

## Language teaching

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**06-622 AL-ISSA, ALI** (College of Sharia and Law, Sultanate of Oman), **The role of English language culture in the Omani language education system: An ideological perspective.** *Language, Culture and Curriculum* (Multilingual Matters) 18.3 (2005), 258–270.

One of the powerful ideologies that govern English language learning and teaching in the Sultanate of Oman is the ‘colonialist/culturalist’ ideology and the various paradigms embodied within it. This ideology is present in the various statements made by the different agents involved in ELT in Oman, in particular *The Philosophy and Guidelines for the Omani English Language School Curriculum* (Nunan et al. 1987), referred to in the paper as the National English Language Plan/Policy (NELP). However, many of these statements seem to conflict with the content of the materials produced locally (*Our World Through English* (OWTE), Ministry of Education 1997–8a, b) and with the suggested means of implementing the programme. The paper critically examines and discusses this state of ideological conflict using data from semi-structured interviews conducted with various key agents in ELT in Oman, pertinent literature and policy texts, and considers the implications for second language material design.

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

**06-623 ALINE, DAVID** (Kanagawa U, Japan) & **YURI HOSODA, Team teaching participation patterns of homeroom teachers in English activities classes in Japanese public elementary schools.** *JALT Journal* (Japan Association for Language Teaching) 28.1 (2006), 5–21.

Since *Monbukagakusho* (Ministry of Education, Culture, Sports, Science and Technology (MEXT)) introduced its new course of study guidelines, most public elementary schools now offer English Activities classes, mostly classes team-taught by the homeroom teacher (HRT) and an assistant language teacher (ALT). Although team teaching has received a lot of attention in Japan, there are few studies on team teaching at elementary schools. This observational study examines the interaction among HRT, ALT, and students, with a focus on HRTs’ participation patterns in the interaction. The data comes from six team-teaching English Activities classes in five randomly selected public elementary schools. The data revealed four observable ways HRTs participated: by being (a) a ‘bystander’, (b) a ‘translator’, (c) a ‘co-learner’ of English, or (d) a ‘co-teacher’. The various participation patterns exhibited by the HRTs affected the classroom

interaction in distinct ways. Teaching implications for both experienced and novice teachers are discussed.

<http://www.jalt.org>

**06-624 ARKOUDIS, SOPHIE** (U Melbourne, Australia; [s.arkoudis@unimelb.edu.au](mailto:s.arkoudis@unimelb.edu.au)), **Fusing pedagogic horizons: Language and content teaching in the mainstream.** *Linguistics and Education* (Elsevier) 16.2 (2005), 173–187. doi:10.1016/j.linged.2006.01.006

One of the central concerns of English as a Second Language (ESL) education within many English-speaking countries has been the relationship between content and language teaching. In Victoria, a state of Australia, the educational policy of mainstreaming ESL is presented as a means of catering to the language learning needs of ESL students within mainstream subject contexts through the integration of the language and content curriculum. In such policy, the relationship between language and content is constructed as unproblematic and uncontested. This paper analyses, using appraisal theory and positioning theory, the planning conversations of an ESL teacher and a science teacher planning curriculum for a year-10 science class. The analysis highlights the factors that influence the extent to which the teachers can balance language and content, including power relations between teachers, the curriculum topic under discussion and the dichotomy that is constructed by the teachers between language and content. Implications for language and content research will be highlighted in light of the conclusions drawn from this study.

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**06-625 ATAY, DERIN** (Marmara U, Turkey), **Reflections on the cultural dimension of language teaching.** *Language and International Communication* (Multilingual Matters) 5.3&4 (2005), 222–236.

Both the objectives of the global approach and the fact that Turkey is facing European integration call for the implementation of concepts like ‘intercultural learning’ and ‘intercultural understanding’ in English language teaching. Although the cultural dimension of language is as important as its linguistic dimension, language education in Turkey mainly focuses on the latter. This study discusses the ideas and reflections of Turkish prospective teachers of English on the cultural dimension of language teaching.

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**06-626 BADA, ERDOĞAN** (U Çukurova, Turkey; [badae@cukurova.edu.tr](mailto:badae@cukurova.edu.tr)), **Pausing, preceding and following ‘that’ in English.** *ELT Journal* (Oxford

University Press) 60.2 (2006), 125–132.  
doi:10.1093/elt/cci099

While reading or speaking, individuals break up sentences into ‘meaningful chunks’. This is true of any individual with any language background. Failure to do so, in an L2 context, leads to idiosyncrasies, and may possibly create some comprehensibility problems. In this study, native and non-native speakers of English read an authentic text into a tape recorder; individual recordings were analysed in terms of intrasentential pauses where ‘that’ clauses began. The places and duration of stops preceding and following ‘that’ were identified and measured. Findings suggest that while pauses preceding ‘that’ are much longer than following ‘that’ in the production of native speakers, the pauses of Turkish speakers of English were found to be just the opposite. The findings of this research can be utilized in speaking and reading classes of English.

<http://eltj.oxfordjournals.org>

**06–627 BARKHUIZEN, GARY & ANNE FERYOK** (U Auckland, New Zealand), **Pre-service teachers’ perceptions of a short-term international experience programme.** *Asia-Pacific Journal of Teacher Education* (Routledge/Taylor & Francis) 34.1 (2006), 115–134.  
doi:10.1080/13598660500479904

Short-term international experiences (STIE) are becoming a regular, sometimes required, feature of pre-service language teacher education programmes. Often inappropriately termed ‘immersion programmes’, they aim to give teachers the opportunity to improve their language proficiency in the language they will teach, to develop their pedagogical knowledge and to engage with an international sociocultural environment with which they are not familiar. In this article we report on a study which investigated pre-service English second language teachers’ perceptions of a six-week international experience in Auckland, New Zealand. The student teachers, who were enrolled in a postgraduate diploma in teaching at a Hong Kong university, participated in an academic programme as well as a series of social events and school visits. They were encouraged to reflect on their expectations and experiences and to write about these in a pre-programme questionnaire, reflective journals and a summative programme evaluation. The teachers’ articulations reveal that their expectations and experiences interrelate in complex, sometimes unexpected, ways. The findings have important implications for the coordinators of the programme at the host institution and also for those further afield who are involved in planning and managing similar STIE programmes.

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**06–628 BARWELL, RICHARD** (U Bristol, UK; richard.barwell@bris.ac.uk), **Integrating language**

**and content: Issues from the mathematics classroom.** *Linguistics and Education* (Elsevier) 16.2 (2005), 205–218.  
doi:10.1016/j.linged.2006.01.002

Research into the teaching and learning of language and content in mainstream classrooms research tends to treat content as a fixed body of knowledge to be (re)constructed by learners. There is little research which seeks to understand how language and the curriculum are constructed and related in interaction by learners. This paper reports analysis of data from a recent study into the participation of students learning English as an additional language (EAL) in mainstream mathematics classrooms in the United Kingdom. As part of the study, pairs of students were asked to write and solve mathematical word problems together, an activity taken from their mathematics lessons. Analysis of students’ interaction based on ideas from discursive psychology reveals how students’ learning encompasses both mathematics and language learning, in the context, however, of significant identity and relationship work. Further analysis explores how these discursive practices relate to the kind of mathematics and language the students learn. Based on this analysis, the author argues that there is a need for a more explicitly reflexive model of the relationship between content, language and learning.

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**06–629 CHAVEZ, MONICA** (U Wisconsin-Madison, USA; mmchavez@wisc.edu), **Classroom-language use in teacher-led instruction and teachers’ self-perceived roles.** *International Review of Applied Linguistics in Language Teaching* (Walter de Gruyter) 44.1 (2006), 49–102.  
doi:10.1515/IRAL.2006.003

Many learners, especially those in a foreign-language setting, draw on the classroom as their primary forum for using and experiencing the target language, still for the most part during teacher-led instruction. Nevertheless, communicative language teaching does not provide a decisive definition of ‘good language use’. Teachers usually take an eclectic approach and, as a result, are likely to vary from each other in classroom-language use practices. This study uses quantitative and qualitative data gathered in a semester-long video project as well as supporting documentation, such as teacher interviews, students’ final course grades, and end-of-course evaluations to describe (1) how three (two female, one male) experienced non-native-speaker teachers of German in an intermediate-level multi-section college course differ from each other in the amount of teacher/student talk; L1/L2 use; class pace; turn-taking; and the basic structure and focus of a class (2) how these differences correspond with the teachers’ self-perceived roles; and (3) how students perceive their particular classroom experiences.

[http://www.degruyter.de/rs/384\\_392\\_DEU\\_h.htm](http://www.degruyter.de/rs/384_392_DEU_h.htm)

**06-630 CHUJO, KIYOMI** (Nihon U, Japan; chujo@cit.nihon-u.ac.jp) & **SHUJI HASEGAWA, An investigation into the star-rated words in English–Japanese learner’s dictionaries.**

*International Journal of Lexicography* (Oxford University Press) 19.2 (2006), 175–195.  
doi:10.1093/ijl/ecl008

Most English–Japanese learner’s dictionaries indicate the importance and vocabulary level of specific entries by attaching one, two, or three stars to each word. Using one monolingual (*COBUILD*) and four bilingual (*Genius*, *Lexis*, *Wisdom* and *Progressive*) learner’s dictionaries, the researchers compared the star-rated words with (a) junior/senior high school (JSH) vocabulary to determine denotation validity, (b) high frequency words in the British National Corpus to assess similarity to present-day English, and (c) other materials such as university exams, TOEIC tests, magazines and news broadcasts. Findings show minimal consistency in the selection of star-rated words between the examined dictionaries, and although generally very useful, a large percentage of the JSH level vocabulary found in the dictionaries might not be taught in junior and senior high school textbooks in Japan.

