the English writing of students in the College of World Englishes at Chukyo University, Japan, are examined to determine if there is a level of acceptance among teachers. If there is, are these errors becoming part of an accepted, standardised Japanese English? Results show there is little acceptance of third person-s, article and plural errors in student writing, but there is a measured degree of the acceptance of errors with regard to sentence combining and sentence fragments, omission of subject, generalising or obscuring of subjects, and omission of expected superlatives.

**05-502 Green, Chris** (Hong Kong Polytechnic U, Hong Kong, China), **Profiles of strategic expertise in second language reading.** *Hong Kong Journal*

*of Applied Linguistics* (Hong Kong, China) **9.2** (2004), 1–16.

This article sets out to report the findings of a think aloud-based study of reading behaviour in second language English. The main aim of the study was to investigate strategic reading behaviour among subjects and use the results to construct profiles of relative expertise in second language reading. Such profiles not only provide valuable information for teaching and learning in their own right, they are also vital in helping to bring to realization tertiary-level educational initiatives to produce independent, life-long learners; initiatives which are likely to fail unless students develop effective strategic reading abilities. The subjects of the study were 60 first-year students studying business-related subjects at the Hong Kong Polytechnic University. Data were gathered by concurrent think-aloud protocol and were recorded and transcribed. NUD\*IST software was used to analyse the data. Evidence from the study indicates that three broad but clearly differentiated reading strategy profiles may be described: the inexpert, the emerging expert and the expert. These are presented and discussed in relation to the literature and transcriptions from the think-aloud sessions.

**05–503 Groom, Nicholas** (U of Birmingham, UK; nick@nicholasgroom.fsnet.co.uk), **Pattern and meaning across genres and disciplines: an exploratory study.** *Journal of English for Academic Purposes* (Amsterdam, the Netherlands) **4.3** (2005), 257–277.

This paper investigates whether and to what extent phraseology, as exemplified by the grammar patterns *it v-link ADJ that-* (e.g. *IT IS CLEAR THAT the problem of evidence continues to vex new historicist criticism*) and *it v-link ADJ to-inf* (e.g. *IT IS IMPORTANT TO COMPARE unemployment rates on a consistent basis*), varies or remains consistent across four multi-million word corpora representing two different genres (research articles and book reviews) and two different disciplinary discourses (History and Literary Criticism), and is therefore at least partly constitutive of these generic and discursive formations. A quantitative analysis of the corpus data reveals significant and systematic distributional trends across both genres and disciplines, and a qualitative analysis of concordance lines confirms that these trends are not arbitrary but motivated by genre-specific purposes and discipline-specific practices, respectively. The paper concludes with a discussion of the theoretical and pedagogical implications of the study, and by making suggestions for further research.

**05–504 Harris, Pauline & Barbara McKenzie** (U of Wollongong, Australia; pharris@uow.edu.au), **Networking around *The Waterhole* and other tales: the importance of relationships among texts for reading and related instruction.** *Literacy* (Oxford, UK) **39.1** (2005), 31–37.

This article explores ways in which children's picture books form networks of relationships, and their implications for readers and classroom teachers. In this exploration, reading is seen to involve making connections within and beyond the text at hand. These connections, evoked differently across readers, shape readers' interpretations of text. Many possible meanings may arise from just one text, reinforcing the idea that no single correct meaning resides in a text. This article demonstrates tools for exploring textual connections with readers, and the value of such explorations for opening-up reader interpretations of a text.

**05–505 Harrison, Allyson G. & Eva Nichols** (Queen's U, Canada; harrisma@post.queensu.ca), **A validation of the Dyslexia Adult Screening Test (DAST) in a post-secondary population.** *Journal of Research in Reading* (Oxford, UK) **28.4** (2005), 423–434.

In the province of Ontario, Canada, there is a demand for psychometrically robust screening tools capable of efficiently identifying students with specific learning disabilities (SLD), such as dyslexia. The present study investigated the ability of the Dyslexia Adult Screening Test (DAST) to discriminate between 117 post-secondary students with carefully diagnosed SLDs and 121 comparison students. Results indicated that the DAST correctly identified only 74% of the students with SLDs as 'highly at risk' for dyslexia. Although employing the cutoff for 'mildly at risk' correctly identified 85% of the students with SLDs, this also increased the percentage of students with no major history of learning problems identified as 'at risk' for dyslexia from 16% to 26%. These findings suggest that the DAST in its present form is limited in its ability to screen for SLDs. Implications for future research are discussed.

**05–506 Hirvela, Alan** (Ohio State U, USA; hirvela.1@osu.edu), **Computer-based reading and writing across the curriculum: two case studies of L2 writers.** *Computers and Composition* (Amsterdam, the Netherlands) **22.3** (2005), 337–356.

Since the early 1980s, second language (L2) writing specialists have been examining possible roles for computers in L2 writing instruction. How, and to what extent, L2 students use computers for academic literacy purposes beyond the writing classroom, that is, across the curriculum, has not received much attention. Because a common goal of L2 college level writing courses is to prepare students to write in these other domains, an awareness of computer-based literacy activities in non-L2 writing courses is essential to the cause of helping L2 writing instructors connect what students learn in their courses to how they write (and read) in other courses. This paper describes research aimed at contributing to such awareness: a qualitative study of the computer-based reading and



writing activity of two undergraduate English as a Second Language (ESL) students beyond ESL writing courses.

**05–507 Holdom, Shoshannah** (Oxford U, UK; shoshannah.holdom@oucs.ox.ac.uk), **E-journal proliferation in emerging economies: the case of Latin America.** *Literary and Linguistic Computing* (Oxford, UK) **20.3** (2005), 351–365.

In recent years, Latin America has been one of the world's fastest growing areas for Internet connectivity. While numerous studies have examined the factors contributing to this communications explosion, this article concentrates upon one of its effects—the proliferation of freely available, scholarly, peer-reviewed electronic journals in the fields of literary, cultural and area studies. This article argues that in the field of Latin American studies, the majority of e-journals are being produced in Latin American countries, rather than in the United States of America or the United Kingdom, for example. It is Latin American academics, rather than their US and UK counterparts, who are embracing new technologies and the opportunities facilitated for effective dissemination of research. In order to understand this marked move towards electronic scholarly journals, this article outlines the state of Internet connectivity in the region, the financial and material constraints and other restrictions placed upon academic publication, and the lack of international visibility of Latin American scholarly print journals. While questions need to be addressed as to the future sustainability and preservation of these free journals, many of them managed by individual academics and funded by their universities, this article argues that electronic publishing offers Latin American academics an unprecedented opportunity to disseminate their research. Furthermore, this model gives international academics immediate, free access to important research that is emerging from the continent. Such access has the potential to revolutionise the way that international academics approach Latin American studies and to encourage a greater degree of international academic debate.

**05–508 Hopper, Rosemary** (U of Exeter, UK; r.hopper@ex.ac.uk), **What are teenagers reading? Adolescent fiction reading habits and reading choices.** *Literacy* (Oxford, UK) **39.3** (2005), 113–120.

What are adolescents choosing to read? This is an important question because of potential divergence between school students' reading interests and reading expectations in school. This article considers the findings from a study of the reading over one week in May 2002 of 707 school students aged between 11 and 15, undertaken in 30 schools in the south-west of England. The findings are related to earlier research by, amongst others, Whitehead, Benton, and Hall and Coles. The article reflects on adolescent reading choices,

influences on those choices and the importance of validating all reading experience, including the new literacies.

**05–509 Jarman, Ruth & Billy McClune** (Queen's U, Northern Ireland; r.jarman@qub.ac.uk), **Space Science News: Special Edition, a resource for extending reading and promoting engagement with newspapers in the science classroom.** *Literacy* (Oxford, UK) **39.3** (2005), 121–128.

This paper describes the development of an innovative resource, comprising authentic newspaper articles and associated activities, designed to broaden the range of reading material available for use in the science classroom. Science teachers' response to the publication is discussed. The resource was very well received, indicating that, given appropriate material, science specialists demonstrate a willingness to use media text in their classrooms. However, while all viewed the publication as a valuable science resource and many saw its potential for promoting literacy through science, only a few recognised it as a vehicle for encouraging, among students, critical engagement with science in the media. This suggests that further intervention may be necessary if this outcome is to be achieved.

**05–510 Jia-ling Charlene Yau** (Ming Chuan U, Taiwan; jyau@mcu.edu.tw), **Two Mandarin readers in Taiwan: characteristics of children with higher and lower reading proficiency levels.** *Journal of Research in Reading* (Oxford, UK) **28.2** (2005), 108–124.

This study investigated how two readers of Mandarin with differing reading-proficiency skills interacted with a narrative passage, as well as what knowledge they brought to and made use of while reading the text. The perspectives of reading comprehension, transactional theory and social-cognitive models of reading served as this study's theoretical framework. Two Sixth-Grade participants were selected for inclusion through snowball sampling. The data in this study were obtained from interviews and think-alouds. Qualitative analysis indicated that the skilled Mandarin reader's stance moved along the efferent/aesthetic continuum, while the less-skilled Mandarin reader's was mainly efferent. The skilled reader employed strategies of inferencing, summarisation and synthesis during and after reading, while the less-skilled reader applied bridging inferences, paraphrasing and repetition. The findings of this study corroborate previous findings that proficient readers employ more sophisticated approaches to reading than less-proficient readers.

**05–511 Justice, Laura M, Lori Skibbel, Andrea Canning & Chris Lankford** (U of Virginia, USA; ljustice@virginia.edu), **Pre-schoolers, print and storybooks: an observational study using eye**

**movement analysis.** *Journal of Research in Reading* (Oxford, UK) **28.3** (2005), 229–243.

This study used eye-gaze analysis to determine the extent to which pre-school children visually attended to print when looking at two storybooks, to contrast visual attention to print for a print-salient versus a picture-salient storybook, and to study individual differences in pre-schoolers' visual preferences. Results indicated that pre-school children infrequently attended to print: in a traditional picture-salient storybook, 2.7% of their fixations focussed on print and 2.5% of their time was spent looking in regions of print. The children fixated more frequently on print and spent more time looking in print regions when reading a print-salient storybook, within which 7% of fixations focussed on print and 6% of time was spent in print zones. Effect size estimates showed this difference to be consistent with a very large effect. Little variation in visual attention to print was observed across the ten children, and children's alphabet knowledge was not associated with the variance in children's visual attention to print. Educational implications are discussed.

**05–512 Kelly, Alison** (Roehampton U, UK; a.m.kelly@roehampton.ac.uk), **'Poetry? Of course we do it. It's in the National Curriculum.'** **Primary children's perceptions of poetry.** *Literacy* (Oxford, UK) **39.3** (2005), 129–134.

What can listening to children's ideas about poetry teach us? This article considers ways in which exploring primary-aged students' perceptions of poetry can inform teachers' work with children. Using strategies from earlier studies in secondary schools, a small-scale project with Year 6 students revealed their complex and sometimes contradictory ideas. These ideas reflect some of the current debates around the nature of poetry and ways of teaching it. The children's ideas are analysed with critical attention paid to the impact of the view of literacy in England's National Literacy Strategy on the teaching and learning of poetry.

**05–513 Kern, Richard** (U of California, Berkeley, USA; rkern@berkeley.edu) & **Jean Marie Schultz**, **Beyond orality: investigating literacy and the literary in second and foreign language instruction.** *The Modern Language Journal* (Malden, MA, USA) **89.3** (2005), 381–392.

This article argues for a context-sensitive, integrative approach to research on reading, writing and related text-based practices in second language acquisition. The approach views literacy not as universal psycholinguistic processes but as constellations of social, cognitive and linguistic practices that vary with situational and cultural contexts and are learned through apprenticeship. Many of the phenomena explored in research as cognitive (e.g. learning strategies, reading strategies, writing strategies, transfer, etc.) need to be explored simultaneously from the perspective of their social significance (i.e.

their function within particular contexts of language use). Within the context of socially and culturally embedded literacy, the role of literary material—a traditional choice for teaching reading and writing in many university-level foreign language classrooms—takes on new importance in terms of its potential impact on the development of second language literacy. Methodologically, this agenda assigns a key role to qualitative approaches and highlights the need for more research on semiotics in written communication practices.

**05–514 Kispal, Anne** (National Foundation for Educational Research, UK; a.kispal@nfer.ac.uk), **Examining England's National Curriculum assessments: an analysis of the KS2 reading test questions, 1993–2004.** *Literacy* (Oxford, UK) **39.3** (2005), 149–157.

The Year 6 National Curriculum reading test has become a familiar and established annual experience at the end of the primary phase in schools throughout England. From 1993 onwards, each year the national reading test for 11-year-olds has consisted of a different set of texts, accompanied by a different set of questions. With over a decade's accumulation of national assessment materials, the National Foundation for Educational Research decided to fund a project to take stock of the reading test, scrutinise what children have been expected to do over the years, and track the evolution of the assessment. A new taxonomy of question focuses, introduced by the Qualifications and Curriculum Authority in 2003, provided the opportune moment to conduct a retrospective re-categorisation of all the questions that had ever appeared in a Key Stage 2 reading test. This paper reports on that exercise and reveals that some forms of questioning remain constant and reappear every year, while others are subject to variation.

**05–515 Kriss, Isla & Bruce J. W. Evans** (Institute of Optometry, London, UK), **The relationship between dyslexia and Meares-Irlen Syndrome.** *Journal of Research in Reading* (Oxford, UK) **28.3** (2005), 350–364.

Meares-Irlen Syndrome (MIS) is characterised by symptoms of visual stress and visual perceptual distortions that are alleviated by using individually prescribed coloured filters. Coloured overlays (sheets of transparent plastic that are placed upon the page) are used to screen for the condition. MIS is diagnosed on the basis of either the sustained voluntary use of an overlay or an immediate improvement (typically of more than 5%) on the Wilkins Rate of Reading Test (WRRT). Various studies are reviewed suggesting a prevalence of 20%–34% using these criteria. Stricter criteria give a lower prevalence: for example, 5% of the population read more than 25% faster with an overlay. It has been alleged that MIS is more common in dyslexia, but this has not been systematically investigated. We

compared a group of 32 dyslexic with 32 control children aged 7–12 years, matched for age, gender and socio-economic background. Participants were tested with Intuitive Overlays, and those demonstrating a preference had their rate of reading tested using the WRRT with and without their preferred overlay. Both groups read faster with the overlay, and more so in the dyslexic group. ANOVA revealed no significant effect of group, but a significant improvement in WRRT with overlay ( $p = 0.009$ ) and a significant interaction between group and overlay ( $p = 0.031$ ). We found a similar prevalence of MIS in the general population to that in previous studies and a prevalence in the dyslexic group that was a little higher (odds ratio for >5% criterion: 2.6, 95% confidence limit 0.9–7.3). The difference in prevalence in the two groups did not reach statistical significance. We conclude that MIS is prevalent in the general population and possibly a little more common in dyslexia. Children with dyslexia seem to benefit more from coloured overlays than non-dyslexic children. MIS and dyslexia are separate entities and are detected and treated in different ways. If a child has both problems then they are likely to be markedly disadvantaged and they should receive prompt treatments appropriate to the two conditions. It is recommended that education professionals as well as eye-care professionals are alert to the symptoms of MIS and that children are screened for this condition, as well as for other visual anomalies.

**05–516 Lavidor, Michal & Peter J. Bailey** (U of Hull, UK; M.Lavidor@hull.ac.uk), **Dissociations between serial position and number of letters effects in lateralised visual word recognition.** *Journal of Research in Reading* (Oxford, UK) **28.3** (2005), 258–273.

Some previous studies of visual word recognition have reported an interaction between visual field and word length (measured by number of letters), such that recognition is affected more by word length for words presented in the left than for words presented in the right visual field. However, when manipulating serial position of letters in words to measure length effects, there are also reports of symmetrical word length effects in the two visual fields. This article reports two experiments, presenting four- and seven-letter words, suggesting that the serial position and length effects in the hemispheres are separable and task dependent. For tasks that rely more heavily on letter-level processing such as letter search (Experiment 1), performance in both hemifields showed similar effects of serial position; however, when comparing four- and seven-letter words, an effect of word length was evident only in the left visual field, in line with the well-established interaction between word length and hemifield. An interaction between word length and hemifield was confirmed for the same stimuli when they were employed in a lexical decision task, which forced whole-word processing (Experiment 2). The authors conclude that the effects of serial position and number of letters in the two visual fields are separable, and are selectively affected by task type.

**05–517 Lee, Sy-ying** (Taipei, Taiwan, China; syying.lee@msa.hinet.net), **Facilitating and inhibiting factors in English as a foreign language writing performance: a model testing with structural equation modelling.** *Language Learning* (Malden, MA, USA) **55.2** (2005), 335–374.

This study presents and tests a hypothesised structural model that attempts to explain the relationship of writing in English as a Foreign Language by Taiwanese university students to a variety of factors. Investigated were factors considered to be inhibiting (writing apprehension and writer's block), factors considered to be facilitative (free reading and self-initiated writing), and students' beliefs about and attitudes toward the instructional activities they experienced. Structural equation modelling was employed to test the interrelationships among the factors and the impact of each factor on writing performance. Results showed that free voluntary reading was the only significant predictor of writing performance. The analysis also confirmed that the modified model containing both facilitating and inhibiting factors was an adequate representation of the sample data.

**05–518 Leppänen, Ulla, Kaisa Aunola & Jari-Erik Nurmi** (U of Jyväskylä, Finland; uleppane@psyka.jyu.fi), **Beginning readers' reading performance and reading habits.** *Journal of Research in Reading* (Oxford, UK) **28.4** (2005), 383–399.

This study investigated the prospective relationships between reading performance and reading habits among Finnish children during the first and second grades of primary school. One hundred and ninety-five children were examined twice during their first primary school year and once during the spring term of Grade 2. The results showed, first, that children's reading skills predicted their reading habits: the more competent in reading children were at the end of Grade 1, the more likely they were to engage in out-of-school reading one year later. Secondly, reading habits also predicted reading skills: the amount of out-of-school reading at the end of Grade 1 contributed to the development of word recognition skills.

**05–519 Lingard, Tony** (Newquay, Cornwall, UK; tonylingard@awled.co.uk), **Literacy Acceleration and the Key Stage 3 English strategy – comparing two approaches for secondary-age pupils with literacy difficulties.** *British Journal of Special Education* **32.2**, 67–77.

Literacy Acceleration is an intervention strategy for pupils with literacy difficulties that has been developed in the United Kingdom over many years. This article reports on research at a comprehensive school where Literacy Acceleration has been well established and delivered by experienced staff. The research found that Year 7 and 8 pupils with literacy difficulties

who followed Literacy Acceleration made significant progress with reading and spelling while similar pupils, who only had access to the National Literacy Strategy classes, did less well over the period of the study. The research also found that most of the pupils who experienced Literacy Acceleration in small groups, as well as mainstream English lessons, preferred being taught in smaller Literacy Acceleration groups where they also felt that they were making more progress. It transpires that pupils with literacy difficulties need specific, targeted interventions and that it may be a mistake to assume that the normal secondary English curriculum effectively meets their needs. This small-scale study therefore offers a challenge to a widely accepted policy. It suggests that abandoning strategies that focus on addressing the particular needs of pupils with literacy difficulties (of which Literacy Acceleration is one example) may not best serve the interests of a significant group of learners.

**05-520 Liu, Meihua** (Tsinghua U, China; ellenlmh@yahoo.com) & **George Braine, Cohesive features in argumentative writing produced by Chinese undergraduates.** *System* (Amsterdam, the Netherlands) **33.4** (2005), 623–636.

Because cohesion is important both to the reader and the writer to create and comprehend a text, teachers have placed much emphasis on text cohesion and coherence in their teaching and evaluation of writing. Using Halliday & Hasan's (1976; *Cohesion in English*) taxonomy of cohesive devices and their framework for analysis, this study investigated the use of cohesive devices in 50 argumentative compositions created by Chinese undergraduate non-English majors. It was found that the students were able to use a variety of cohesive devices in their writing, among which lexical devices formed the largest percentage of the total number of cohesive devices, followed by references and conjunctives. The quality of writing was also revealed to significantly covary with the number of lexical devices and the total number of cohesive devices used. Apart from that, certain problems were identified in the writing in terms of the use of reference and lexical devices.

**05-521 Masterson, Jackie, Veronica Laxon, Emma Carnegie, Sheila Wright & Janice Horslen** (U of Essex; mastj@essex.ac.uk), **Nonword recall and phonemic discrimination in four- to six-year-old children.** *Journal of Research in Reading* (Oxford, UK) **28.2** (2005), 183–201.

Previous research has established that the degree of 'wordlikeness' of non-words affects young children's non-word repetition performance. Experiment 1 examined the possibility that output processes are responsible for the wordlikeness effect by using a probed recall procedure. Wordlikeness was defined in terms of phonological neighbourhood density, although this measure was found to be related to the traditional measure of wordlikeness involving adult ratings. A sig-

nificant effect of number of phonological neighbours/wordlikeness was observed in favour of non-words with many neighbours. In Experiments 2 and 3 the wordlikeness effect was qualified by a significant interaction with non-word repetition ability. Children with poorer repetition ability were affected by number of neighbours/wordlikeness, while children with better repetition ability were not. Children with poorer repetition ability were significantly poorer than the better repeaters with non-words with few neighbours. The results were interpreted in terms of theories of phonological development that suggest progressive segmentation of lexical representations. In Experiment 4 the relationship of children's non-word repetition ability to phonemic discrimination ability was investigated. The results demonstrated that children with better non-word repetition ability had superior phonemic discrimination performance than children with poorer non-word repetition ability.

**05-522 Merttens, Ruth & Catherine Robertson** (Hamilton Reading Project, Oxford, UK; ruthmerttens@onetel.net.uk), **Rhyme and Ritual: a new approach to teaching children to read and write.** *Literacy* (Oxford, UK) **39.1** (2005), 18–23.

This paper concerns an approach to raising literacy standards which is rather different from the prevailing orthodoxy – the *Rhyme and Ritual* project. The project is run by the Hamilton Reading Project, which comprises a series of initiatives funded by the Hamilton Trust, an educational charity, and implemented in fifteen primary schools in a large and socio-economically deprived city area in southern England. It incorporates both a supposedly 'old-fashioned' traditional notion – that children can be supported in learning to read through approaching a text known off by heart (the phrase is important, since the text must not only be familiar but also pleasurable to the individual child) – and also the currently valued approach of expanding and extending children's appropriation and use of elaborated language, particularly in relation to imaginative, descriptive and expressive writing. It is the former aspect of the *Rhyme and Ritual* project, namely the provision of short texts to be memorised by young children and then read from 'text only' books (with decoration but no illustrations) that we believe is uncommon as the basis of an educational initiative with the overt aim of raising literacy standards. The article gives a detailed outline of this initiative, with its two-pronged and 'pincer' approach, and also some indication of how it is succeeding.

**05-523 Min Wang** (U of Maryland, USA; minwang@umd.edu) & **Keiko Koda, Commonalities and differences in word identification skills among learners of English as a Second Language.** *Language Learning* (Malden, MA, USA) **55.1** (2005), 71–98.

This study examined word identification skills among Chinese and Korean college students learning to read English as a Second Language in a naming experiment and an auditory category judgment task. Both groups demonstrated faster and more accurate naming performance on high-frequency words than low-frequency words and on regular words than exception words. Moreover, the difference in naming accuracies between regular and exception words was more pronounced for low-frequency words than for high-frequency words. A first language (L1) effect was observed: the Korean students were overall more accurate in naming all categories of words, showed a higher percentage of regularisation errors in naming low-frequency exception words, and were more accurate and faster in auditory meaning retrieval. These findings suggest that there are both common and unique processes in learning to read English for students from different L1 backgrounds.

**05-524 O'Brien, Beth A., J. Stephen Mansfield & Gordon E. Legge** (Tufts U, Medford, USA; beth.obrien@tufts.edu), **The effect of print size on reading speed in dyslexia.** *Journal of Research in Reading* (Oxford, UK) **28.3** (2005), 332–349.

This article details a study which predicted that across a wide range of print sizes dyslexic reading would follow the same curve shape as skilled reading, with constant reading rates across large print sizes and a sharp decline in reading rates below a critical print size. It also predicted that dyslexic readers would require larger critical print sizes to attain their maximum reading speeds, following the letter position coding deficit hypothesis. Reading speed was measured across twelve print sizes ranging from Snellen equivalents of 20/12 to 20/200 letter sizes for a group of dyslexic readers in Grades 2–4 (aged 7–10 years), and for non-dyslexic readers in Grades 1–3 (aged 6–8 years). The groups were equated for word reading ability. Results confirmed that reading rate-by-print size curves followed the same two-limbed shape for dyslexic and non-dyslexic readers. Dyslexic reading curves showed higher critical print sizes and shallower reading rate-by-print size slopes below the critical print size, consistent with the hypothesis of a letter-position coding deficit. Non-dyslexic reading curves also showed a decrease of critical print size with age. A developmental lag model of dyslexic reading does not account for the results, since the regression of critical print size on maximum reading rate differed between groups.

**05-525 Pisanski Peterlin, Agnes** (U of Ljubljana, Slovenia; agnes.pisanski@guest.arnes.si), **Text-organising metatext in research articles: an English–Slovene contrastive analysis.** *English for Specific Purposes* (Amsterdam, the Netherlands) **24.3** (2005), 307–319.