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**06-631 CLIFTON, JONATHAN** (Antwerp U, Belgium; jonathan.clifton@ua.ac.be), **Facilitator talk.**

*ELT Journal* (Oxford University Press) 60.2 (2006), 142–150.

doi:10.1093/elt/cci101

Facilitation is often proposed as an alternative to the teacher-fronted classroom. However, whilst teacher talk has been linked to the use of the IRF pattern, interactional patterns for facilitator talk have proved to be more elusive. Through the use of naturally-occurring classroom data this paper attempts to define facilitator talk. But, since the facilitative classroom requires that the instructor gives more responsibility to the learner, this implies a freer pattern of interaction in which who says what to whom and when is less constrained. Consequently, facilitator talk cannot be tied down to any one single pattern of interaction. Yet despite this constraint, the paper highlights certain interactional devices which could be described as facilitative.

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**06-632 CREESE, ANGELA** (U Birmingham, UK; a.creese@bham.ac.uk), **Is this content-based language teaching?** *Linguistics and Education*

(Elsevier) 16.2 (2005), 188–204.

doi:10.1016/j.linged.2006.01.007

Much of the content-based language teaching (CBLT) literature describes the benefits to be gained by integrating content with language teaching aims and rejects the formal separation between ‘content’ and

‘language’ as a pedagogic necessity for language learning. This paper looks at interactions in classrooms in English schools where educational policy indirectly adopts a CBLT approach. Through a focus on the discourses of collaborating teachers in secondary school classrooms, the paper analyses teachers’ and students’ interactions within their wider socio-political context. It finds that language work in the content classroom is given little status when set alongside other knowledge hierarchies supported by wider societal and education agendas. Data from a year-long ethnography in three London secondary schools is used to explore how teachers and students manage the content and language interface in a subject-focused classroom. The ensuing discussion considers issues such as the conflation and separation of language and curriculum learning aims within teacher–student interactions and classroom texts. It explores the pedagogic consequences of shifting between the dual aims of subject and language learning and investigates how texts become transformed as teachers and students attempt to meet both sets of aims. It also considers wider societal pressures on classroom interactions and teaching texts in the shifting between language and content aims in English multilingual classrooms.

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**06-633 DAVISON, CHRIS** (U Hong Kong, China; cdavison@hku.hk), **Learning your lines:**

**Negotiating language and content in subject English.** *Linguistics and Education* (Elsevier) 16.2 (2005), 219–237.

doi:10.1016/j.linged.2006.01.005

Subject English is a central feature of state-mandated curriculum in English-speaking contexts and a highstakes barrier to be negotiated for successful graduation from secondary school, irrespective of language and cultural background. In an increasingly globalized world, subject English is also being reconstituted in new and unfamiliar contexts, as part of the drive to export education services. However, the construction of subject English in the curriculum is rarely subjected to the same scrutiny of applied linguists as mathematics, science or history, partly because of the widespread perception that subject English is language rather than ‘content’, and partly because of the continually contested and changing nature of subject English as a discipline. This paper draws on a larger comparative study of senior secondary school subject English in Hong Kong and Australia. It draws on Bernstein’s notions of visible and invisible pedagogies and work on insider/outsider perspectives to explore the perceptions and impact of subject English on students from language backgrounds other than English.

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**06-634 FARMER, FRANK** (Universidad de Quintana Roo, Mexico; frank@correo.uqroo.mx),

**Accountable professional practice in ELT.**

*ELT Journal* (Oxford University Press) 60.2 (2006), 160–170.  
doi:10.1093/elt/cci103

Professionalism is widely thought to be desirable in ELT, and at the same time institutions are taking seriously the need to evaluate their teachers. This article presents a general approach to professionalism focused on the accountability of the professional to the client based on TESOL's (2000) classification of adult ELT within eight general service areas. Both TESOL's attempt to ascribe Indicators, Measures and Performance Standards to those areas of service and recent attempts to form professional bodies in ELT are shown to be unable to provide effective protection of clients' interests. Nevertheless, the TESOL approach to defining a full ELT service can be modified to adopt a client's perspective, leading to a proposal for a more complete and accountable professional ELT service. The analysis presented here will be of interest to all ELT practitioners seeking to understand the professional context of their own practice and how it may be evaluated.

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**06–635 HAMPPEL, REGINA** (The Open U; [r.hampel@open.ac.uk](mailto:r.hampel@open.ac.uk)), **Rethinking task design for the digital age: A framework for language teaching and learning in a synchronous online environment.** *ReCALL* (Cambridge University Press) 18.1 (2006), 105–121.  
doi:10.1017/S0958344006000711

This article discusses a framework for the development of tasks in a synchronous online environment used for language learning and teaching. It shows how a theoretical approach based on second language acquisition (SLA) principles, sociocultural and constructivist theories, and concepts taken from research on multimodality and new literacies, can influence the design and implementation of tasks for computer-mediated communication (CMC). The findings are based on a study conducted at the Open University, a study which examined all three levels of theory, design and implementation. The paper first presents the underlying theories in more detail before examining how these theories are translated into the design of tasks for language tutorials via an audio-graphic conferencing tool. Finally it looks at how the design was implemented in practice by focusing on a number of issues such as student–student and student–tutor interaction, feedback, use of multimodal tools, and the differences between teaching face-to-face and online.

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**06–636 HAWORTH, AVRIL** (Manchester Metropolitan U, UK), **The literacy maze: Walking through or stepping round?** *Language and*

*Education* (Multilingual Matters) 20.2 (2006), 95–109.

Literacy has always been a contested site in primary phase teaching. Internationally, there is a trend towards increased direct government intervention in areas of pedagogy, as well as curriculum. Recently in the United Kingdom, national initiatives, designed to raise standards of literacy among the 11–14 age group, have required English teachers to adapt their professional practices to accommodate highly prescriptive curricular and pedagogic directives which represent a 'discursive regime' that challenges English teachers to rethink professional identity in relation to 'English' and 'literacy'. Specifically, this article explores the rhetorical and professional options available to teacher educators and postgraduate trainee teachers in their initial encounters with such literacy programmes in university and schools. Using Bakhtin's account of 'authoritative' and 'internally persuasive' discourses, it traces the professional self-identifications of a group of English trainee teachers over a period of a year.

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**06–637 JAMES, MARK** (Arizona State U, USA; [Mark.A.James@asu.edu](mailto:Mark.A.James@asu.edu)), **Teaching for transfer in ELT.** *ELT Journal* (Oxford University Press) 60.2 (2006), 151–159.  
doi:10.1093/elt/cci102

A basic goal of ELT is that students will apply outside the classroom what they have learned in the classroom. This goal is related to transfer of learning. Research on transfer of learning suggests that this phenomenon is not automatic and can be difficult to stimulate. However, instruction can be designed to try to promote transfer of learning. This article describes different ways learning transfer can occur and examines from an ELT perspective techniques that have been suggested for teaching for transfer in general education. The article closes with questions that might form the basis for further exploration of this topic.

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**06–638 LYSTER, ROY** (McGill U, Canada; [roy.lyster@mcgill.ca](mailto:roy.lyster@mcgill.ca)), **Predictability in French gender attribution: A corpus analysis.** *Journal of French Language Studies* (Cambridge University Press) 16.1 (2006), 69–92.  
doi:10.1017/S0959269506002304

This article presents a corpus analysis designed to determine the extent to which noun endings in French are reliable predictors of grammatical gender. A corpus of 9,961 nouns appearing in Le Robert Junior Illustré was analysed according to noun endings, which were operationalised as orthographic representations of rhymes, which consist of either a vowel sound (i.e. a nucleus) in the case of vocalic endings or a vowel-plus-consonant blend (i.e. a nucleus and a coda) in



the case of consonantal endings. The analysis classified noun endings as reliably masculine, reliably feminine, or ambiguous, by considering as reliable predictors of grammatical gender any noun ending that predicts the gender of least 90 per cent of all nouns in the corpus with that ending. Results reveal that 81 per cent of all feminine nouns and 80 per cent of all masculine nouns in the corpus are rule governed, having endings that systematically predict their gender. These findings, at odds with traditional grammars, are discussed in terms of their pedagogical implications.

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**06-639 LYSTER, ROY** (McGill U, Canada; [roy.lyster@mcgill.ca](mailto:roy.lyster@mcgill.ca)) & **HIROHIDE MORI**, **Interactional feedback and instructional counterbalance**. *Studies in Second Language Acquisition* (Cambridge University Press) 28.2 (2006), 269–300.  
doi:10.1017/S0272263106060128

This comparative analysis of teacher–student interaction in two different instructional settings at the elementary–school level (18.3 hours in French immersion and 14.8 hours in Japanese immersion) investigates the immediate effects of explicit correction, recasts, and prompts on learner uptake and repair. The results clearly show a predominant provision of recasts over prompts and explicit correction, regardless of instructional setting, but distinctively varied student uptake and repair patterns in relation to feedback type, with the largest proportion of repair resulting from prompts in French immersion and from recasts in Japanese immersion. Based on these findings and supported by an analysis of each instructional setting's overall communicative orientation, the article introduces the COUNTERBALANCE HYPOTHESIS, which states that instructional activities and interactional feedback that act as a counterbalance to a classroom's predominant communicative orientation are likely to prove more effective than instructional activities and interactional feedback that are congruent with its predominant communicative orientation.

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**06-640 McGRATH, IAN** (U Nottingham, UK; [Ian.McGrath@nottingham.ac.uk](mailto:Ian.McGrath@nottingham.ac.uk)), **Teachers' and learners' images for coursebooks**. *ELT Journal* (Oxford University Press) 60.2 (2006), 171–180.  
doi:10.1093/elt/cci104

If, as has been widely claimed, our attitudes and beliefs are reflected in the language we use, it should be possible to gain some insight into teachers' views of English-language coursebooks from the metaphors they use to describe them. A small collection of teacher metaphors (and similes), drawn largely from Hong Kong, is presented and discussed. This is then compared with metaphors supplied by secondary school learners in the same context. The conclusion is drawn that there is value in teachers researching their learners' beliefs and

attitudes – in relation to coursebooks and other aspects of the teaching–learning environment – and reflecting on and comparing these with their own. Metaphors may be a conveniently economical way of focusing such reflection.