The paper presents a contrastive analysis focusing on the differences in the use of two selected metatext categories, previews and reviews, in English and Slovene

research articles. The analysis is based on the hypothesis that the use of the selected metatext categories is more restricted in Slovene academic writing than in English academic writing. Thirty-two research articles from the fields of mathematics and archaeology (16 in English and 16 in Slovene) are analysed according to a set of criteria established in advance, and the quantitative results of the analysis are further examined statistically. The results show that the number of occurrences of the selected metatext categories in the sample of English research articles is larger than in the sample of Slovene articles, although the difference in the use of the selected metatext categories is smaller between the two languages than between the two disciplines.

**05-526 Rilling, Sarah** (Kent State U, Kent, USA; srilling@kent.edu), **The development of an ESL OWL, or learning how to tutor writing online.** *Computers and Composition* (Amsterdam, the Netherlands) **22.3** (2005), 357–374.

This essay describes the development of an ESL OWL (English as a Second Language Online Writing Lab) by grounding practices in language and literacy pedagogy theory. An initial discussion explores OWLs emulating physical writing centre spaces. Two areas of concern are then addressed in meeting the needs of second language writers as they relate to practices and training for online tutoring: error correction – an area of frequent concern to second language writers – and increased interactivity – meeting second language writer expectations and creating autonomous learners. Issues of plagiarism by second language writers are discussed as related to the type of feedback OWL tutors can provide. Highlighted throughout are samples of interactions between tutors and writers that show a process of learning how to create dialogue rather than dictations from the tutor to clean up a single essay.

**05-527 Schacter, John & Jo Booil** (Milken Family Foundation, Santa Monica, USA; schacter@sbcglobal.net), **Learning when school is not in session: a reading summer day-camp intervention to improve the achievement of exiting First-Grade students who are economically disadvantaged.** *Journal of Research in Reading* (Oxford, UK) **28.2** (2005), 158–169.

During the summer vacation children who are economically disadvantaged experience declines in reading achievement, while middle- and high-income children improve. Previous research has demonstrated that the most widely implemented intervention – sending economically disadvantaged students to summer school – has not led to increases in reading achievement. In this longitudinal randomised trial, a randomly assigned group of exiting First-Grade children who were economically disadvantaged was enrolled in a seven-week summer reading day camp. The intervention students' reading achievement was then compared to control group participants at four time points. Results showed

noteworthy differences for intervention students in reading comprehension.

**05-528 Shapira, Anat** (Gordon College of Education, Israel) & **Rachel Hertz-Lazarowitz**, **Opening windows on Arab and Jewish children's strategies as writers.** *Language, Culture and Curriculum* (Clevedon, UK) **18.1** (2005), 72–90.

Strategies are actions and behaviours used by the writer to solve problems in the writing process. These actions and behaviours reflect four clusters: meta-cognitive, cognitive, social, and affective processes. The goal of the overall study with 352 children was to check the effect of strategy usage on written output. Three research windows were opened to study strategy usage: all participants answered a self-report Likert-type Writing Strategies Questionnaire (WSQ). About half of them ( $n = 187$ ) wrote a free composition which was graded. About 10% of the participants ( $n = 31$ ) were engaged in an in-depth Writing Strategies Interview (WSI), and a Writing Think Aloud Procedure (WTAP). Correlations among the three measures validated the theory-based clusters. Participants who reported high use of affective strategies scored the highest on the composition. Overall the findings indicated no different distribution of use of strategies between Arab and Jewish children, and no difference in composition scores. Finally, we present an in-depth qualitative analysis of six Arab and Jewish children who portray the use of the four strategies, and discuss the contribution of the use of strategies to theory and practice in the field of writing.

**05-529 Shillcock, Richard C. & Scott A. McDonald** (U of Edinburgh, UK; rcs@inf.ed.ac.uk), **Hemispheric division of labour in reading.** *Journal of Research in Reading* (Oxford, UK) **28.3** (2005), 244–257.

We argue that the reading of words and text is fundamentally conditioned by the splitting of the fovea and the hemispheric division of the brain and, furthermore, that the equitable division of labour between the hemispheres is a characteristic of normal visual word recognition. We report analyses of a representative corpus of the eye fixations of normal readers in the realistic reading of text where we compare hemispheric processing, quantified in terms of uncertainty about the orthographic, phonological and semantic representations of the words of the text. The analyses show that normal reading is accurately understood in terms of an equitable division of labour in the construction of the orthographic identity of the word and that, for English, a semantic division patterns closely with the orthographic division. We infer that impaired inter-hemispheric co-ordination of orthographic information may be best compensated for by a reliance on the inter-hemispheric co-ordination of semantic information, as in phonological dyslexia.

**05-530 Singleton, Chris & Susannah Trotter** (U of Hull, UK; c.singleton@hull.ac.uk), **Visual stress in adults with and without dyslexia.** *Journal of Research in Reading* (Oxford, UK) **28.3** (2005), 365–378.

The relationship between dyslexia and visual stress (sometimes known as Meares-Irlen Syndrome) is uncertain. While some theorists have hypothesised an aetiological link between the two conditions, mediated by the magnocellular visual system, at the present time the predominant theories of dyslexia and visual stress see them as distinct, unrelated conditions, a view that has received some support from studies with children. Studies of visual stress in adults are rare, yet recent reports of a high incidence of this phenomenon amongst university students with diagnosed dyslexia call for further investigation of the issue. This study sought to clarify the relationship between visual stress and dyslexia by comparing the reading performance of dyslexic and non-dyslexic adults with, and without, colour. Degree of susceptibility to visual stress was determined by means of a symptom rating scale. Optimal colour was determined using an Intuitive Colorimeter, which was also employed to assess reading speed under the two experimental conditions. Only the dyslexic students with high visual stress showed significant gains in reading speed when using optimal colour. The use of response to treatment (rather than symptomatology) as a diagnostic criterion for visual stress is questioned, especially when applied to adults, as this may give misleading findings. On the basis of reported symptomatology, students who experience high levels of visual stress are more likely to show improvements in reading rate with optimal colour if they also have dyslexia than if they do not have dyslexia. Although not establishing an aetiological link, these findings imply an interaction between the two conditions with major implications for theory, diagnosis and treatment.

**05-531 Spelman Miller, Kristyan** (Reading U, UK; k.s.miller@reading.ac.uk), **Second language writing research and pedagogy: a role for computer logging?** *Computers and Composition* (Amsterdam, the Netherlands) **22.3** (2005), 297–317.

This paper considers the use of keystroke logging software to investigate how writers interact with the task of writing on the computer. The research focuses on second and foreign language writing, drawing on studies from a variety of contexts from school to university, involving both academic and communicative tasks. The observation of writing through this means of data capture allows access to a mass of detailed information about a range of aspects of the planning, formulating, and revising processes of individual writers. The interactivity of the logging tool offers researchers the opportunity to explore not only the actions that writers take but also the conscious strategies they employ as they compose. Replaying the writing session with that

is, using stimulated recall, reveals insights into the writers' perceived attention and strategies to address such issues as content, discourse organisation, language and metacognitive concerns. The application of computer logging and stimulated recall in the classroom is presented as a means of promoting self-assessment, metacognitive awareness, and learner autonomy among second language writers.

**05-532 Su, Susan Shiou-mai** (Chang Gung College of Technology, Taiwan, China) & **Huei-mei Chu, Motivations in the code-switching of nursing notes in EFL Taiwan.** *Hong Kong Journal of Applied Linguistics* (Hong Kong, China) **9.2** (2004), 55–71.

Nursing pre-professionals are required to practice writing nursing notes in Chinese before they start to practice nursing in hospitals. However, as soon as these nursing pre-professionals enter the real work context in Taiwan, they start to write in both English and Chinese. Although EFL (English as a Foreign Language) learners are taught to write in Chinese at school, the result is not effective because social pressures such as time constraints and the need to accommodate are a compelling force that motivates nursing professionals to switch codes. This has led to a confusing situation and may have even encouraged code-switching in the notes written by the nurses in training or in the work context. What seem to be needed are clearer guidelines which lead to improved communication among medical professionals. Understanding why EFL learners might make certain choices in language use can lead to more tolerant and appreciative attitudes toward the learners' full range of communicative resources. However, for language teachers, code-switching may have detrimental consequences which they have an obligation to bring to the attention of appropriate audiences.

**05-533 Taillefer, Gail** (Toulouse U, France; gail.taillefer@univ-tlse1.fr), **Reading for academic purposes: the literacy practices of British, French and Spanish Law and Economics students as background for study abroad.** *Journal of Research in Reading* (Oxford, UK) **28.4** (2005), 435–451.

Study-abroad students, products of their own particular academic literacy culture, face the challenge of rapidly integrating into a foreign academic literacy community. This study identifies possible culturally dependent sources of literacy problems in Law and Economics students in Great Britain, France and Spain. Nearly 600 potential European study-abroad candidates (ERASMUS programme) and 169 of their university teachers from 17 universities in the three countries completed a questionnaire on first language (L1) reading practices. Results revealed distinct academic literacy profiles within disciplines across national cultures. Academic reading practices are seen to be more important overall in Britain, significantly less so in Spain, while France shows

some characteristics of both British and Spanish approaches. Summarised results of a concurrent investigation into ERASMUS students' foreign language reading skills suggest the influence of L1 literacy traditions on foreign language reading, which points to pedagogical implications and directions for further study.

**05-534 Tardy, Christine M.** (DePaul U, Chicago, USA; ctardy@depaul.edu), **Expressions of disciplinarity and individuality in a multimodal genre.** *Computers and Composition* (Amsterdam, the Netherlands) **22.3** (2005), 319–336.

Recent research has illuminated some of the ways in which multilingual writers project multiple identities in their writing, conveying disciplinary allegiances as well as more personal expressions of individuality. Such work has focussed on the writers' uses of various verbal expressions, but has to this point overlooked the ways in which they manipulate the visual mode as a means for identity expression. The present study examines expressions of identity in a corpus of multimodal texts written by four multilingual graduate student writers. There is consideration of how the writers' uses of various verbal and visual expressions in their Microsoft PowerPoint presentation slides project both disciplinarity and individuality and how each individual's *habitus* has been influenced by both the discourses they have encountered and their personal reactions towards those discourses.

**05-535 Thatcher, Barry** (New Mexico State U, USA; bathatch@nmsu.edu), **Situating L2 writing in global communication technologies.** *Computers and Composition* (Amsterdam, the Netherlands) **22.3** (2005), 279–295.

This article draws on the strengths of two fields—technology and intercultural studies—to present a model for theorising and developing research methods that ethically and accurately situate L2 (second language) writing and communication technologies. Much research in communication technologies and writing use so-called localised approaches to intercultural inquiries. However, because these approaches focus on the concreteness of local situations, they do not provide a valid or ethical frame for understanding the influence of communication technologies across cultures. Because communication technologies restrain and reinforce certain communication possibilities and corresponding rhetorical and cultural patterns, they do not relate to or fit each cultural and rhetorical tradition the same way. Rather, communication technologies develop complexly different relations to each cultural and/or rhetorical tradition across the globe. Consequently, each rhetorical tradition uses each communication technology with a distinct sense of purpose, audience–author relations, information needs, and organisational patterns. This article first overviews the debate about technology–culture relationships and then explores how the difference-based lens cannot ethically and accurately

situate L2 writing and technology. Next, drawing on research in intercultural studies and international human rights, it sets up an intercultural frame for examining L2 writing and technologies. Finally, it puts into practice this intercultural-technology frame by looking at L2 writing in Ecuadorian contexts.

**05-536 Topping, Keith & Nancy Ferguson** (U of Dundee, UK; k.j.topping@dundee.ac.uk), **Effective literacy teaching behaviours.** *Journal of Research in Reading* (Oxford, UK) **28.2** (2005), 125–143.

There is much current interest in the identification of effective programmes for raising literacy standards. However, the effectiveness of such programmes might vary greatly according to implementation integrity and the preferred teaching styles or behaviours of teachers. This research explored whether highly effective teachers of literacy used teaching behaviours that were independent of any specific programme, whether these were consistent between teachers and different literacy teaching contexts, and whether teacher perceptions corresponded with observations of their behaviour. Five teachers were selected on the basis of high pupil literacy attainment and expert nomination, and observed in shared reading and general literacy teaching contexts. These highly effective literacy teachers tended to utilise similar teaching behaviours, but they did not utilise all behaviours thought to be associated with pupil achievement. Additionally, they utilised effective behaviours more in shared reading sessions than in general literacy sessions. Thus even these highly effective literacy teachers had room for improvement. To some extent the teachers were actually using more complex behaviours than they reported perceiving. They did not appear to perceive their behavioural variation between contexts, nor any under-use of other effective teaching behaviours. The implications for professional practice, professional development and future research are explored.

**05-537 Torgerson, Carole** (U of York, UK; cjt3@york.ac.uk), **Jill Porthouse & Greg Brooks, A systematic review of controlled trials evaluating interventions in adult literacy and numeracy.** *Journal of Research in Reading* (Oxford, UK) **28.2** (2005), 87–107.

This paper reports a systematic review of the quasi-experimental literature in the field of adult literacy and numeracy, published between 1980 and 2002. The paper included 27 controlled trials (CTs) that evaluated strategies and pedagogies designed to increase adult literacy and numeracy: 18 CTs with no effect sizes (incomplete data) and 9 CTs with full data. These nine trials are examined in detail for this paper. Of these nine trials, six evaluated interventions in literacy and three evaluated interventions in literacy and numeracy. Three of the nine trials showed a positive effect for the interventions, five showed no difference and one showed a positive effect for the control treatment. The

quality of the trials was variable, but many of them had some methodological problems. There was no evidence of publication bias in the review. There have been few attempts to expose common adult literacy or numeracy programmes to rigorous evaluation and therefore in terms of policy and practice it is difficult to make any recommendations as to the type of adult education that should be supported. In contrast, however, the review does provide a strong steer for the direction to be taken by educational researchers: because of the present inadequate evidence base rigorously designed randomised controlled trials and quasi-experiments are required as a matter of urgency.

**05-538 Willett, Rebekah** (U of London, UK; r.willett@ioe.ac.uk), **'Baddies' in the classroom: media education and narrative writing.** *Literacy* (Oxford, UK) **39.3** (2005), 142–148.

When teachers allow students to write stories that include elements of popular media, we must ask what to do with these media elements once they have entered the classroom. This article relates findings from a classroom study focusing on children's media-based story writing. The study looks at children as producers of new media texts and describes their activities as a form of 'media education'. The data show that through their production of media-based stories, the children are reflecting on their consumption of media. Furthermore, the children's media-based stories make explicit some of their implicit knowledge of new media forms. Lastly, the children's stories provide ample opportunities for teachers to engage in important discussions about media within the framework of existing writing programmes.

**05-539 Wood, Clara, Karen Littleton & Pav Chera** (Coventry U, UK; c.wood@coventry.ac.uk), **Beginning readers' use of talking books: styles of working.** *Literacy* (Oxford, UK) **39.3** (2005), 135–141.

This paper examines young children's working styles when they are engaged with a peer on a computer-based reading task. Two types of pairing were investigated: (i) 'Equal' pairs, where the children were of equal reading attainment and (ii) 'Unequal pairs', where there was a disparity between the children's reading attainment. The results suggest that the children's reading attainment and/or their gender may be more significant factors in determining the nature of children's collaborative activity than pair type. The implications of these results for practitioners who wish to use talking books as a classroom resource are discussed.

**05-540 Wood, Clare** (The Open U, UK; c.p.wood@open.ac.uk), **Beginning readers' use of 'talking books' software can affect their reading strategies.** *Journal of Research in Reading* (Oxford, UK) **28.2** (2005), 170–182.

This paper reports on a small-scale study that considered whether a phonic-based 'talking book' could



outperform one-to-one reading tuition with an adult with respect to improving beginning readers' phonological awareness over a short period. It also examined whether the children's reading strategies were affected by their use of the software. Two groups of children, one aged five years and one aged six years, used three phonic-based talking books over six 15-minute sessions and were assessed on their phonological awareness and reading strategies both before and after this intervention. Their performance was compared to that of matched comparison groups who were given one-to-one adult tutoring with the paper versions of the same books. There were no significant differences between the two groups in their phonological awareness attainment, with both groups showing equivalent gains from pre- to post-test. Use of specific features of the software was associated with gains in rhyme detection ability and with changes in the children's reading strategies.

**05-541 Yasuda, Sachiko** (Waseda U, Japan), **Different activities in the same task: an activity theory approach to ESL students' writing process.** *JALT Journal* (Tokyo, Japan) **27.2** (2005), 139-168.

This article offers some insights into the writing process of ESL students in a natural academic context. The theoretical framework used in this investigation is activity theory, which emphasises the sociocultural and historical nature of the learning environment in determining the way students interpret the task requirements and the way they behave. Two major data sources were utilised: all the drafts students had written until they completed the final version, and retrospective interviews on students' perception of their revision behaviours. While the analyses of drafts produced at different stages focus on how students go about writing, their previous writing experiences compiled through interviews, help explain why students act the way they do. The results showed that different activities were underway even though all of the participants were engaged in the same task. They also illustrated that students' beliefs about academic writing, which were shaped through their previous writing experiences, determined the nature of their activities during the writing process.

**05-542 Zelniker, Tamar** (Tel-Aviv U, Israel) & **Rachel Hertz-Lazarowitz, School-Family Partnership for Coexistence (SFPC) in the city of Acre: promoting Arab and Jewish parents' role as facilitators of children's literacy development and as agents of coexistence.** *Language, Culture and Curriculum* (Clevedon, UK) **18.1** (2005), 114-138.

A two-year (1998-2000) School-Family Partnership for Coexistence (SFPC) programme was implemented in Acre, a mixed Jewish-Arab city in Israel, to promote parents' role as facilitators of their children literacy development and to empower parents to advance coex-

istence and inter-group relations. The SFPC program was part of a five-year (1995-2000) holistic project, designed to bring about a systemic change in Acre. Two studies are presented. In the first (1999), 174 Arab parents and 111 Jewish parents of first-grade children responded to a 31 item Parents' Literacy Questionnaire (Horovitz & Hertz-Lazarowitz 1998). In addition, interviews were conducted with mothers, teachers and children. The questionnaire yielded seven factors related to home literacy and learning environment, and to School-Family Partnership. Findings indicated that Arab parents perceived themselves as more effective facilitators of literacy development of their children than Jewish parents. In the second study (2000), 120 Arab parents and 30 Jewish parents responded to a Parents' Inter-group Coexistence Questionnaire. The 34 items related to five domains: parents' exposure to media in Hebrew and Arabic; parents' acceptance of Arabs' definitions of identity; readiness for relations; contact; and equality demands. In comparison to the Jewish parents, the Arab parents were found to perceive themselves as more effective facilitators of coexistence. The discussion focusses on the gains of the holistic educational project for the parents, and for the children within the multinational, multicultural and multi-language community.

## Bilingual education & biligualism

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**05-543 Aguilar-Sánchez, Jorge** (INTESOL, Indianapolis, USA; students@intesol.org), **English in Costa Rica.** *World Englishes* (Oxford, UK) **24.2** (2005), 161-172.

Spanish-speaking Costa Rica has been in contact with English for more than a hundred years, not only through education, but also through contact with native English speakers, both foreign and domestic. The interaction of native and non-native speakers of English has triggered several media outlets to evolve in order to fulfill the need of a local English network. Furthermore, the Costa Rican government has implemented several policies to establish English as the first foreign language because of the rapid growth of tourism and foreign investment in the country. The purpose of this paper is to draw attention to the phenomenon of language contact occurring in Costa Rica, where Spanish is the official language but English is spoken as a first language by a small part of the population. As a native variety in these communities, English has been neglected for many years. However, now that English is spoken worldwide there is much work to do to recover this variety. This article uses Moag's life cycle and Kachru's Model for Non-Native Englishes to give a parallel description of the life of English both as a native and as a foreign language in Costa Rica. The English spoken as a first language by a small number of Costa Ricans has gone through the four processes of Moag's life

cycle of Non-Native Englishes, and the one spoken by Spanish-speaking Costa Ricans is, according to Kachru's Model for Non-Native Englishes, classified as a foreign, integrative, instrumental, and international language. It is argued that this introduces us to a new interaction of world Englishes where an Inner Circle variety competes with an Expanding Circle variety and thus we should rethink the naming process we have used so far.

**05-544 Campbell, Jamie I. D.** (U of Saskatchewan, Canada; Jamie.Campbell@usask.ca), **Asymmetrical language switching costs in Chinese-English bilinguals' number naming and simple arithmetic.** *Bilingualism: Language and Cognition* (Cambridge, UK) **8.1** (2005), 39-61.

It has been demonstrated (Meuter & Allport 1999) that there are greater RT (response time) costs for bilinguals to switch to their first language (L1) from their second language (L2) relative to switching to L2 from L1. Here, analyses of digit naming and simple arithmetic (from  $2 + 2$  to  $9 + 9$  and from  $2 \times 2$  to  $9 \times 9$ ) by Chinese-English bilinguals demonstrated that these asymmetrical language switching costs can vary with stimulus format (Arabic or Mandarin numerals), and that the asymmetry is observed both with direct retrieval (e.g. naming the digit '8') and indirect retrieval from the lexicon (e.g. answering '2 + 6'). Inhibitory processes in language selection entail format- and task-specific skills.

**05-545 Cohen, Roger** (U of Guam, The Territory of Guam, USA), **English in Mongolia.** *World Englishes* (Oxford, UK) **24.2** (2005), 203-216.

This essay will evaluate the factors that have contributed to the increase in the usage and status of the English language in Mongolia since the country's democratic revolution in 1990. The issue of language spread will first be addressed through a description of the economic, social and educational influences that other foreign languages, particularly Russian, have had in Mongolia in the twentieth century. The reasons for the spread of English will then be displayed by discussing the effects of globalism in the mid 1990s and by analysing a study on the importance of learning English conducted among university students. The various functions that English now serves among the general population will then be categorised according to Kachru's framework of four linguistic functions (instrumental, regulative, interpersonal, imaginative). Lastly, the issue of nativisation will be addressed through a brief examination of the lexical and syntactical modifications propagated by Mongolian English users.

**05-546 Curco, Carmen** (National Autonomous U of Mexico, Mexico), **Code switching and identity in the discourse of Catalan immigrants in Mexico.** *AILA Review* (Amsterdam, the Netherlands) **18** (2005), 18-40.

This paper analyses patterns of code switching found in a small group of first and second generation Catalan immigrants in Mexico, and is part of a wider study on the impact of exile upon the construction of identity in the discourse of political immigrants in Latin America. With regard to the pragmatic exploitation of code switching, it argues that code switching is used by bilinguals even when a monolingual alternative is available, either because changing languages at a specific point in conversation reduces the processing effort involved in interpreting the stretch of discourse where the switch occurs, or because the shift of code adds cognitive effects to the overall interpretation of the message. The paper focuses on the effects of *ad hoc* concept construction – a well-studied phenomenon in monolingual discourse – on the presentation of self in bilingual discourse, analysing cases when the pragmatically derived *ad hoc* concept involves a switch of codes. It is argued that this mechanism helps subjects represent themselves in bilingual conversation as distinct both from Mexicans and from non-expatriate Catalans.

**05-547 Dimova, Slobodanka** (Purdue U, USA; dimova@purdue.edu), **English in Macedonia.** *World Englishes* (Oxford, UK) **24.2** (2005), 187-202.

The purpose of this paper is preliminary and exploratory research of the linguistic functions of English in the Republic of Macedonia. Using the theoretical framework proposed by Kachru (1985), the functional perspective encompasses several categories that refer to different kinds of language use: INSTRUMENTAL FUNCTION, which deals with English in education; INTERPERSONAL FUNCTION; and IMAGINATIVE/INNOVATIVE FUNCTION, referring to the creative use of language in literature. Although this last function is represented as characteristic for the Englishes in the outer circle, in this paper it will be used as a way to explain the changes that English and the native language undergo in the process of lexical item nativisations in the expanding circle, as illustrated by Berns (1990).

**05-548 Edwards, Viv** (U of Reading, UK) & **Lynda Pritchard Newcombe, Language transmission in the family in Wales: an example of innovative language planning.** *Language Problems and Language Planning* (Amsterdam, the Netherlands) **29.2** (2005), 135-150.

This paper examines the achievements to date of *Twf* 'Growth' – a project initiated as part of language planning efforts in Wales to encourage families to bring up their children to be bilingual. Evidence is presented of the ways in which the project has succeeded in raising awareness of the advantages of bilingualism amongst parents, prospective parents and the public at large by working strategically with health professionals and Early Years organisations, and by developing a range of highly innovative promotional materials. Given the central importance of the family as a site of intergenerational language transmission, the achievements of this project

are likely to be of interest to those concerned with language planning in other minority communities in many other parts of the world. The lessons for language planning both in Wales and in other settings are discussed.

**05-549 Francis, Norbert** (Northern Arizona U, Flagstaff, USA; norbert.francis@nau.edu), **Research findings on early first language attrition: implications for the discussion on critical periods in language acquisition.** *Language Learning* (Malden, MA, USA) **55.3** (2005), 491–531.