<http://eltj.oxfordjournals.org>

**06-641 MURAHATA, YOSHIKO** (Kochi U, Japan), **What do we learn from NNEST-related issues? Some implications for TEFL in Japan**. *The Language Teacher* (Japan Association for Language Teaching) 30.6 (2006), 3–7.

In the last two decades an increasing number of articles and books have been published regarding non-native English speaking teachers (NNESTs). Although mostly published in ESL countries, this literature provides precious ideas and opinions for English language teachers in EFL contexts to improve themselves as well. This article first reviews publications on NNEST-related issues from pedagogical, sociolinguistic, sociocultural and sociopolitical aspects. Then it discusses what we learn from these issues to contribute to English language teaching in Japan and proposes some ideas for future research topics.

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**06-642 NAKATANI, YASUO** (Nakamura Gakuen U, Japan; [nakatani@nakamura-u.ac.jp](mailto:nakatani@nakamura-u.ac.jp)), **Developing an oral communication strategy inventory**. *The Modern Language Journal* (Blackwell) 90.2 (2006), 151–168.  
doi:10.1111/j.1540-4781.2006.00390.x

This study focuses on how valid information about learner perception of strategy use during communicative tasks can be gathered systematically from English as a Foreign Language (EFL) learners. First, the study attempted to develop a questionnaire for statistical analysis, named the Oral Communication Strategy Inventory (OCSI). The research project consisted of three stages: an open-ended questionnaire to identify learners' general perceptions of strategies for oral interaction ( $N = 80$ ); a pilot factor analysis for selecting test items ( $N = 400$ ); and a final factor analysis to obtain a stable self-reported instrument ( $N = 400$ ). The resulting OCSI includes 8 categories of strategies for coping with speaking problems and 7 categories for coping with listening problems during communication. The applicability of the survey instrument was subsequently examined in a simulated communicative test for EFL students ( $N = 62$ ). To validate the use of the instrument, participant reports on the Strategy Inventory for Language Learning (SILL) were compared with the result of the OCSI. When combined with the oral test scores, it was revealed that students with high oral proficiency tended to use specific strategies, such as social affective strategies, fluency-oriented strategies, and negotiation of meaning.

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**06-643 NAUGHTON, DIANE** (U Granada, Spain; [naughton@ugr.es](mailto:naughton@ugr.es)), **Cooperative strategy training and oral interaction: Enhancing small group communication in the language classroom.** *The Modern Language Journal* (Blackwell) 90.2 (2006) 169–184.  
doi:10.1111/j.1540-4781.2006.00391.x

This study focused on the effect of a cooperative strategy training program on the patterns of interaction that arose as small groups of students participated in an oral discussion task. The underlying assumption was that students could be taught to engage with each other and with the task in a way that would foster the creation and exploitation of learning opportunities. Intact classes were randomly assigned to the experimental or control condition, and triads from within each group were videotaped at the beginning and end of the experimental intervention. Data taken from the videotapes were analyzed in order to measure changes in overall participation, strategic participation, and the use of the individual strategies included in the program. The pretest showed that prior to strategy training, interaction patterns frequently did not reflect those interactions deemed important for language acquisition as identified within both traditional Second Language Acquisition (SLA) and sociocultural research. The posttest revealed, however, that the strategy training program was largely successful in encouraging students to engage in these types of interactional sequences.

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**06-644 O'DONNELL, KEVIN** (Suzuka International U, Japan), **Japanese secondary English teachers: Negotiation of educational roles in the face of curricular reform.** *Language, Culture and Curriculum* (Multilingual Matters) 18.3 (2005), 300–315.

Five teachers of English at the secondary level in Japan agreed to participate in this qualitative study that set about uncovering their beliefs about teaching and their current curricular activities. Findings indicate that despite their vastly different workplaces, teacher-participants continue to work in the shadow of an educational system where *yakudoku* (grammar-translation) remains the accepted and primary teaching method for preparing students for *juken* (entrance examinations). In the face of current MEXT (Ministry of Education) led curricular reforms, three themes emerged from data analysis which shed light on discerning these teachers' dissatisfaction with their status quo. These include the intrusion of non-teaching duties into participants' curricular responsibilities, institutional restrictions in the workplace and the manner which curricular reform has been interpreted and implemented within their schools. Findings indicate that current reform measures appear to be implemented unevenly within the educational system. Participants conclude that the content of English

entrance examinations for universities must change in tandem with curricular reform, so that more teachers can be won over to the implementation of reform in their classrooms.

<http://www.multilingual-matters.net/lcc/default.htm>

**06-645 PAUWELS, ANNE** (U Western Australia, Australia) & **JOANNE WINTER, Gender inclusivity or 'Grammar rules OK'? Linguistic prescriptivism vs. linguistic discrimination in the classroom.** *Language and Education* (Multilingual Matters) 20.2 (2006), 128–140.

This paper explores the potential conflict classroom teachers face in their dual roles as 'guardians of grammar' and as 'agents of social language reform' with reference to third person singular generic pronouns in English. This article investigates to what extent teachers (primary, secondary and tertiary) experience tensions between these roles in relation to their own and students' use of generic pronouns, and if they do, how they resolve the issue. Drawing upon survey and interview data from Australian classroom teachers it finds substantial adoption of gender-inclusive alternatives to generic *he* with a clear preference for and tolerance of singular *they* in their own and their students' writing. Remnants of social gender and the use of generic *he* and generic *she* are found for the antecedents real estate agent and teacher, respectively. Younger teachers are by and large unaware of grammatical prescriptivism arguments while all teachers have awareness of the need to address and reform linguistic discrimination. Female educators lead the way as 'agents of change' and intervene in students' writing to promote the avoidance of gender-exclusive generic *he*.

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**06-646 PELED-ELHANAN, NURIT** (Hebrew U Jerusalem & Tel-Aviv U, Israel) & **SHOSHANA BLUM-KULKA, Dialogue in the Israeli classroom: Types of teacher-student talk.** *Language and Education* (Multilingual Matters) 20.2 (2006), 110–127.

This paper is part of an ongoing study of discursive behaviour both at home and at school. The overall goal of the analysis presented was to explore the level of dialogicity manifest in Israeli classrooms. This quest was motivated by a sociocultural inclination towards learning, which places instructive dialogue at the core of successful teaching and learning. The question this article addresses is, what are the different types of teacher-student interaction prevailing in the classroom, and how do they affect ways of making meaning? Three main genres of classroom discourse were identified, differing in the degree of their dialogicity: Socratic dialogue – a topical discussion where the final text is created by students and teacher in concert – pseudodialogue – in which the students are made to

believe that they are engaged in a topical discussion while being assessed on grounds of interpersonal relationships and mode – and monologue in the guise of a dialogue – in which the teacher asks topical questions while seeking the reproduction of her own text. The last two were found to be dominant in the classes observed.

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**06-647 STRAUSS, SUSAN** (Pennsylvania State U, USA; [sgs9@psu.edu](mailto:sgs9@psu.edu)), **JIHYE LEE & KYUNGJA AHN**, **Applying conceptual grammar to advanced-level language teaching: The case of two completive constructions in Korean.** *The Modern Language Journal* (Blackwell) 90.2 (2006), 185–209.  
doi:10.1111/j.1540-4781.2006.00392.x

This article introduces conceptual grammar as an approach to the analysis and teaching of grammar in foreign and second language contexts through a combination of paradigms: corpus, discourse analysis, and cognitive linguistics. Although the approach is applicable to virtually any language and any construction within that language at various levels of study, the authors provide a detailed demonstration using Korean as a model. In particular, they focus on constructions expressing the completive aspect. The Korean system of marking aspect can be quite complex; what renders the Korean completive even more perplexing is the fact that it is expressed through two seemingly similar auxiliary forms, each of which signals different elements in the speaker's or writer's stance vis-à-vis the event described. By combining the paradigms of corpus, discourse analysis, and cognitive linguistics, the article demonstrates how a conceptual grammatical approach can render salient the particular discursive and conceptual patterns underlying the target forms. It is designed as a pedagogical tool to guide users to discern both inductively and deductively how native speakers conceptualize these differences and express them morphosyntactically – a perspective that is absent from most existing reference grammars and textbooks.

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**06-648 WALLEN, MATTHEW** (U Limerick, Ireland) & **HELEN KELLY-HOLMES**, **'I think they just think it's going to go away at some stage': Policy and practice in teaching English as an additional language in Irish primary schools.** *Language and Education* (Multilingual Matters) 20.2 (2006), 141–161.

Due to growth in immigration to the Republic of Ireland, the number of language minority students enrolling in primary schools has increased substantially over the last ten years. The Irish context is a particularly interesting one in that until recently Ireland was a country of net emigration with limited experience of cultural diversity. An additional factor here is the Irish language, which makes the education system open to

bilingualism and encouraging linguistic diversity. This study looks at how Ireland is responding to these changes in a case study of practice in teaching English as an additional language (EAL) to students in a city in western Ireland. A review of government policy initiatives in this area reveals that they seem to have been developed primarily in isolation from international models of best practice. Instead, the concern is with reacting to what is considered a temporary issue. Finally, the case study shows very inconsistent EAL provision for learners in schools and a general under-valuing of the subject and teachers involved in its delivery.

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

**06-649 WALQUI, AÍDA** (Teacher Professional Development Program, West Ed, USA), **Scaffolding instruction for English language learners: A conceptual framework.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 9.2 (2006), 159–180.

Adolescent students learning academic subject matter in a new language face a number of challenges, both local and global in nature, as they negotiate the linguistic, academic and social world of schooling. Making a case for a pedagogy of rigour and hope, the author presents a model of scaffolding that emphasises the interactive social nature of learning and the contingent, collaborative nature of support and development. Drawing on Sociocultural Theory, as well as a large body of empirical research on effective practices with second language learners, the author examines the use of specific types of scaffolding to promote linguistic and academic development. The model, developed by the author, conceives of scaffolding as both structure and process, weaving together several levels of pedagogical support, from macro-level planning of curricula over time to micro-level moment-to-moment scaffolding and the contingent variation of support responsive to interactions as they unfold.

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

**06-650 YAMANAKA, NOBUKO** (Ehime U, Japan), **An evaluation of English textbooks in Japan from the viewpoint of nations in the inner, outer and expanding circles.** *JALT Journal* (Japan Association for Language Teaching) 28.1 (2006), 57–76.

English is used as an international language in communicating with people across many cultures in the modern world. Kachru has investigated this phenomenon and created the 'three concentric circles' model to portray the global diffusion of English. His findings show that the 'cultural dimensions' of English usage have been expanding; as a result, it is important for Japanese English learners to understand as wide a variety of cultures as possible for effective intercultural interactions. In Japan, the Ministry of Education, Culture, Sports, Science and Technology

maintains that 'the understanding of cultures' should be regarded as one of the main objectives in teaching English at the secondary school level. However, as there are few specific instructions provided in terms of the teaching of culture, it is difficult to understand which nations should be included in the teaching of English. This paper, therefore, aims to help us understand which countries are currently included in junior high and senior high school English textbooks based on Kachru's three-concentric-circles model.

<http://www.jalt.org>

**06-651 YU, WEIHUA** (Guangdong U of Foreign Studies, China), **Promoting quality in China's higher education by motivating students attending the British Culture Survey course.** *Asia-Pacific Journal of Teacher Education* (Routledge/Taylor & Francis) 33.3 (2005), 261-274. doi:10.1080/13598660500286432

This article discusses an intervention project by means of motivational approaches in a British culture survey course for English majors in mainland China's university classroom context. The intervention uses such motivational theories as attribution and task orientation to motivate the teaching and learning of the EFL course so as to create a cooperative classroom environment. Theoretical bases of the Chinese heritage culture and motivation are examined, specific intervention procedures discussed, relevant data analysed and finally some suggestions regarding the EFL teachers' important role in promoting the quality of EFL education are made. The intervention results show that an innovative pedagogy to motivate students' metacognitive awareness, cognitive and socio-cognitive ability in cooperative classroom learning situations different from the traditional cramming methods and examinations proves effective. Motivation should be given a central role in promoting China's EFL quality education.

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

## Language learning

doi:10.1017/S0261444806223851

**06-652 ANGELOVA, MARIA** (Cleveland State U, USA), **DELMÍ GUNAWARDENA & DINAH VOLK, Peer teaching and learning: co-constructing language in a dual language first grade.** *Language and Education* (Multilingual Matters) 20.2 (2006), 173-190.

This paper presents findings from a study of teaching and learning strategies co-constructed by peers in a Spanish/English dual language first grade classroom. Grounded in sociocultural theory and developed using ethnographic approaches to data collection and analysis, the study analyses the children's mediation of their

own and each other's language learning within and across languages, focusing on strategies that support learning. The strategies are analysed within the context of teaching/learning interactions in a Dual Language Programme with attention given to the children's ongoing negotiation of the linguistic roles of novice, expert, and dual language expert when working in mixed groups in the English and Spanish classrooms.

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

**06-653 ASADA, HIROFUMI** (Fukuoka Jogakuin U, Japan), **Longitudinal effects of informal language in formal L2 instruction.** *JALT Journal* (Japan Association for Language Teaching) 28.1 (2006), 39-56.

This study investigates the longitudinal effects of informal language contact on formally instructed L2 learners through multiple approaches which include quantitative and qualitative data sources. It focuses on the use of the aspect markers *-te iru* and *-te ru* (the reduced form of *-te iru*) in Japanese oral discourse by Chinese exchange students (NNSs). The quantitative data for conversational tasks was transcribed and analyzed using the Child Language Data Exchange System (CHILDES), and the frequency of occurrence and variation of aspect markers were compared with those of Japanese university students (NSs). Qualitative data from follow-up interviews and pre- and post-surveys was also analyzed. The findings were that: a) NSs used *-te ru* less than *-te iru* over a period of one year. However, the use of *-te ru* steadily increased with longer stays in Japan. The implications of the results for sociolinguistic theories are also discussed.

<http://www.jalt.org>

**06-654 BIRDSONG, DAVID** (U Texas, USA), **Nativeness and non-nativeness in L2A research.** *International Review of Applied Linguistics in Language Teaching* (Walter de Gruyter) 43.4 (2005), 319-328. doi:10.1515/iral.2005.43.4.319

This commentary addresses the use of nativeness and non-nativeness in research relating to the age factor in L2A. I suggest that, in the context of the Critical Period Hypothesis as it applies to L2A, the criteria of nativeness and non-nativeness may be subject to abuse. I also argue that the use of the monolingual native standard for falsification of the CPH is undermined by departures from monolingual nativeness that are artifacts of the nature of bilingualism. Finally, I discuss ways that evidence of (non-)nativeness can be put to constructive use in research that investigates the upper limits of L2A attainment.

[http://www.degruyter.de/rs/384\\_392\\_DEU\\_h.htm](http://www.degruyter.de/rs/384_392_DEU_h.htm)

**06-655 BRUEN, JENNIFER** (Dublin City U, Ireland), **Educating Europeans? Language planning and**



**policy in higher education institutions in Ireland.** *Language and International Communication* (Multilingual Matters) 5.3&4 (2005), 237–248.

The Council of Europe and European Commission have repeatedly called for the development of language policies by higher education institutions (HEIs) in the European Union. This paper presents the results of a survey of Irish HEIs regarding their language policies and considers the implications for language learning in Ireland.

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

**06–656 CARPENTER, HELEN** (Georgetown U, USA; [carpenth@georgetown.edu](mailto:carpenth@georgetown.edu)), **K. SEON JEON, DAVID MACGREGOR & ALISON MACKEY, Learners' interpretations of recasts.** *Studies in Second Language Acquisition* (Cambridge University Press) 28.2 (2006), 209–236.  
doi:10.1017/S0272263106060104

A number of interaction researchers have claimed that recasts might be ambiguous to learners; that is, instead of perceiving recasts as containing corrective feedback, learners might see them simply as literal or semantic repetitions without any corrective element. This study investigates learners' interpretations of recasts in interaction. Videotapes of task-based interactions including recasts and repetitions were shown to advanced English as a second language students ( $N = 34$ ). Although both groups viewed the teacher's feedback (recasts, repetitions, or other), one group saw video clips that had been edited to remove the learners' nontargetlike utterances that had triggered the feedback, and another group saw the same video clips with the initial nontargetlike utterances included. After each clip, learners in both groups were asked to indicate whether they thought they were hearing a recast, a repetition, or something else. A subset of learners ( $n = 14$ ) provided verbal reports while they evaluated the clips. Results show that learners who did not overhear initial learner utterances were significantly less successful at distinguishing recasts from repetitions. The verbal protocol data suggest that learners were not looking for nonverbal cues from the speakers. A post hoc analysis suggests that morphosyntactic recasts were less accurately recognized than phonological or lexical recasts in this study. These findings suggest that the contrast between a problematic utterance and a recast contributes to learners' interpretations of recasts as corrective.

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

**06–657 CHUJO, KIYOMI** (Nihon U, Japan; [chujo@cit.nihon-u.ac.jp](mailto:chujo@cit.nihon-u.ac.jp)) & **MASAO UTIYAMA, Selecting level-specific specialized vocabulary using statistical measures.** *System* (Elsevier) 34.2 (2006), 255–269.  
doi:10.1016/j.system.2005.12.003

To find an easy-to-use, automated tool to identify technical vocabulary applicable to learners at various levels, nine statistical measures were applied to the 7.3-million-word 'commerce and finance' component of the British National Corpus. The resulting word lists showed that each statistical measure extracted a different level of specialized vocabulary as measured by word length, vocabulary level, US native speaker grade level, and Japanese school textbook vocabulary coverage, and that these measures produced level-specific words; i.e. beginning-level basic business words were identified using Cosine and the complimentary similarity measure; intermediate-level business words were extracted using log-likelihood, the chi-square test, and the chi-square test with Yates's correction; and advanced-level business word lists were created using mutual information and McNemar's test. We conclude that these statistical measures are effective tools for identifying multi-level specialized vocabulary for pedagogical purposes.

<http://www.elsevier.com>

**06–658 COFFEY, STEPHEN** (Università di Pisa, Italy; [coffey@cli.unipi.it](mailto:coffey@cli.unipi.it)), **High-frequency grammatical lexis in advanced-level English learners' dictionaries: From language description to pedagogical usefulness.** *International Journal of Lexicography* (Oxford University Press) 19.2 (2006), 157–173.  
doi:10.1093/ijl/eck007

In this article it is argued that many grammatical items recorded as lexical entries in EFL (English as a Foreign Language) dictionaries should be dealt with in radically different fashion from that which is current practice. Examination of the entries for more than 40 high-frequency closed-class items in the 5 major EFL dictionaries reveals that too much emphasis is placed on detailed linguistic description and too little on didactic usefulness. Two important findings were that (i) polysemic analysis is very thorough but probably counterproductive to the needs of the average dictionary user, and (ii) many entries could be usefully shortened by omitting data already known to the learner. Given the intended 'readership' of the dictionaries, a more pedagogically motivated approach is suggested, and one whereby learners would be encouraged to investigate entries which may otherwise be ignored because of the perceived 'banality' of the word forms in question.