Childhood bilingualism may develop to a steady state of balanced competence in two languages or to an imbalanced competence in which one of the child's languages begins to undergo attrition or early stabilisation. In child second language learning an analogous distinction is often drawn between additive and subtractive bilingualism. This review of research focuses on the latter – the developmental shift to a primary/dominant language. The studies of first language attrition reviewed in this article also offer a new way of looking at related questions in the field of language learning: critical period effects in first and second language, access to Universal Grammar in second language learning, and the componential nature of language ability.

**05-550 García Mayo, María del Pilar** (U del País Vasco, Vitoria, Spain; mariapilar.garciamayo@ehu.es), **Amparo Lázaro Ibarrola & Juana M. Licerias, Placeholders in the English interlanguage of bilingual (Basque/Spanish) children.** *Language Learning* (Malden, MA, USA) **55.3** (2005), 445–489.

This article provides an explanation of two syntactic phenomena whose systematic production has been observed in the English non-native grammar of three different age groups of 58 bilingual (Basque/Spanish) children after four years of exposure to English in a formal setting. These are, respectively, the insertion of *is* before a lexical verb and the insertion of a subject personal pronoun before a lexical verb. The authors argue that the presence of such phenomena may be explained by assuming the transfer of a functional projection common to the participants' first languages and a gradual incorporation of the second language lexical items involved in the children's output.

**05-551 Gómez, Leo, David Freeman & Yvonne Freeman** (U of Texas Pan American, USA), **Dual language education: a promising 50–50 model.** *Bilingual Research Journal* (Tempe, AZ, USA) **29.1** (2005), 145–164.

Dual language education programs have become extremely popular. Although these programs share common characteristics, they vary in several respects. Programs use different languages and include students with varying characteristics. For instance, many of

these programs include students with fluent English proficiency and those with limited English proficiency; students identified with learning disabilities and those who are gifted; and students who are economically advantaged and those who are disadvantaged. Two basic dual language program models are the 90–10 and 50–50 models. This article describes a unique 50–50 model that divides language of instruction by content area as well as by time. The model has been successfully implemented in regions with high concentrations of Latino students. It does not require a 50–50 balance of native English speakers and native Spanish speakers. In addition to describing the model, the authors report results of standardised tests, administered in English, which indicate that students in schools following this model are achieving high levels of academic proficiency in reading and mathematics.

**05-552 Guion, Susan G.** (U of Oregon, Eugene, USA; guion@uoregon.edu), **Knowledge of English word stress patterns in early and late Korean–English bilinguals.** *Studies in Second Language Acquisition* (Cambridge, UK) **27.4** (2005), 503–533.

The effects of age of acquisition and native language prosody on the acquisition of English stress patterns are investigated here in 20 early and late Korean–English bilinguals. Distributional patterns of stress placement based on syllabic structure, distributional patterns of stress placement based on lexical class, and stress patterns of phonologically similar words were studied for their effect on the placement of stress in English non-words. Both bilingual groups – like the native English controls – showed extension of stress patterns from phonologically similar real words. The effect of syllabic structure for early bilinguals was slightly different from that of native speakers, and late bilinguals showed more reduced effects. Unlike previous work with Spanish–English bilinguals, Korean–English bilinguals demonstrated a non-native-like effect of lexical class, most pronounced in the late bilinguals. This difference might be due to Koreans' low sensitivity to word-level statistical distributions because of early exposure to a phrase-level prosodic system.

**05-553 Hilgendorf, Suzanne K.** (Detroit, USA; s.k.hilgendorf@wayne.edu), **'Brain Gain statt [instead of] Brain Drain': the role of English in German education.** *World Englishes* (Oxford, UK) **24.1** (2005), 53–67.

Although there is extensive research on Anglicisms in the German language (e.g. Görlach 2002), few studies look beyond lexical borrowing and structural impact to consider other aspects and dimensions of English–German contact in the Federal Republic of Germany. This qualitative study addresses this need in part by examining the role of English in the domain of education. The analysis focuses first on the impact of English in German primary and secondary schooling,

where in recent decades English has become the most widely taught foreign language by a considerable margin. The second half of the discussion examines the area of higher education, in which policy efforts on both the European and national level to internationalise the curriculum have led to the introduction of an important new function for English as a medium of instruction (MOI). This development is significant, for it marks government support for the institutionalisation of the language within the German context and provides further evidence for the growing bilingualism in the country, with English increasingly functioning as a second language (L2).

**05-554 Johnson, Eric** (Arizona State U, USA), **Proposition 203: a critical metaphor analysis.** *Bilingual Research Journal* (Tempe, AZ, USA) **29.1** (2005), 69–84.

This project draws on Lakoff & Johnson's (1980) work with metaphor analysis to uncover the rhetorical strategies applied by supporters of the English for the Children organisation during the 2000 Arizona Proposition 203 campaign. The data were collected from three sources: (a) The Arizona Republic; (b) the East Valley Tribune; and (c) the 2000 Arizona Voter Information Pamphlet. Grounded in Critical Discourse Analysis (Fairclough & Wodak 1997; Johnstone 2002; Schiffrin 2002), Santa Ana's (2002) metaphor analysis framework was applied to expose the metaphors used to denigrate bilingual education and those who support it, as well as the underlying ideology behind biased legislation like Proposition 203. Metaphors were analysed in terms of the cognitive entailments produced by their source and target domains. In general, the overall debate between bilingual education and Proposition 203 was characterised as a war. The results show that extra emphasis was placed on portraying bilingual education as a failure and situating minority-language students as victims. Conversely, English was enshrined in the media as the key to the 'American Dream'. This work exemplifies the analytical power of critical discourse analysis by illustrating how language is utilised as a tool for political ends.

**05-555 Leung, Yan-kit Ingrid** (U of Essex, UK; ileung@essex.ac.uk), **L2 vs. L3 initial state: a comparative study of the acquisition of French DPs by Vietnamese monolinguals and Cantonese-English bilinguals.** *Bilingualism: Language and Cognition* (Cambridge, UK) **8.1** (2005), 39–61.

This paper compares the initial state of second language acquisition (L2A) and third language acquisition (L3A) from the generative linguistics perspective. We examine the acquisition of the Determiner Phrase (DP) by two groups of beginning French learners: an L2 group (native speakers of Vietnamese who do not speak any English) and an L3 group (native speakers of Cantonese who are also proficient L2 English users). Two current

competing models in the field of theoretical second language acquisition, namely Full Transfer Full Access (FTFA) and the Failed Functional Features Hypothesis (FFFH) are compared and their extension to L3A evaluated. Results point to full transfer of L1 in the L2 initial state and partial transfer of L2 in the L3 initial state. The L3 group performed significantly better than the L2 group on most of the properties tested. We suggest that these findings are not totally consistent with either FTFA or FFFH, but argue that they crucially demonstrate that L3A is not simply another case of L2A because transfer in L3A does not necessarily always come from L1.

**05-556 Montrul, Silvina** (U of Illinois at Urbana-Champaign, USA; montrul@uiuc.edu), **Second language acquisition and first language loss in adult early bilinguals: exploring some differences and similarities.** *Second Language Research* (London, UK) **21.3** (2005), 199–249.

This study compares the linguistic knowledge of adult L2 (second language) learners, who learned the L2 after puberty, with the potentially 'eroded' L1 (first language) grammars of adult early bilinguals who were exposed to the target language since birth and learned the other language simultaneously, or early in childhood (before age 5). Two main claims are made: (1) that the L1 grammar of bilinguals at a given stabilised state (probably endstate) resembles the incomplete (either developing or stabilised) grammars typical of intermediate and advanced stages in L2 acquisition; and (2) that despite similar patterns of performance, when language proficiency is factored in, early bilinguals are better than the L2 learners, probably due to exposure to primary linguistic input early in childhood. Empirical evidence is offered from an experimental study testing knowledge of the syntax and semantics of unaccusativity in Spanish, conducted with English-speaking L2 learners and English-dominant Spanish heritage speakers living in the USA. Recent treatments of unaccusativity and language attrition are considered within the generative framework, which offer a unifying account of the formal parallels observed between these two populations. There is also discussion of how input, use and age may explain differences and similarities in the linguistic attainment of the two groups.

**05-557 Nickels, Edelmira L.** (Indiana U, USA; eoquendo@indiana.edu), **English in Puerto Rico.** *World Englishes* (Oxford, UK) **24.2** (2005), 227–238.

This paper integrates work on English in Puerto Rico by presenting a profile which describes the uses and users of English on the Island, through the underlying political, educational, sociolinguistic and literary contexts. This is followed by a brief discussion connecting English in Puerto Rico to the Concentric Circle Model. It concludes with the author's contention that it might be advantageous to label English in Puerto Rico as Puerto Rican English.

**05-558 Nicoladis, Elena** (U of Alberta, Edmonton, Canada; elenan@ualberta.ca), **The acquisition of complex deverbal words by a French-English bilingual child.** *Language Learning* (Malden, MA, USA) **55.3** (2005), 415-443.

This study explores the acquisition of complex words composed of both verbs and nouns through novel forms produced spontaneously by a French-English bilingual child. Diary recordings were kept by the child's mother from age 2:8 to 5:0. The results on cross-sectional data show little support for the developmental sequence-based proposed by some authors. Instead, the child usually produced grammatical forms in both languages, though few were in French. In English, he often used *-er* attached to verbs before nouns and meaning something similar to *-ing* (and sometimes, though much less frequently, vice versa). These results suggest that children use multiple cues in acquiring deverbal constructions, including existing grammatical forms and the frequency of such forms.

**05-559 Oakes, Leigh** (Queen Mary, U of London, UK), **From internationalisation to globalisation: language and the nationalist revival in Sweden.** *Language Problems and Language Planning* (Amsterdam, the Netherlands) **29.2** (2005), 151-176.

In recent years, much has been made in the media and in academic circles of the risk that the world is heading towards linguistic convergence. But as internationalisation gives way to globalisation, as the emphasis shifts from mere contact between states to pressures for homogeneity, there is a paradoxical tendency towards cultural divergence. Economic-inspired theories of globalisation seem to have underestimated the power of identity, which has contributed to nationalist revivals around the globe. This paper therefore seeks to make identity considerations more central to the current debate on language and globalisation, by focusing on the lesser-known context of Sweden. The minimal importance attributed to national and linguistic identity in Sweden during the era of internationalisation is contrasted with the renewed sense of national identity that has arisen in the more advanced era of globalisation. This nationalist revival could provide the necessary support amongst the general public for the protective language planning measures for Swedish currently proposed. With its traditionally positive attitudes towards English, the case of Sweden thus offers a unique opportunity to examine whether it is possible to establish a stable diglossic relationship between English and a national language, thereby reducing the risk of language shift that globalisation is so often claimed to pose.

**05-560 Rolstad, Kellie, Kate S. Mahoney & Gene V. Glass** (Arizona State U, USA), **Weighing the evidence: a meta-analysis of bilingual education in Arizona.** *Bilingual Research Journal* (Tempe, AZ, USA) **29.1** (2005), 43-67.

This article reviews the current policy context in the state of Arizona for program options for English language learners and produces a meta-analysis of studies on the effectiveness of bilingual education that have been conducted in the state in or after 1985. The study presents an analysis of a sample of four evaluation studies, which demonstrates a positive effect for bilingual education on all measures, both in English and the native language of English language learners, when compared to English-only instructional alternatives. We conclude that current state policy is at odds with the best synthesis of the empirical evidence, and we recommend that current policy mandating English-only and forbidding bilingual education be abandoned in favour of program choices made at the level of the local community.

**05-561 Tan, Peter K. W.** (National U of Singapore, Singapore), **The medium-of-instruction debate in Malaysia: English as a Malaysian language?** *Language Problems and Language Planning* (Amsterdam, the Netherlands) **29.1** (2005), 47-66.

This paper investigates the medium-of-instruction debate in the press and news agency reports in 2002 in Malaysia in the wake of a policy change which would see the introduction of an English-Malay bilingual or mixed medium education in schools from 2003. The author uses this debate as a springboard for examining the position of English in Malaysia. This is done within the framework of the development of non-Anglo Englishes (Schneider 2003a). Whilst there is much evidence pointing to the indigenisation of the English language and an acceptance of it to represent a Malaysian identity, especially in situations of mixed ethnicity, it is interesting to note that much of the debate appears to stay clear of these issues and instead emphasises the international, as opposed to the Malaysian, status of English. The paper proposes some reasons for this silence and suggests that this might problematise a characterisation of English in Malaysia in the manner of Schneider.

**05-562 Thordardottir, Elin T.** (McGill U, Montreal, Canada; elin.thordardottir@mcgill.ca), **Early lexical and syntactic development in Quebec French and English: implications for cross-linguistic and bilingual assessment.** *International Journal of Language & Communication Disorders* (London, UK) **40.3** (2005), 243-278.