<http://ijl.oxfordjournals.org>

**06–659 COMAJOAN, LLORENÇ** (Middlebury College, USA; [lcomajoa@middlebury.edu](mailto:lcomajoa@middlebury.edu)), **The aspect hypothesis: Development of morphology and appropriateness of use.** *Language Learning* (Blackwell) 56.2 (2006), 201–268.  
doi:10.1111/j.0023-8333.2006.00347.x

According to the aspect hypothesis, perfective morphology emerges before imperfective morphology, it is first used in telic predicates (achievements and

accomplishments) and it later extends to atelic predicates (activities and states). The opposite development is hypothesized for imperfective morphology. This study proposes to investigate the emergence of preterite and imperfect morphology in Catalan to examine if the aspectual characteristics of predicates can account for the emergence of morphology and also appropriate use. Past verbal forms in narratives produced by three multilingual learners of Catalan as a foreign language were coded for appropriateness of use, morphology, and lexical aspect. An aspectual analysis of the data provided support for the aspect hypothesis, because achievement and accomplishment predicates in general were inflected for preterite morphology more frequently than were activity and state predicates, and the opposite was found for the emergence of imperfect morphology. The aspectual trends, however, varied for individual learners, tasks, and developmental stages. An analysis of the appropriate use of preterite and imperfect forms showed that morphology was used appropriately in almost all contexts. Prototypical combinations of morphology and aspect tended to be used more appropriately than nonprototypical combinations.

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

**06-660 COWIE, NEIL** (Okayama U, Japan), **What do sports, learning Japanese, and teaching English have in common? Social-cultural learning theories, that's what.** *JALT Journal* (Japan Association for Language Teaching) 28.1 (2006), 23–37.

An analogy is drawn between how sports in Japan are practiced, and how Japanese as a second language is taught. These two areas are examined through the frameworks of sociocultural and cultural learning theories which have led the author to reflect on and adjust his own English language teaching beliefs. These theories are then linked with Bordieu's concept of 'cultural capital' in which students are socialized into certain educational practices and perceptions in order to succeed in a society. It is argued that when students move from familiar practices and perceptions of school to the different ones of a university foreign language classroom, both they and their teachers need to be given time and the means to adapt to new forms of cultural capital.

<http://www.jalt.org>

**06-661 CUMBRENO ESPADA, ANA BELEN, MERCEDES RICO GARCIA, ALEJANDRO CURADO FUENTES & EVA MA DOMINGUEZ GOMEZ** (U Extremadura, Mérida, Spain; belencum@unex.es), **Developing adaptive systems at early stages of children's foreign language development.** *ReCALL* (Cambridge University Press) 18.1 (2006), 45–62. doi:10.1017/S0958344006000413

This paper describes the integration of hypermedia adaptive systems for foreign language learners at an

early age. Our research project is concerned with exploring the relationship between language learning and information technology according to six different phases: a preliminary study of the plausible adaptive system; the development of lessons based on hypermedia and learners' needs; the examination of language learners' profiles; the definition of an adapted interface; the integration of the systems in schools; and the evaluation of the use of such systems. While the last three stages are still under way, we have already obtained some significant feedback from preliminary observation and approaches, which chiefly reveal the importance of accounting for interrelated factors at an early age, such as specific learning strategies, skills, and graphical design.

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

**06-662 DERWING, TRACEY, RON THOMSON** (U Alberta, Canada; tracey.derwing@ualberta.ca) & **MURRAY MUNRO, English pronunciation and fluency development in Mandarin and Slavic speakers.** *System* (Elsevier) 34.2 (2006), 183–193. doi:10.1016/j.system.2006.01.005

The development of accent and fluency are traced in the speech of 20 Mandarin and 20 Slavic adult immigrants to Canada over a period of 10 months. The participants were enrolled in an ESL program but had no special instruction in either pronunciation or fluency. The immigrants' self-reported exposure to English outside of class was used to determine whether there was a relationship between accent, fluency, and voluntary contact with English. Judgment tasks were carried out in which native English listeners assessed L2 speech samples recorded at the outset of their studies, two months later, and again ten months after the first recording. The listeners' scalar judgments of accentedness and fluency indicated that there was a small improvement in accent over time, and that the Slavic learners made significant progress in fluency, whereas the Mandarin participants showed no improvement. The Slavic participants reported significantly more contact with English speakers than did the Mandarin speakers. Suggestions are made for ESL instruction and further research.

<http://www.elsevier.com>

**06-663 DJITÉ, PAULIN G.** (U Western Sydney, Australia), **Shifts in linguistic identities in a global world.** *Language Problems & Language Planning* (John Benjamins) 30.1 (2006), 1–20.

Language diversity and the necessity of communicating across language boundaries have almost naturally fostered a desire to learn the languages of one's neighbors, the languages of the playground and/or the languages of the market place. This process continues to increase with internal (rural exodus) and international

migration, urbanization and exogamous marriages, leading to a changing language demography, where language shift and language learning are constant and ongoing processes. A cursory look at what people have always done and do with language(s) and an epistemological approach to their language repertoire(s) suggest that individuals and communities are very active agents, whose language practices show an incredible capacity and resourcefulness in empowering themselves where and when it matters most. And yet, the concept of 'linguistic identity' tries to cast a mold around individuals and speech-communities, as if they are to belong to a given language or identity to the exclusion of (an) other(s). This paper explores the concept of 'linguistic identity' and asks whether it is possible to argue that we actually have one identity, whether language is intricately tied to identity or whether language itself has an identity. It concludes with some considerations about language management.

<http://www.benjamins.com>

**06-664 ELLIS, Nick** (U Michigan, USA), **Language acquisition as rational contingency learning.**

*Applied Linguistics* (Oxford University Press) 27.1 (2006), 1–24.

doi:10.1093/applin/ami038

This paper considers how fluent language users are rational in their language processing, their unconscious language representation systems optimally prepared for comprehension and production, how language learners are intuitive statisticians, and how acquisition can be understood as contingency learning. But there are important aspects of second language acquisition that do not appear to be rational, where input fails to become intake. The paper describes the types of situation where cognition deviates from rationality and it introduces how the apparent irrationalities of L2 acquisition result from standard phenomena of associative learning as encapsulated in the models of Rescorla & Wagner (1972) and Cheng & Holyoak (1995), which describe how cue salience, outcome importance, and the history of learning from multiple probabilistic cues affect the development of 'learned selective attention' and transfer.

<http://aplij.oxfordjournals.org>

**06-665 ELLIS, Rod** (U Auckland, New Zealand; [r.ellis@auckland.ac.nz](mailto:r.ellis@auckland.ac.nz)), **SHAWN LOEWEN & ROSEMARY ERLAM, Implicit and explicit corrective feedback and the acquisition of L2 grammar.** *Studies in Second Language Acquisition* (Cambridge University Press) 28.2 (2006), 339–368.

doi:10.1017/S0272263106060141

This article reviews previous studies of the effects of implicit and explicit corrective feedback on SLA, pointing out a number of methodological problems. It then reports on a new study of the effects of these two types of corrective feedback on the acquisition of past tense *-ed*. In an experimental design (two

experimental groups and a control group), low-intermediate learners of second language English completed two communicative tasks during which they received either recasts (implicit feedback) or metalinguistic explanation (explicit feedback) in response to any utterance that contained an error in the target structure. Acquisition was measured by means of an oral imitation test (designed to measure implicit knowledge) and both an untimed grammaticality judgment test and a metalinguistic knowledge test (both designed to measure explicit knowledge). The tests were administered prior to the instruction, one day after the instruction, and again two weeks later. Statistical comparisons of the learners' performance on the posttests showed a clear advantage for explicit feedback over implicit feedback for both the delayed imitation and grammaticality judgment posttests. Thus, the results indicate that metalinguistic explanation benefited implicit as well as explicit knowledge and point to the importance of including measures of both types of knowledge in experimental studies.

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

**06-666 GHABANCHI, ZARGHAM** (Sabzevar Teacher Training U, Iran; [zghabanchi@sttu.ac.ir](mailto:zghabanchi@sttu.ac.ir)), **MARJAN VOSOOGHI, The role of explicit contrastive instruction in learning difficult L2 grammatical forms: A cross-linguistic approach to language awareness.** *The Reading Matrix*

(Readingmatrix.com) 6.1 (2006), 121–130.

Most of the scholars in the fields of language learning and teaching assert that, when confronted with difficult grammatical forms, learners often conduct an L1–L2 comparison and since this comparison is implicit, it may result in the formation of wrong rules due to an incomplete L2 knowledge (Selinker 1992; Robinson 1995). Here, the purpose was to evaluate one specific approach pertaining to the findings of contrastive analysis referred to as contrastive instruction. It provides a kind of inter-lingual comparison on the basis of contrastive analysis database. Such an approach may facilitate the learning process especially if the structures are difficult with respect to the learners' L1. Here, an attempt was made to introduce contrastive data into the classroom. A classroom-based experiment indicates that contrastive instruction input can strengthen learners' metalinguistic knowledge and – due to their age – second-grade students benefit much more than the first-grade students in a recognition task, though not in production tasks, probably because in the latter type learners need additional skills.

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

**06-667 GILLIES, ROBYN M. & MICHAEL BOYLE** (U Queensland, Australia), **Teachers' scaffolding behaviours during cooperative learning.**

*Asia-Pacific Journal of Teacher Education*

(Routledge/Taylor & Francis) 33.3 (2005), 243–259.  
doi:10.1080/13598660500286242

This paper outlines the types of verbal interactions teachers engage in to challenge children's thinking and problem-solving during cooperative learning. The paper also provides examples of how children model many of the verbal interactions they have seen demonstrated in their discourse with each other. It appears that when teachers are explicit in the types of thinking they want children to engage in, it encourages children to be more focused and explicit in the types of help they provide. Understanding the key role that teachers play in promoting thinking and problem-solving in their students is particularly important given that it is the quality of talk that children generate that is a significant predictor of their learning.

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

**06-668 GRAHAM, SUZANNE** (U Reading, UK; s.j.graham@reading.ac.uk), **Listening comprehension: The learners' perspective.** *System* (Elsevier) 34.2 (2006), 165–182.  
doi:10.1016/j.system.2005.11.001

This paper reports on the findings of an investigation into the perceptions held by English students aged 16–18 years regarding listening comprehension in French and how they view the reasons behind their success or lack of it in this skill. The study suggests that listening comprehension is the skill in which students in the post-compulsory phase of education feel they have achieved the least success. The main problems highlighted by learners were dealing adequately with the speed of delivery of texts, making out individual words in a stream of spoken French, and making sense of any words identified. Furthermore, most learners attributed their difficulties in listening to their own supposed low ability in the skill and to the difficulty of the listening tasks and texts set, with little awareness shown regarding the role played by ineffective listening strategies or skill application. Suggestions are made for addressing problems regarding how students listen and their attitudes towards listening comprehension.

<http://www.elsevier.com>

**06-669 HOLMES, PRUE** (U Waikato, New Zealand), **Problematising intercultural communication competence in the pluricultural classroom: Chinese students in a New Zealand university.** *Language and International Communication* (Multilingual Matters) 6.1 (2006), 18–34.

This study juxtaposes current approaches to intercultural communication competence (ICC) with Chinese students' learning and communication experiences in a New Zealand pluricultural classroom. Fifteen first-year Chinese university students were interviewed and participated in focus groups. The findings indicated that the Chinese students' rules for communication –

face negotiation, and maintaining roles, harmony and relationships – were not compatible with the New Zealand rules for competent classroom communication. Therefore, there is a need for a critical turn that is culture- and context-specific, and exposes power relations when theorising and investigating ICC.

<http://www.multilingual-matters.net/laic/default.htm>

**06-670 HEMARD, DOMINIQUE** (London Metropolitan U; d.hemard@londonmet.ac.uk), **Evaluating hypermedia structures as a means of improving language learning strategies and motivation.** *ReCALL* (Cambridge University Press) 18.1, (2006), 24–44.  
doi:10.1017/S0958344006000310

By providing access, data and new forms of literacy and communication practices, it is widely accepted that networked technologies have done much to promote learner autonomy. However, in practical terms, the lack of resources, expertise and research investigations into learner interaction have all too often meant that autonomous learning is conveniently likened to teacher-independent learning, largely relying on the success and assumed intuitiveness of the World Wide Web (web) for its learner driven delivery. This situation affecting foreign language teaching and learning has been further aggravated by the recent trend, at least in UK universities, to conceive languages solely as communicative tools, further severing them from their academic base and cultural roots, often reducing learner autonomy to poor repetitive interaction. On this premise, this paper proposes to focus on how to make better use of the interactive potential of the web in order to maximise independent language learning online. From a Human Computer Interaction (HCI) design perspective, it intends to shed further light on and increase our understanding of hypermedia and multimedia structures through learner participation and evaluation. On the basis of evidence from an ongoing research investigation into online CALL literacy, it will seek to identify crucial causalities between the user interface and learner interaction affecting the learners' focus and engagement within their own learning processes. The adopted methodology combines a task analysis of a hypermedia prototype underpinned by an activity theory approach and participatory design based on user walkthroughs and focus groups. By looking at the relationship between action and goal as well as between activities and motives, it attempts to provide a framework for evaluating online hypermedia interactivity based on identified activities, design tasks and design criteria.

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

**06-671 HOWARD, MARTIN** (U College, Ireland; mhoward@french.ucc.ie), **The expression of number and person through verb morphology in advanced French interlanguage.** *International*



*Review of Applied Linguistics in Language Teaching* (Walter de Gruyter) 44.1 (2006), 1–22.

doi:10.1515/IRAL.2006.001

This paper presents a quantitative analysis of the variation underlying subject–verb agreement in the spoken French interlanguage of Irish classroom and study abroad learners. Results outline the range of factors constraining that variation, such as the learners' level of informal contact with the language, as well as linguistic factors such as temporal context, verb frequency, and functional constraints. Since the variation observed is specifically restricted to irregular verbs in third person plural contexts, the findings are discussed with reference to the acquisition of (ir)regular verb morphology.

[http://www.degruyter.de/rs/384\\_392\\_DEU\\_h.htm](http://www.degruyter.de/rs/384_392_DEU_h.htm)

**06–672 HOWARD, MARTIN** (U College, Cork, Ireland; [mhoward@french.ucc.ie](mailto:mhoward@french.ucc.ie)), **ISABELLE LEMÉE & VERA REGAN, The L2 acquisition of a phonological variable: The case of /l/ deletion in French.** *Journal of French Language Studies* (Cambridge University Press) 16.1 (2006), 1–24. doi:10.1017/S0959269506002298

This article is situated within the recent strand of second language acquisition (SLA) research which applies variationist sociolinguistic methods to the study of the acquisition of sociolinguistic variation by the L2 speaker. Whilst that research has tended to focus on the study of morphological and morphosyntactic variables, this article aims to investigate a number of acquisitional trends identified in previous research in relation to phonological variation, namely the variable deletion of /l/ by Irish advanced L2 speakers of French in both an instructed and study abroad environment. Based on quantitative results using GoldVarb 2001, the study further illuminates the difficulty that the acquisition of sociolinguistic variation poses to the instructed L2 speaker, who is found to make minimal use of informal sociolinguistic variants. In contrast, contact with native speakers in the native speech community is seen to allow the L2 speaker to make considerable sociolinguistic gains, not only in relation to the acquisition of the informal variant in itself, but also in relation to the underlying native speaker grammatical system as indicated by the constraint ordering at work behind use of the variable.

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

**06–673 JIN, LIXIAN** (De Montfort U, UK) & **MARTIN CORTAZZI, Changing practices in Chinese cultures of learning.** *Language, Culture and Curriculum* (Multilingual Matters) 19.1 (2006), 5–20.

This paper analyses some of the changing aspects of learning and 'cultures of learning' in China: these are related to meeting the needs of Chinese learners

studying in higher education in the UK. We use the term 'cultures of learning' to draw attention to the socio-cultural aspects of key practices, expectations and interpretations of learning and the term is understood to include diversity of practices both at individual and group levels. We use the notion of changing practices in a double sense: firstly, practices in learning at school and university levels are changing in China and hence the cultures of learning that are likely to influence students' pre-departure experiences include an aspect of dynamic change. Secondly, Chinese students in the UK change their practices in many respects as they learn in, and from, British academic cultures. The paper also delineates some long-standing features of learning in the Confucian heritage and summarises recent developments in the Chinese national curriculum for learning English. We propose a model of 'participation-based' language learning which includes cognitive, creative, cultural and affective dimensions. The paper considers practical issues related to the previous learning experiences that Chinese learners bring to the UK.

<http://www.multilingual-matters.net/lcc/default.htm>

**06–674 LAUFER, BATIA** (U Haifa, Israel; [batialau@research.haifa.ac.il](mailto:batialau@research.haifa.ac.il)) & **TAMAR LEVITZKY-AVIAD, Examining the effectiveness of 'bilingual dictionary plus' – a dictionary for production in a foreign language.** *International Journal of Lexicography* (Oxford University Press) 19.2 (2006), 135–155. doi:10.1093/ijl/eck006

The study investigated the usefulness of a Hebrew–English–English (L1–L2–L2) mini-dictionary, for production in a foreign language. The dictionary entries included L1 (Hebrew) words, their L2 (English) translation options, usage specifications, semantically related English words, and additional L2 meanings for each translation option. Seventy five students translated thirty six sentences from Hebrew into English using four dictionaries, one dictionary for nine sentences: a Hebrew–English–English electronic dictionary, a Hebrew–English–English paper dictionary, an English–English–Hebrew bilingualized dictionary, and a Hebrew–English bilingual dictionary. Each sentence contained one target word, defined as 'simple' or 'complex'. Learners also rated them in terms of usefulness. All electronic dictionary activity was recorded in log files. The four dictionaries were compared on the number of correct translations and on dictionary ratings. Log files were analyzed for lookup preferences. Results demonstrated the superiority of L1–L2–L2 dictionaries in terms of the effectiveness for a production task and learners' preferences.

<http://ijl.oxfordjournals.org>

**06–675 LONG, MIKE** (U Maryland, USA), **Problems with supposed counter-evidence to the Critical Period Hypothesis.** *International*

*Review of Applied Linguistics in Language Teaching* (Walter de Gruyter) 43.4 (2005), 287–317.  
doi:10.1515/iral.2005.43.4.287

While almost all observers agree that young children, older children, and adults differ both in initial rate of acquisition and in the levels of ultimate attainment typically achieved, they continue to disagree over whether the observed patterns are a function of nurture or nature. Is it simply that older starters do not do as well because they are less motivated, receive poorer quality input, spend less time on task, or (paradoxically) are hindered by superior cognitive development, or is it that they cannot? In particular, well-respected scholars differ on the existence, scope, and timing of putative maturational constraints on the human capacity for learning second (including foreign) languages. Some recent research on age differences is considered, in particular, studies purporting to provide evidence against claims of maturational constraints on (Second) Language Acquisition (SLA) and/or putative critical periods for L2 phonology, morphology and syntax. It is argued that, in each case, one or more of nine limitations or design flaws means that the findings are, in fact, unproblematic for at least some of those claims.

[http://www.degruyter.de/rs/384\\_392\\_DEU\\_h.htm](http://www.degruyter.de/rs/384_392_DEU_h.htm)

**06-676 McDONOUGH, KIM** (Northern Arizona U, USA; kim.mcdonough@nau.edu), **Interaction and syntactic priming: English L2 speakers' production of dative constructions.** *Studies in Second Language Acquisition* (Cambridge University Press) 28.2 (2006), 179–207.  
doi:10.1017/S0272263106060098

Interaction research about the role of language production in second language (L2) development has focused largely on modified output, specifically learners' responses to negative feedback. However, other processes involved in language production might help account for the beneficial relationship between interaction and L2 development. This paper reports the findings of two experiments that examined the occurrence of syntactic priming – a speaker's tendency to produce a previously spoken or heard structure – during interaction between L2 English speakers. Both studies used confederate scripting to elicit dative constructions from advanced English L2 speakers. In experiment 1, the participants ( $n=50$ ) were exposed to both prepositional and double-object dative primes. The linear mixed-model analysis indicated that syntactic priming occurred with prepositional datives only. In experiment 2, the English L2 participants ( $n=54$ ) received double-object dative primes only; results showed no evidence of syntactic priming. The implications are discussed in terms of the potential role of syntactic priming in driving L2 development in interactive contexts.