This paper aims to develop a systematic method for the analysis of language samples in Quebec French, and to provide preliminary normative data on early lexical and syntactic development in French with a comparison with English. Language samples were collected for groups of monolingual French- and English-speaking children with normal language development. Coding conventions for French were developed based on similar principles as English SALT conventions. The French procedure provided developmentally sensitive measures

of lexical and syntactic development, including mean length of utterance in morphemes and in words, and number of different words, and should be an important addition to the assessment procedures available for French. Cross-linguistic similarities and differences were noted in the language sample measures. Although the same elicitation context was used in the English and the French language samples, and the analysis methods were designed to rest on similar principles across languages, systematic differences emerged such that the French-speaking children exhibited a higher mean length of utterance, but smaller vocabulary sizes. Differences were also noted in error patterns, with much lower error rates occurring in samples of the French-speaking children.

**05-563 Ustinova, Irina P.** (Murray State U, USA; irina.ustinova@murraystate.edu), **English in Russia.** *World Englishes* (Oxford, UK) **24.2** (2005), 239–252.

The purpose of this paper is to investigate the role of English in Russia and outline its contemporary status and characteristics. Building on Kachru's (1992) three circles of world Englishes, the paper proposes that English in modern Russia is on the periphery of the Expanding Circle. Although English in Russia has the status of a foreign language with a restricted functional range, it has already expanded into educational, business, and cross-cultural domains. The paper characterises the users of English and documents how the interpersonal, instrumental, and creative functions are manifested in particular settings. Types of English in Russia such as a Russianised version of Standard English, Reduced English, and Pigeon English are also described. The symbolic function of modernity and prestige is manifested in the use of English in advertising, commercials, and brand names. The study concludes by highlighting the need for additional research to further define this socio-cultural milieu of learning and the use of English in Russia.

**05-564 Valdés, Guadalupe** (Stanford U, USA; gvaldes@stanford.edu), **Bilingualism, heritage language learners, and SLA research: opportunities lost or seized?** *The Modern Language Journal* (Malden, MA, USA) **89.3** (2005), 410–426.

This article calls for a reconceptualisation and expansion of the field of second language acquisition (SLA) by examining possible intersections between SLA and the area of language instruction currently referred to as the teaching of heritage languages. It discusses ways in which the opportunity of broadening SLA-and-instruction research may be seized by current researchers so that it can address the most intractable educational problems involving language. Drawing from current research on bilingualism, the author describes the challenges of providing language instruction for heritage speakers and examines the bilingualism of these unique language

learners. An overview of questions raised by the study of heritage language learners is then offered, followed by a description of communities of professional practice and existing disciplinary boundaries. The conclusion discusses ways in which SLA can draw from other areas in order to affect the educational futures of language minority children around the world and, at the same time, contribute to our greater understanding of the human language faculty.

**05-565 Watkhaolarm, Pimyupa** (U of Mahasarakham, Thailand; pimiyupa.w@msu.ac.th), **Think in Thai, write in English: Thainess in Thai English literature.** *World Englishes* (Oxford, UK) **24.2** (2005), 145–158.

This study examines discourse strategies in literary texts written by two Thai English bilingual authors. The analysis shows that through similar processes, the authors create a writing style that may be termed as a Thai English variety. The literary texts are from two books that represent different periods of time: *My boyhood in Siam*, an autobiography by Kumut Chandruang (1940), known to be the first published Thai English author, and *Until the Karma ends: a plot to destroy Burma*, by Pongpol Adireksarn (1996), a contemporary writer with many bestsellers. Based on the Kachruvian framework on contact literature, the following processes are involved in creating these two Thai English texts: transfer of religious, cultural and social elements; shift of old sayings, metaphors or fixed collocations; translation; lexical borrowing; reduplication; and hybridisation. The two authors use strategies at the lexical and thematic levels (but not at the syntactic and stylistic levels), unlike bilingual authors from other cultures. Although the readership for literature in Thai English in Thailand remains small today, Thai English has potential to develop further since English continues to have a strong presence in the professional lives of many Thais.

## Sociolinguistics

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**05-566 Abu-Rabia, Salim** (U of Haifa, Israel), **Social aspects and reading, writing, and working memory skills in Arabic, Hebrew, English, and Circassian: the quadrilingual case of Circassians.** *Language, Culture and Curriculum* (Clevedon, UK) **18.1** (2005), 27–58.

The case of Israeli Circassian students is unique because they study four languages which they require for daily life: Arabic is for reading the Koran; Hebrew is the language of the dominant group; English is an international language and is needed for academic purposes; and Circassian is their mother tongue. This study investigated the attitudes of 40 ninth-grade students from the two Circassian villages in Israel toward each language. They were tested in the four languages on word identification, word attack, spelling, working

memory, oral cloze, orthography and phonological awareness. The results indicated that the Circassian students possessed integrative attitudes to their own language and sensed its low vitality. Generally they possessed positive attitudes to all four languages. The reading results indicated poor reading in Circassian. However, all working memory and language skills were related within and across languages. The regression analysis procedures indicated that word recognition and spelling skills in the first, second, and third language were the best predictors for the mother tongue Circassian, which was studied as a fourth language. The results are discussed in light of multilingual education.

**05-567 Bao, Zhiming** (National U of Singapore, Singapore; ellbaozm@nus.edu.sg), **The aspectual system of Singapore English and the systemic substratist explanation.** *Journal of Linguistics* (Cambridge, UK) **41.2**, (2005), 237–267.

Singapore English is a contact language with a constant linguistic substratum and superstratum. It lends itself to an interesting case study on how linguistic neologisms emerge out of a pool of competing features from the typologically distinct languages active in the contact ecology. This paper investigates the aspectual system of Singapore English and that of Chinese, the main substrate language, and of English, the lexical-source language. Despite the presence of competing aspectual categories from the two languages, the aspectual system of Singapore English is essentially the Chinese system filtered through the morphosyntax of English. Substrate influence is systemic, and the competing grammatical subsystems do not mix.

**05-568 Barwick, Linda** (U of Sydney, Australia; Linda.Barwick@arts.usyd.edu.au), **Allan Marett, Michael Walsh, Lysbeth Ford & Nicholas Reid**, Communities of interest: issues in establishing a digital resource on Murrinh-patha song at Wadeye (Port Keats), NT. *Literary and Linguistic Computing* (Oxford, UK) **20.4** (2005), 383–397.

Linguistics and musicology, along with other fieldwork-based disciplines, have obligations to facilitate access to research results by the communities whose cultural heritage is recorded and analysed, especially when the languages and musics in question are otherwise little documented, have few speakers or performers, and are threatened by the global dominance of English. This article presents the early results of planning for establishment of a digital resource to preserve and make accessible recordings and other documentation of Murrinh-patha public dance-songs at Wadeye, a remote Indigenous community in Australia's Northern Territory. With the recent establishment of the Wadeye Knowledge Centre, copies of recordings previously left in the community by researchers have been digitised and made available through computer workstations. Many of these digitised recordings have poor or no documentation and thus are difficult to locate and

access. The most urgent task is to work with elderly performers and composers to assemble metadata about the oldest recordings of songs and who composed and performed them. In order to maximise local accessibility and use, both elders and young people will be involved in planning and creation of a bilingual search interface to the collection. Planning must also consider sustainability issues through integration with other local initiatives, appropriate use of open standards and formats, locally sustainable technical platforms, and regular backup and maintenance.

**05-569 Berns, Margie** (Purdue U, USA; berns@purdue.edu), **Expanding on the Expanding Circle: where do WE go from here?** *World Englishes* (Oxford, UK) **24.1** (2005), 85–93.

Expanding Circle Englishes are gaining in recognition and acceptance. Yet, an analysis of recent issues of leading journals devoted to English in the global context demonstrates that fewer articles get published on the Expanding Circle than the Inner and Outer Circles. One explanation for this difference is simply that less research and scholarship on English in 'the rest of the world' has been done. This paper sets out an agenda for WE research and scholarship on the Expanding Circle to address gaps in the literature that will reflect the sociolinguistic reality of English across and within the countries and regions of this circle and to broaden current understanding of the full range of users and uses of this language.

**05-570 Bolton, Kingsley** (Stockholm U, Sweden; kingsley.bolton@english.su.se), **Where WE stands: approaches, issues, and debate in world Englishes.** *World Englishes* (Oxford, UK) **24.1** (2005), 69–83.

This paper sets out to review current approaches to world Englishes from a range of perspectives, from English studies to sociolinguistics, applied linguistics, lexicography, 'popularisers' and critical linguistics. It then proceeds to consider current debates on English worldwide and world Englishes, noting the recent criticisms of the world Englishes approach from a rhetoric of a critical linguistics ironically at odds with the realities of many educational settings.

**05-571 Carter, Julie A.** (The Wolfson Centre, London, UK; j.carter@ich.ucl.ac.uk), **Gladys M. Murira, Joseph Gona, Brian G. R. Neville & Charles R. J. C. Newton**, **Issues in the development of cross-cultural assessments of speech and language for children.** *International Journal of Language & Communication Disorders* (London, UK) **40.4** (2005), 385–401.

This paper reviews the literature on cross-cultural assessment in order to identify the major issues in the development and adaptation of speech and language assessments for children and to illustrate these issues

with practical examples from a research programme in Kenya. Five broad categories pertaining to cross-cultural assessment development were identified: the influence of culture on performance, familiarity with the testing situation, the effect of formal education, language issues and picture recognition. The results of the review were integrated to produce a list of guidelines highlighting the importance of collaboration with mother tongue speakers, piloting, familiar assessment materials, assessment location, practice items and prompts. Results show there are few clinicians and assessors, whether in the UK or abroad, who do not assess or treat children from a culture different to their own. Awareness of cultural variation and bias and cooperative efforts to develop and administer culturally appropriate assessment tools are the foundation of effective, valid treatment programmes.

**05-572 Coetzee Van Rooy, Susan** (Potchefstroom, S. Africa; basascvr@puk.ac.za) & **Bertus Van Rooy, South African English: labels, comprehensibility and status.** *World Englishes* (Oxford, UK) **24.1** (2005), 1–19.

Racial or ethnic labels are common practice in South African English, but in recent years some criticism has been levelled against this practice, particularly as far as the label Black South African English is concerned. This article investigates the labelling practices of ordinary, nonlinguist South Africans to determine what may be acceptable to them, following a bottomup approach to categorisation. Data were elicited from 167 black first year students in a survey designed to compare the labels they assigned to six different forms of South African English, alongside their attitudes towards these varieties, their perception of the proximity of these varieties to their own English and a measure of the comprehensibility of these varieties. The results indicate that the participants do avail themselves of ethnic and racial labels, but their main categorisation strategy is the national label South African English, used for all varieties, but more frequently for the varieties of Black and Indian speakers than White speakers. Furthermore, the acrolect form of Black South African English emerges as the variety that enjoys the highest status amongst the participants, on the basis of the most favourable attitudes, the sense of greatest proximity and the highest degree of comprehensibility.

**05-573 de Haan, Mariëtte & Ed Elbers** (U of Utrecht, the Netherlands; m.dehaan@fss.uu.nl), **Reshaping diversity in a local classroom: communication and identity issues in multicultural schools in the Netherlands.** *Language & Communication* (Amsterdam, the Netherlands) **25.3** (2005), 315–333.

This study on peer collaboration in a multi-ethnic classroom examines variations in communication patterns that indicate particular interpretations of the school's pedagogy and reflect asymmetries between eth-

nic groups. These strategies are analysed using a cross-contextual perspective focusing on the translation between more enduring, broader-scale phenomena and local ones. According to this perspective, the students' strategies must be seen as a dynamic interplay between: (i) local constructions responding in particular ways to institutional demands; (ii) experiences rooted in home socialisation, and (iii) structural power relations expressed in positioning vis-à-vis the school as an institution.

**05-574 Dogançay-Aktuna, Seran** (Southern Illinois U Edwardsville, USA; saktuna@siue.edu) & **Zeynep Kiziltepe, English in Turkey.** *World Englishes* (Oxford, UK) **24.2** (2005), 253–265.

This paper offers a sociolinguistic account of the functional range and status of English in Turkey by discussing its role in national education policies as a reflection of governmental acquisition planning, by looking at societal attitudes towards the presence of English in Turkish life, and by examining borrowings from English by the Turkish mass media as examples of unplanned language spread. The paper examines in detail the role of English in different levels of national education, including its role in Turkish academia, as an indication of the status of English in the country. It then discusses societal and individual attitudes towards English and its role in the workplace. Finally, the use of borrowings from English by Turkish mass media is discussed with examples. The paper discusses how English has become yet another divide between the wealthier, educated urban populations and those belonging to other socio-economic and geographic groups.

**05-575 Hiraga, Yuko** (Keio U, Japan; nene\_terada@hotmail.com), **British attitudes towards six varieties of English in the USA and Britain.** *World Englishes* (Oxford, UK) **24.3** (2005), 289–308.

This paper examines British attitudes to six varieties of English in Britain and the USA. In Britain, there seems to be an ingrained, cross-generational aversion to American English and yet, surprisingly according to Giles (1970), British people rate British regional varieties spoken in industrial conurbations such as Birmingham and Manchester much lower than American English in terms of both 'pleasantness' and 'prestige'. To reexamine this a practical experiment was designed using techniques from the field of Language Attitude Studies. The experiment drew on and benefited from the fields of both social psychology and sociolinguistics. Honing the technique used in two preceding studies, Giles (1970) and Carranza & Ryan (1975), the experiment was carried out to investigate British attitudes towards not only one variety of American English, but also other regional varieties of that same national variety. It suggested that the British popular aversion to American English was more complex, highlighting, as a reason, the pervasive influence of British class on accent prestige. This study confirmed the existence of a



crossnational, tripartite hierarchical framework of accent prestige, divisible into 'standard', 'rural' and 'urban', first suggested by Wilkinson (1965). Sharpening the focus of Giles' study, this experiment also found that ONLY Network American was significantly more favoured than British regional varieties.

**05-576 Joseph, Clara A. B.** (U of Calgary, Canada; ejoseph@ucalgary.ca), **Language in contact and literatures in conflict: text, context, and pedagogy.** *World Englishes* (Oxford, UK) **24.2** (2005), 131–143.

When readers fail to relate to the cultural context of writers, gross misunderstanding results. When professional readers whose first language is English fail to enter the discourse of professional literary writers or authors who are bi- or multi-lingual and use English for literary creativity, blame is laid on the writers' poor linguistic competence. By focusing on a specific instance of the reactions of two eminent Canadian scholars to Rohinton Mistry's literary language, this paper examines relationships of dialect and register and considers the language of Mistry as a socio-emioc effect. The paper further argues for a pedagogy that builds on a theoretical framework which recognises that literary language communicates at levels that are syntactic, semantic, and pragmatic. The concept of the dignity of the human person – a concept that gets lost in the presence of stereotypes and generalisation – while not essentially linguistic or literary is nevertheless an aspect of both disciplines. Any analytical methodology would thus have to consider the structural as well as the ideological makings of (con)text to avoid privileging the norm and berating the deviant. The paper demonstrates how an awareness of dialect and register gives way to critique that is sensitive to the power structures of literary discourse.

**05-577 Lai, Mee-Ling** (Hong Kong Institute of Education, Hong Kong, China; mllai@ied.edu.hk), **Language attitudes of the first postcolonial generation in Hong Kong secondary schools.** *Language in Society* (Cambridge, UK), **34.3** (2005), 363–388.

Following the return of sovereignty from Britain to China, Hong Kong has undergone significant socio-political and educational changes. This study is a quantitative investigation of the language attitudes of 1,048 secondary students from the first postcolonial generation brought up amid the significant changes after the political handover. The results show that the respondents feel the most integratively inclined to Cantonese (the vernacular variety), and they perceive English (the colonizers' language) as the language of the highest instrumental value and social status, while Putonghua (the language of the new ruler) is rated the lowest from both the integrative and the instrumental perspectives. Unlike what has been predicted by scholars, Putonghua has not yet taken the place of

English as the language of power. Despite this, there are signs of a subtle transition toward an accommodating attitude to Putonghua, mainly induced by the growing instrumental value of the language for economic purposes.

**05-578 Mora Michieka, Martha** (Purdue U, USA; michieka@purdue.edu), **English in Kenya: a sociolinguistic profile.** *World Englishes* (Oxford, UK) **24.2** (2005), 173–186.

This paper is a sociolinguistic profile of the English language in Kenya. After a brief description of Kenya, the paper discusses the history of the English language in Kenya, its general presence in Kenya, its users and uses. The attitudes of Kenyans towards the English language, speakers of English and learning English are also discussed. Data used in this paper have been collected from several sources including the internet and newspaper articles and, as this paper shows, English will remain a significant language in Kenya serving various functions such as instrumental functions, interpersonal functions and regulative functions. Although attitudes towards the English language vary, there is a general consensus that English is a useful language especially in terms of bringing about social mobility.

**05-579 Nickerson, Catherine** (Radboud U Nijmegen, the Netherlands; c.nickerson@let.ru.nl), **English as a *lingua franca* in international business contexts.** *English for Specific Purposes* (Amsterdam, the Netherlands) **24.4** (2005), 367–380.

This paper provides an overview of current research focussing on the use of English as a *lingua franca* in international business contexts. It selectively reviews research investigating the role of written and spoken communication in English and the work that has been done on specific text genres used by the international business community, such as negotiations, meetings, e-mail and advertising. The use of English as a means of communication within the business world is discussed with specific reference to the work of the researchers showcased in this Special Issue, and there is also a discussion of the implications of these and other research findings for the teaching of English for Specific Business Purposes.

**05-580 Ouhiala-Salminen, Leena, Charles Mirjaliisa & Anne Kankaanranta** (Helsinki School of Economics, Finland; leena.louhiala@hkkk.fi), **English as a *lingua franca* in Nordic corporate mergers: two case companies.** *English for Specific Purposes* (Amsterdam, the Netherlands) **24.4.** (2005), 410–421.

The article is based on findings from research into communication and language use in two international corporations, both formed as a result of a merger between a Swedish and a Finnish company. A questionnaire

was sent to representatives of each case company, focusing on language use, communication practices, and cultural views. Using some of the results of the questionnaire as a starting point, two of the most frequent communicative events are studied where English was used as a lingua franca in internal communication: email messages and meetings. This article focuses on the discursal (dis)similarities of Swedish and Finnish interactants, and the resulting cultural and communicative challenges.

**05-581 Planken, Brigitte** (Radboud U Nijmegen, the Netherlands; b.planken@let.ru.nl), **Managing rapport in lingua franca sales negotiations: a comparison of professional and aspiring negotiators.** *English for Specific Purposes* (Amsterdam, the Netherlands) **24.4** (2005), 381–400.

This article presents selective findings from a study that investigated how face-work is used to achieve interpersonal goals in intercultural sales negotiations. The article reports on linguistic analyses of what Spencer-Oatey has termed ‘rapport management’ which, in a negotiation context, is aimed primarily, but not exclusively, at building a working relationship. The analyses were comparative, centring around two corpora of quasi-natural negotiation discourse, produced by professional negotiators and aspiring negotiators (students of international business communication). The negotiators were all *lingua franca* speakers of English for specific business purposes. The occurrence of interactional (safe) talk, and of personal pronouns was studied, regarded here as indicators of the negotiator relationship. Overall, the findings indicate that whereas professionals frequently initiate safe talk throughout their negotiations, aspiring negotiators engage in safe talk sporadically, and only in the initial and final stages of a negotiation. Furthermore, the findings suggest that by under-using institutional ‘we’ and formulating potentially face-threatening discourse from a subjective perspective, aspiring negotiators seem unsuccessful at maintaining professional distance, and thus, at creating a professional identity within the negotiation event.

**05-582 Rajagopalan, Kanavillil** (State U at Campinas (UNICAMP), Brazil), **Language politics in Latin America.** *AILA Review* (Amsterdam, the Netherlands) **18** (2005), 76–93.

This paper is an attempt to take stock of the politics of language as it has been playing out in Latin America, ever since the countries in this region were colonized by European powers, mainly Spain and Portugal. Linguistic imperialism is by no means a new phenomenon in this part of the world. In more recent times, the relentless advance of English as the world’s leading lingua franca has only brought to light the difficult North–South relations that have underpinned the geopolitics of the region.

**05-583 Seargeant, Philip** (U of London, UK; pseargeant@ioe.ac.uk), **Globalisation and reconfigured English in Japan.** *World Englishes* (Oxford, UK) **24.3** (2005), 309–319.

This paper examines the role played by English in the relationship Japan conducts with the rest of the world. It argues that the history of insularity which kept the country free from international influence for over 200 years has vestigial significance in the way that Japan now regulates both its relations with and image of the outside world. Such an attitude can be illustrated with reference to the phenomenon of the foreign country theme park (*gaikoku mura*), and also to the separatist nature of the Japanese tourist industry, both of which attempt to control and adapt concepts of foreign culture. The sociological dynamics at work within such practices can be related to the principle of *dochakuka*, by which local cultures absorb and adapt global forces, and this principle also provides a useful model for analysis of the way that the English language exists and functions within Japanese society. Both the influx of loanwords and the use of an ornamental English in advertising and the media can be seen to adhere to a process of Japanisation, thus effecting a use of the language which does not conform to orthodox interpretation of the implications of English as a global language.

**05-584 Smith, Geoff P.** (University of Hong Kong, Hong Kong, China), **Chinese language sources for Chinese Pidgin English: what we know and what we need to know.** *Hong Kong Journal of Applied Linguistics* (Hong Kong, China) **9.2** (2004), 72–79.

The existence of the contact language Chinese Pidgin English (CPE) has been copiously documented, but its exact nature is obscured by a number of factors. The time depth since its inception and the fact that the language is no longer spoken make access to reliable data difficult. Evaluation of such data that exist is made more difficult by the spurious nature of some sources. Even those European observers who were not ridiculing the language or inventing passages may have recorded what they heard through a filter which tended to hear forms in terms of their relation to standard English. A valuable source of comparison is provided by the writings of Chinese-speaking observers during the time when Chinese Pidgin English was spoken. There are two main sources of information: *The common language of the red-haired foreigners*, a short CPE phrasebook printed around 1850 in Guangzhou, and Tang Tingshu’s six-volume *Chinese-English instructor*. Some descriptive work on these works has been carried out, but a great deal of analysis remains to be done.

**05-585 Sweeting, Anthony & Edward Vickers** (U of Hong Kong, Hong Kong, China; sweetone@mac.com), **On colonizing ‘colonialism’: the discourses of the history of**

**English in Hong Kong.** *World Englishes* (Oxford, UK) **24.2** (2005), 113–130.

Numerous commentators argue that the worldwide use of English in education is an important outcome of colonialism. While accepting that there is much truth in this general conclusion, the present authors also recognise an irony. In too few cases do commentators base their arguments on historical evidence; in too many, they treat colonialism as an unchanging concept. They have colonised colonialism. One such commentator, relying largely on the anachronisms of postcolonial discourse, chose Hong Kong as the focus of study. The present authors compare his rhetoric with available primary sources about language and education in Hong Kong, concluding that the specific situations have been and are much more complex than his methodology could appreciate. Thus, they present a case for bottom-up, rather than top-down, histories of colonial education and, in particular, of the historical role of language in education.

**05–586 Tanaka, Hiroko** (U of Essex; htanaka@essex.ac.uk), **Grammar and the ‘timing’ of social action: word order and preference organization in Japanese.** *Language in Society* (Cambridge, UK), **34.3** (2005), 389–430.

This article explores the interconnection between grammar and the performance of preferred and dispreferred responses in Japanese. As is well known, dispreferred format turns are structurally more complex than preferred format turns, regularly delayed, accompanied by prefaces and accounts, mitigated, or made indirect. Owing to the flexibility of Japanese grammar, participants have expanded intra-turn capacity to maximize or minimize compliance with such formats. On one extreme, a dispreferred action can be massively delayed until near the turn-ending through opting for so-called canonical predicate-final word order and minimisation of ellipsis. On the other extreme, a preferred action can be expedited to the very opening of a turn through non-canonical predicate-initial word order by taking advantage of word order variability and ellipsis. Such syntactic practices are interactionally managed for calibrating the timing of social action. It emerges that the canonical word order—assumed to be the generically unmarked alternative—is actually optimally tailored for the implementation of marked (dispreferred) responses, as opposed to a non-canonical word order for unmarked (preferred) responses, in the given sequential environment.

## Applied linguistics

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**05–587 Allwright, Dick** (U of Lancaster; r.allwright@lancaster.ac.uk), **Developing principles for practitioner research: the case of exploratory**

**practice.** *The Modern Language Journal* (Malden, MA, USA) **89.3** (2005), 353–366.

Exploratory Practice (EP) has developed over the last 15 years or so an approach to practitioner research devoted to understanding the quality of language-classroom life. It started in reaction to both academic classroom research and Action Research (the practitioner research model most in vogue at that time in this field) and elaborated primarily a set of principles rather than classroom practices. Such principles address more or less implicitly the technical, epistemological and ethical dimensions of research on second language learning. This article describes the principles of EP in direct relationship to each of these dimensions – the most critical being the ethical and epistemological – with an emphasis on understanding rather than problem-solving. It argues that the common emphasis on practical problem-solving and measurable improvements in student achievement is not only unhelpfully short-sighted but also potentially counterproductive. What is needed is a return to the traditional research aim of understanding, and of focus on quality of life (rather than quality of output) as the ultimate value. This focus also is linked to the ethical issue of the researcher-researched relationship: learners, as well as teachers, should be seen as classroom practitioners capable of developing an understanding of language-classroom life.