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

**06-677 MOHAN, BERNARD** (U British Columbia, Canada; bernard.mohan@ubc.ca) & **TAMMY SLATER, A functional perspective on the critical 'theory/practice' relation in teaching language and science.** *Linguistics and Education* (Elsevier) 16.2 (2005), 151–172.

doi:10.1016/j.linged.2006.01.008

This article uses a functional view of language to frame and analyze issues of language and content in mainstream classrooms. Describing a Western Canadian grade one/two science class, it examines how a teacher and her class of young ESL students were able to build up a simple theory of magnetism in a scientific register, link its technical terms to their practical experience, and apply the theory to explain and extend their experience of magnets. She thus created a new blend of theory and practice in their activity of doing science. The study demonstrates the value of a functional perspective on social practice, leading to a sharper understanding of issues of language and content learning in mainstream classrooms and a greater ability to analyze relevant data. Educational implications include a richer understanding of the connections between students' practical experience and their theoretical understanding.

<http://www.elsevier.com>

**06-678 MORI, SETSUKO** (Kyoto Sangyo U, Japan; setsukomori@mac.com) & **PETER GOBEL, Motivation and gender in the Japanese EFL classroom.** *System* (Elsevier) 34.2 (2006), 194–210.

doi:10.1016/j.system.2005.11.002

In the field of SLA, there have been various attempts to define second language learning motivation and to discover relationships between motivation and gender. Using two well-known motivational models: Expectancy-value theory, and Gardner's Socio-educational model, the present study sought to (1) first define foreign language learning motivation in a particular EFL setting and (2) then explore differences in motivational sub-constructs based on the variable of gender. A previously tested motivational scale was administered to 453 second-year non-English majors. Factor analysis of the results revealed a multidimensional construct comprised of Integrativeness, Intrinsic value, Amotivation, and Attainment value, together explaining 54.4% of the variance. A MANOVA was then performed with gender as the independent variable. The results of the MANOVA indicated a significant difference in Integrativeness based on gender, with females scoring significantly higher on those items. The results are discussed in relation to both the Socio-educational model and Expectancy-value theory, and with reference to their relevance in the EFL classroom.

<http://www.elsevier.com>

**06-679 OH, JANET** (California State U, USA) & **TERRY KIT-FONG AU, Learning Spanish as a**

**heritage language: The role of sociocultural background variables.** *Language, Culture and Curriculum* (Multilingual Matters) 18.3 (2005), 229–241.

This study represents a first effort to identify sociocultural background variables that predict the successful mastery of a heritage language by adult learners. While there are well-documented sociocultural models for other second language learners, thus far there are no similar published models for heritage language learners. We focused on Latino college students learning Spanish (N = 55) and the following background variables: cultural identification, cultural participation, and use of Spanish outside of class. Language assessments focused on learners' mastery of Spanish accent and grammar. Results indicate that these background variables are related to mastery of Spanish accent, and that use of Spanish outside of class is related to mastery of Spanish grammar. The findings have important implications for language instruction and point to a number of important future research directions in the field of heritage language learning and instruction.

<http://www.multilingual-matters.net/lcc/default.htm>

**06–680 PICA, TERESA** (U Pennsylvania, USA; [teresap@gse.upenn.edu](mailto:teresap@gse.upenn.edu)), **HYUN-SOOK KANG & SHANNON SAURO, Information gap tasks: Their multiple roles and contributions to interaction research methodology.** *Studies in Second Language Acquisition* (Cambridge University Press) 28.2 (2006), 301–338.  
doi:10.1017/S0272226310606013X

This article describes how information gap tasks can be designed as instruments for data collection and analysis and as treatments in interaction research. The development of such tasks is illustrated and data are presented on their role in drawing learners' attention to second language (L2) forms that are difficult to notice through classroom discussion alone. Because the tasks presented here are closed-ended and precision oriented, and require the exchange of uniquely held information, they promote modified interaction among participants and orient their attention to form, function, and meaning. These processes can be observed by the researcher during task implementation. Thus, the tasks reduce researcher's dependence on externally applied treatments and analytical instruments not integral to the interaction itself. To illustrate this methodology in use, the article reports on a study in which six pairs of intermediate-level English L2 learners carried out three types of information gap tasks in their classrooms. They first read passages on familiar topics, whose sentences contained L2 forms that were low in salience and difficult to master but developmentally appropriate. To complete the tasks, the learners were required to identify, recall, and compare the forms, their functions and their meanings. Data revealed close relationships among learners' attentional processes, their recall of

form, function and meaning, and the interactional processes that supported their efforts.

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

**06–681 PIETILÄINEN, JUKKA** (U Tampere, Finland), **Current trends in literary production in Esperanto.** *Language Problems & Language Planning* (John Benjamins) 29.3 (2005), 271–285.

We can divide Esperanto literature into four historical periods. The first (1887–1920) was characterised by the important role of translations. The second period (1921–1945) was marked by the development of poetry and also, to some extent, of prose and drama. The third period (1946–1974), while beset with difficulties, continued the development started in the second period and made some new innovations, especially in poetry. The fourth period (since 1975) has so far been a period in which the novel and experimental poetry have flourished. Unlike the earlier periods, the fourth period is no longer dominated by a small group of authors and influential literary magazines: Esperanto literature is now more diverse and fragmented, leaving space for different schools and linguistic styles.

<http://www.benjamins.com>

**06–682 POLIO, CHARLENE** (Michigan State U, USA; [polio@msu.edu](mailto:polio@msu.edu)), **SUSAN GASS & LAURA CHAPIN, Using stimulated recall to investigate native speaker perceptions in native-nonnative speaker interaction.** *Studies in Second Language Acquisition* (Cambridge University Press) 28.2 (2006), 237–267.  
doi:10.1017/S02722263106060086

Implicit negative feedback has been shown to facilitate SLA, and the extent to which such feedback is given is related to a variety of task and interlocutor variables. The background of a native speaker (NS), in terms of amount of experience in interactions with non-native speakers (NNSs), has been shown to affect the quantity of implicit negative feedback (namely recasts) in a classroom setting. This study examines the effect of experience and uses stimulated recall to attempt to understand the interactional patterns of two groups of NSs (with greater and lesser experience) interacting with second language (L2) learners outside of the classroom context. Two groups of NSs of English each completed an information exchange task with a L2 learner: the first group consisted of 11 preservice teachers with minimal experience with NNSs, whereas the second group included 8 experienced teachers with significant teaching experience. Immediately after the task, each NS participated in a stimulated recall, viewing a videotape of the interaction and commenting on the interaction. The quantitative results did not show a strong difference in the number of recasts used by the two groups, but it did show a difference in the quantity of NNS output between the two groups. This finding was corroborated by the stimulated recalls,

which showed that those with experience – who clearly saw themselves as language teachers even outside of the classroom – had strategies for and concerns about getting the learners to produce output. Additionally, the experienced teachers showed greater recognition of student comprehension, student learning, and student problems. Those with little experience were more focused on themselves, on student feelings, and on procedural and task-related issues.

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

**06-683 PUJOL, DÍDAC** (Universitat Pompeu Fabra, Spain; [didac.pujol@upf.edu](mailto:didac.pujol@upf.edu)), **MONTSE CORRIUS & JOAN MASNOU**, **Print deferred bilingualised dictionaries and their implications for effective language learning: A new approach to pedagogical lexicography**. *International Journal of Lexicography* (Oxford University Press) 19.2 (2006), 197–215.  
doi:10.1093/ijl/ecl009

Print bilingualised learners' dictionaries, which typically include an L2 definition immediately followed by an L1 translation, represented a step forward in the field of pedagogical lexicography insofar as they provided users with access to both monolingual and bilingual information. However, the very structure of print bilingualised dictionaries minimises the monolingual part: most users read only the L1 text, thus missing exposure to L2. This paper presents a new kind of bilingualised dictionary, the 'print deferred bilingualised dictionary', in which users do not encounter translations immediately, as is the norm in other print (immediate) bilingualised dictionaries. Rather, in this new type of dictionary translations are DEFERRED. This avoids the users' skipping of monolingual L2 definitions and reading only the bilingual (side-by-side) translation. Apart from that (and unlike print immediate bilingualised dictionaries, which are not circular), when giving bilingual L1 → L2 translations the print deferred bilingualised dictionary directs the reader towards the monolingual part, thus promoting L2 exposure.

<http://ijl.oxfordjournals.org>

**06-684 RADFORD, JULIE** (U London, UK), **JUDY IRESON & MERLE MAHON**, **Triadic dialogue in oral communication tasks: What are the implications for language learning?** *Language and Education* (Multilingual Matters) 20.2 (2006), 191–210.

Asymmetry in classroom discourse, typified by teachers' frequent use of inauthentic initiating question turns, does not afford the best opportunities for the learning of language skills. More favourable conditions would appear to be associated with collaborative discourse patterns that display genuine interest in the child's contribution and build on, and respond to, the child's turn. Video-recordings were made of consecutive episodes of 'story-writing', 'speaking-book' and 'circle-

time' activities to explore the sequential implications of the teachers' initiations across each task. During speaking-book the teacher initiates with topic initial elicitors which invite news, ideas or opinions from the child. In story-writing the teacher employs invitations, which call for the children to generate ideas or suggestions. Analysis of teacher follow-up turns demonstrates ways in which they recast and reformulate the children's response turns and elicit further material related to the pupils' agendas. By contrast, there is limited evidence of negotiation in the circle-time activity. The study demonstrates the potentially facilitative role played by triadic dialogue in language learning and therefore has professional significance for all those involved in the development of oral language skills in classrooms.