**05–588 De Klerk, Vivian** (Rhodes U, South Africa; v.deklerk@ru.ac), **The use of actually in spoken Xhosa English: a corpus study.** *World Englishes* (Oxford, UK) **24.3** (2005), 275–288.

The aim of this paper is to provide an overview of the semantic and syntactic characteristics of the discourse marker *actually*, and then to describe and explain how it is used by mothertongue (MT) Xhosa speakers who have learned English as an Additional Language. Such a description may provide a useful benchmark for comparison with MT norms. The source of data for the study is a corpus of approximately half a million words of transcribed spontaneous dialogue between Xhosa English speakers.

**05–589 E, He An** (The Hong Kong Institute of Education, Hong Kong, China), **Use of verbs in teacher talk: a comparison study between LETs and NETs.** *Hong Kong Journal of Applied Linguistics* (Hong Kong, China) **9.2** (2004), 38–54.

Using the framework of Halliday’s (1994) functional grammar, this study analyses the data of a locally-compiled corpus, *CELT*, with a specific concern for what and how meanings are constructed and conveyed via the use of verbs in local English teachers’ (LETs) and native English teachers’ (NETs) classrooms in Hong Kong. An analysis of the top-ten lexical verbs indicates that given the socio-cultural and linguistic differences in the teachers’ background, teacher talk by LETs and NETs share certain similarities. Both

groups use language in doing (material process), feeling and perceiving (mental), saying (verbal process) and explaining (relational/existential process). The analysis also reveals some differences. While the two groups share 60% of the top-ten lexical verbs, they use the same items in different ways. LETs tend to use an item in its basic sense, making a clear boundary between process types; NETs, on the other hand, use a word in different senses and in figurative speech, thus transforming one process to another. Although small in scale, the study has some pedagogical implications for teaching and learning English in the Hong Kong context.

**05-590 Erdener, V. Doğu & Denis K. Burnham** (U of Western Sydney, Australia; d.erdener@uws.edu.au), **The role of audiovisual speech and orthographic information in nonnative speech production.** *Language Learning* (Malden, MA, USA) **55.2** (2005), 191–228.

Visual information from the face is an integral part of speech perception. Additionally, orthography can play a role in disambiguating the speech signal in non-native speech. This study investigates the effect of audiovisual speech information and orthography on non-native speech. Particularly, orthographic depth is of interest. Turkish (transparent) and Australian English (opaque) speakers were tested for their production of non-words in Spanish (transparent) and Irish (opaque). We found that transparent orthography enhanced pronunciation and orthographic responses. Results confirm previous findings that visual information enhances speech production and extend them to show the facilitative effects of orthography under certain conditions. Implications are discussed in relation to audiovisual speech perception and orthographic processing and practical considerations such as second language instruction.

**05-591 Hosoda, Yuri** (Kanagawa U, Japan), **Directives and assessments in Japanese native and nonnative conversation.** *JALT Journal* (Tokyo, Japan) **27.1** (2005), 5–31.

Various kinds of data and methodologies have been used to investigate non-native speakers' (NNSs') pragmatic competence. In the past decade, attempts have been made to describe NNSs' pragmatic abilities in naturally occurring interaction using Conversation Analysis (CA) methodology. To date, there are an increasing number of CA studies that describe NNSs' pragmatic competence in institutional settings, but only a few in non-institutional settings. Using the framework of CA, this study examines NNSs' pragmatic competence displayed in sequences of directives and assessments in casual native speaker (NS)–NNS conversation in Japanese. The analysis reveals that the pragmatic competence of the NNSs and NSs is constructed out of the detail of talk and other conduct in which the participants juxtapose multiple resources such as sequential organisation, speech, body and the surrounding environment to

jointly shape the sequences of directives and assessments, and establish mutual understanding in ongoing interaction.

**05-592 Hu, Xiaoling, Nigel Williamson & Jamie McLaughlin** (U of Sheffield, UK; x.l.hu@sheffield.ac.uk), **Sheffield corpus of Chinese for diachronic linguistic study.** *Literary and Linguistic Computing* (Oxford, UK) **20.3** (2005), 281–293.

The paper presents the outcome of the pilot phase of a major project which aims to build a digital resource for the study of historical Chinese texts with a view to facilitating linguistic analysis of the language, particularly from a diachronic point of view. The approach to general problems for a diachronic corpus is discussed. Details of the tag set and the tagging system devised are given. The development of a sophisticated automatic mark-up scheme for Chinese texts from widely different time periods and genres is indicated.

**05-593 Hudson, Richard** (U College London, UK) & **John Walmsley, The English Patient: English grammar and teaching in the twentieth century.** *Journal of Linguistics* (Cambridge, UK) **41.3** (2005), 593–622.

In the first half of the twentieth century, English grammar disappeared from the curriculum of most schools in England, but since the 1960s it has gradually been reconceptualised, under the influence of linguistics, and now once again has a central place in the official curriculum. Our aim is not only to document these changes, but also to explain them. We suggest that the decline of grammar in schools was linked to a similar gap in English universities, where there was virtually no serious research or teaching on English grammar. Conversely, the upsurge of academic research since the 1960s has provided a healthy foundation for school-level work and has prevented a simple return to old-fashioned grammar-teaching now that grammar is once again fashionable. We argue that linguists should be more aware of the links between their research and the school curriculum.

**05-594 Johnson, Greer Cavallaro** (Griffith U, Australia; g.johnson@griffith.edu.au), **Simon Clarke & Neil Dempster, The discursive (re)construction of parents in school texts.** *Language and Education* (Clevedon, UK) **19.5** (2005), 380–399.

This paper explores the familiar issue of parental (non-) involvement in schools. More specifically, it examines the language of selected texts in one school context and finds initially that the roles of parents are not discursively constructed in these texts as their being involved in the school. Rather, a close reading of the texts' discourse displays parents as the deficit half of a contrastive pair (parents vs. the school). The issue

of parental involvement at this school, first highlighted in a survey analysis as significant, gains a complementary and extended interpretation through the application of discourse analysis to interviews with the school leaders and a section of the school's web page. Further analysis of interview data referring to the implementation of activities designed to increase parental involvement highlights movement towards the discursive reconstruction of parents as standard relational pairs with school leaders. The findings highlight the importance of the use of discourse analysis as a tool for understanding and implementing change in school culture.

**05–595 Ohta, Amy Snyder** (U of Washington, USA; aohta@u.washington.edu), **Interlanguage pragmatics in the zone of proximal development.** *System* (Amsterdam, the Netherlands) **33.3** (2005), 503–517.

Vygotsky's Zone of Proximal Development (ZPD) has been fruitfully applied in L2 research that examines second and foreign language learning. This paper considers the applicability of the ZPD to interlanguage pragmatics instruction and research. First, the ZPD is defined, and definitions are queried in light of differences between second language learning/development from the child development context for which the ZPD was developed. Then, three interlanguage pragmatics research studies involving instructional intervention are considered through the framework the ZPD provides. These are a study of explicit/implicit instruction of English bi-clausal requests (by S. Takahashi, 2001), a study of the impact of teacher intervention on task-based instruction in English modals (by V. Samuda, 2001), and a study which examines the impact of instruction on Japanese conversational storytelling (by D. R. Yoshimi, 2001). Analysis suggests how the zone of proximal development impacted the development observed in the three studies and how the instructional methods tested did or did not tap into the potential of the ZPD. The paper concludes with recommendations for researchers and teachers, suggesting how the notion of the ZPD can be used both to better understand pragmatic development and to improve instruction in L2 pragmatics.

**05–596 Pica, Teresa** (U of Pennsylvania, Philadelphia, USA; teresap@gse.upenn.edu), **Classroom learning, teaching, and research: a task-based perspective.** *The Modern Language Journal* (Malden, MA, USA) **89.3** (2005), 339–352.

In an increasing number of second language (L2) classrooms, teachers and researchers are taking on new roles and responsibilities that enable them to develop similar concerns about L2 learning processes; these are expressed in ways reflecting their different backgrounds and goals. To support learning, teaching and research in the L2 classroom, researchers and teachers have attempted to develop activities that both address their

concerns and accommodate their differences on a long-term basis. This study reflects the author's participation as a researcher in this context and presents the ways in which teachers and students turn to information-gap tasks to serve many of their needs. After describing the contributions of information-gap tasks from a learning, teaching and research perspectives, the article describes the issues and challenges faced in their implementation. It then presents an approach developed for designing information-gap tasks as authentic activities for teaching and learning and as reliable instruments for research. Examples are provided, together with excerpts from classroom discourse which reveal the tasks' effectiveness in drawing students' attention to form, function and meaning in ways that are vital to their L2 learning.

**05–597 Sardinha, Berber** (Pontifícia Universidade Católica de São Paulo (PUC-SP), Brazil), **A influência do tamanho do corpus de referência na obtenção de palavras-chave usando o programa computacional WordSmith Tools** [The influence of reference corpus size on WordSmith Tools keywords extraction]. *The ESPecialist* (São Paulo, Brazil) **26.2** (2005), 183–204.

A keywords analysis (using WordSmith Tools) enables the discovery of lexical items which reveal the main lexical sets in a text or corpus. Such an analysis requires that a reference corpus be compared to the corpus the researcher intends to describe (the study corpus). This paper presents a mathematical method for finding out the influence of reference corpus size on the number of keywords extracted by the program. The results reveal that a reference corpus that is at least five times as large as the study corpus allows for drawing an amount of keywords that is statistically equivalent to larger reference corpora, thus suggesting five times (as larger as the study corpora) as the minimum order of magnitude for reference corpora.

**05–598 Seedhouse, Paul** (U of Newcastle upon Tyne, UK; paul.seedhouse@ncl.ac.uk), **'Task' as research construct.** *Language Learning* (Malden, MA, USA) **55.3** (2005), 533–570.

The notion of task as a research construct is predominantly conceived in terms of task-as-workplan in the task-based learning/second language acquisition literature. It is claimed that 'task' has weak construct validity and ontology in an overwhelmingly quantitative paradigm, because the construct has a split personality. While conceptualisation is based on the task-as-workplan, the data gathered are from task-in-process settings. This article adopts a conversation analysis perspective to demonstrate that the two can be very different. It argues that a secure basis for task as research construct and for the quantification of discursal data is attainable only if

researchers switch their conceptual and methodological focus to task-in-process.

**05–599 Spada, Nina** (U of Toronto, Canada; nspada@oise.utoronto.ca), **Conditions and challenges in developing school-based SLA research programs.** *The Modern Language Journal* (Malden, MA, USA) **89.3** (2005), 328–338.

This article explores some of the epistemological, technical, and ethical challenges of doing research on instructed second language (L2) learning in Canadian school settings. These are explored from a viewpoint of classroom research influenced by cognitive-interactionist theories of learning. The author includes her own classroom research program and similar programs developed by other Canadian researchers across a variety of school-based L2 curricula. Epistemological challenges are discussed in terms of the ecological validity of doing research in classrooms as opposed to laboratories and of the value of sequencing descriptive phases prior to experimental components in a research cycle. Technical challenges when doing research in intact classrooms and the conditions necessary for the development of sustained research programmes are also illustrated. Lastly, the author addresses two ethical challenges: the relevance of research for pedagogical practice and suggestions on how to support researchers and teachers in making such links more meaningful.

**05–600 Von Staa, Betina** (Pontifícia Universidade Católica de São Paulo (PUC-SP), Brazil), **Desenvolvimento de interpretações literárias lógicas e coerentes** [Development of logical and

coherent literary interpretations]. *The ESspecialist* (São Paulo, Brazil) **26.2** (2005), 157–181.

This paper presents a case study in which high-school freshmen in Brazil produce literary interpretations. The paper is based on the theory of genres and registers by Eggins & Martin (1997) and on Bakhtin (1981) and Voloshinov (1973). We demonstrate by means of examples taken from students' texts that activities such as a debate in which students perceived how different their points of view were and the practice of writing summaries and accounts may have originated texts in which students showed more self-assurance by the end of the semester.

**05–601 Wong, Jock** (Australian National U, Canberra, Australia; jock.wong@anu.edu.au), **'Why you so Singlish one?' A semantic and cultural interpretation of the Singapore English particle one.** *Language in Society* (Cambridge, UK), **34.2** (2005), 239–275.

The particle *one* of Singapore English is widely used in Singapore culture, but it is little mentioned and its invariant meaning has not been described, so that not much is known about its meaning and the cultural norms it reflects. This article provides a detailed semantic analysis of this particle, articulates its meaning in the form of a reductive paraphrase using natural semantic metalanguage, and argues that its use reflects Singapore English speakers' tendency to speak definitively and exaggeratedly. The discussion of Singaporean speech norms reflected by this particle includes reference to relevant Anglo English speech norms for comparison and contrast.