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

**06-685 SAGARRA, NURIA** (Pennsylvania State U, USA; [sagarra@psu.edu](mailto:sagarra@psu.edu)) & **MATTHEW ALBA**, **The key is in the keyword: L2 vocabulary learning methods with beginning learners of Spanish**. *The Modern Language Journal* (Blackwell) 90.2 (2006) 228–243.  
doi:10.1111/j.1540-4781.2006.00394.x

This study investigates the effectiveness of three methods of learning vocabulary among 778 beginning second language (L2) learners. Rote memorization consists of memorizing the first language (L1) translation of a new L2 word by rehearsal. Semantic mapping displays L1 words conceptually related to the L2 word in a diagram. The keyword method involves associating the novel L2 word with an L1 keyword that is acoustically or orthographically similar, and then connecting the L1 keyword with the L1 translation of the L2 word. The results reveal that vocabulary learning techniques requiring deeper processing through form and meaning associations (i.e. the keyword method) yield the best retention. In addition, rote memorization of L1–L2 equivalents is more effective than creating multiple meaning associations (i.e. semantic mapping). The authors suggest that using the keyword method with phonological keywords and direct L1 keyword-translation links in the classroom leads to better L2 vocabulary learning at early stages of acquisition.

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**06-686 SCHAUER, GILA A.** (Lancaster U, UK; [g.schauer@lancaster.ac.uk](mailto:g.schauer@lancaster.ac.uk)), **Pragmatic awareness in ESL and EFL contexts: Contrast and development**. *Language Learning* (Blackwell) 56.2 (2006), 269–318.  
doi:10.1111/j.0023-8333.2006.00348.x

The study reported on in this article set out to replicate and extend an earlier investigation of pragmatic awareness by addressing two research questions: (a) Do learners in English as a Foreign Language (EFL) and English as a Second Language (ESL) contexts display differences in their recognition and rating of pragmatic



and grammatical errors?(b) Do ESL learners increase their pragmatic awareness during an extended stay in the target environment? The data were elicited using a video-and-questionnaire instrument accompanied by post hoc interviews. The 53 participants in the study included 16 German students studying at a British university, 17 German students enrolled in a higher education institution in Germany, and 20 British English native-speaking controls. The data show that the German EFL participants were less aware of pragmatic infelicities than the ESL group and that the ESL learners increased their pragmatic awareness significantly during their stay in Great Britain.

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**06-687 SHARPE, TINA** (Sharpe Consulting, Australia), **'Unpacking' scaffolding: Identifying discourse and multimodal strategies that support learning.** *Language and Education* (Multilingual Matters) 20.2 (2006), 211–231.

In this paper the sociocultural notion of 'scaffolding' and the way in which various 'scaffolding' strategies support students' learning are examined through classroom data. A distinction is made between scaffolding at a macro level, consisting of a planned, 'designed-in' approach to a unit of work in a subject discipline and the lessons that constitute it, and contingent scaffolding that operates at a micro level or 'at the point of need'. By drawing on Systemic Functional Linguistic (SFL) theory it has been possible to articulate the kinds of discourse and multimodal strategies that constitute the nature of scaffolding and then examine the ways in which these function in the discourse to support student learning in the local and immediate context. In addition, this paper identifies an Induction genre that provides foundational understandings about the study of history for apprentice historians. This is supported by two post-foundational lessons that form a Macrogenre. This Macrogenre reinforces the application of focus questions that are fundamental to historical study and an approach to answering these questions that is consistent with the methodology of the subject.

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**06-688 SHI, LIJING** (The Open U, UK), **The successors to Confucianism or a new generation? A questionnaire study on Chinese students' culture of learning English.** *Language, Culture and Curriculum* (Multilingual Matters) 19.1 (2006), 122–147.

With an increasing number of Chinese learners pursuing higher education in Western universities, the characteristics of Chinese students have raised many discussions and debates (e.g. Carson 1992; Watkins & Biggs 2001). Two contradictory views are commonly reflected in the existing literature: being passive, quiet, submissive, or disciplined vs. valuing active thinking, open-mindedness and a spirit of inquiry.

Unlike much available discussion on Chinese learners based on literature review or personal experience, this paper examines the topic from an empirical perspective. From an analysis of questionnaire data collected from 400 Chinese middle-school students in 2003 about learning English, this paper argues that contemporary Chinese students demonstrate different characteristics from those described in many previous studies. Overall, they show little difference from their Western counterparts by being active learners and preferring a more interactive relationship with their teachers. However, some traditional features still persist with their examinations influencing student views of learning English. The findings should be interpreted in a context of rapid social changes in China. Other studies may be correct historically, but it is important not to draw on such studies in characterising contemporary students in China.

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

**06-689 SINGLETON, DAVID** (U Dublin, Ireland), **The Critical Period Hypothesis: A coat of many colours.** *International Review of Applied Linguistics in Language Teaching* (Walter de Gruyter) 43.4 (2005), 269–285.  
doi:10.1515/iral.2005.43.4.269  
doi:10.1111/j.0023-8333.2006.00348.x

Research on age-related effects in L2 development often invokes the idea of a critical period – the postulation of which is customarily referred to as the Critical Period Hypothesis. This paper argues that to speak in terms of the Critical Period Hypothesis is misleading, since there is a vast amount of variation in the way in which the critical period for language acquisition is understood – affecting all the parameters deemed to be theoretically significant and indeed also relating to the ways in which the purported critical period is interpreted in terms of its implications for L2 instruction. The paper concludes that the very fact that there are such diverse and competing versions of the Critical Period Hypothesis of itself undermines its plausibility.

[http://www.degruyter.de/rs/384\\_392\\_DEU\\_h.htm](http://www.degruyter.de/rs/384_392_DEU_h.htm)

**06-690 STOWE, LAURIE A.** (Rijksuniversiteit Groningen) & **LAURA SABOURIN, Imaging the processing of a second language: Effects of maturation and proficiency on the neural processes involved.** *International Review of Applied Linguistics in Language Teaching* (Walter de Gruyter) 43.4 (2005), 329–353.  
doi:10.1515/iral.2005.43.4.329

In this paper we discuss recent neuroimaging evidence on three issues: (1) whether the same 'language' areas are used to process a second language (L2) as the first language (L1) (2) the extent to which this depends on age of acquisition and (3) to the extent that the same areas of the brain are used, are they used in the same way? The results examined here are in general consistent

with the hypothesis that the same areas of the brain are in general used for both languages, even for relatively low proficiency speakers. On the other hand, it appears that these areas are not necessarily employed as efficiently in L2, even for languages learned early in life. This may show up as a shift to the overuse of one part of the L1 processing system and an underuse of another.

[http://www.degruyter.de/rs/384\\_392\\_DEU\\_h.htm](http://www.degruyter.de/rs/384_392_DEU_h.htm)

**06-691 TATAR, SIBEL** (Boğaziçi U, Turkey), **Why keep silent? The Classroom participation experiences of non-native-English-speaking students.** *Language and International Communication* (Multilingual Matters) 5.3&4 (2005), 284–293.

The purpose of this study is to explore silence as a means of communication through the perceptions of non-native-English-speaking graduate students studying at US academic institutions. Beyond issues related to culture and language, there may be other reasons to explain the silence of students.

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

**06-692 TOTH, PAUL D.** (U Wisconsin-Madison, USA; ptoth@wisc.edu), **Processing instruction and a role for output in second language acquisition.** *Language Learning* (Blackwell) 56.2 (2006), 319–385.  
doi:10.1111/j.0023-8333.2006.00349.x

This study addresses the role of output in second language (L2) acquisition by comparing processing instruction (PI) to communicative output (CO) tasks. Participants included 80 English-speaking adults from six university course sections of beginning L2 Spanish, with two assigned to each treatment (PI = 27; CO = 28) and two others comprising a control group ( $n = 25$ ). Instruction lasted seven days and targeted the anticausative clitic *se*. One lesson was videotaped and transcribed in each treatment group. Results on grammaticality judgment and guided production tasks administered before, immediately after, and 24 days following instruction indicated similar grammaticality judgment improvements, but more frequent uses of *se* by CO learners on guided production. Transcript data suggest a role for output in acquisition involving attention to, and metalinguistic analyses of, L2 structure.

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

**06-693 TSENG, WEN-TA, ZOLTÁN DÖRNYEI & NORBERT SCHMITT** (U Nottingham, UK), **A new approach to assessing strategic learning: The case of self-regulation in vocabulary acquisition.** *Applied Linguistics* (Oxford University Press) 27.1 (2006), 78–102.  
doi:10.1093/applin/ami046

This article draws on work done in educational psychology to propose a new approach to generating a psychometrically-based measure of second language

learners' strategic learning, operationalized as their self-regulatory capacity, as an alternative to the scales traditionally used to quantify language learning strategy use. The self-regulation instrument was developed through a three-phase process, focusing on the realm of vocabulary learning. The first phase involved the generation of an item pool, the second a pilot study in a sizeable sample, and the third an evaluation of the psychometric properties of the revised instrument, using confirmatory and exploratory factor analysis. The results show that the proposed instrument has satisfactory psychometric characteristics and that the hypothesized theoretical model had a good fit with the data. We argue that the results provide evidence for the validity of transferring the theoretical construct of self-regulation from educational psychology to the area of second language acquisition. We also propose that instruments targeting learner self-regulation in a similar way to the questionnaire presented in this study can provide a more psychometrically sound measure of strategic learning than traditional language learning strategy scales.

<http://apliij.oxfordjournals.org>

**06-694 TSUDA, SANAE** (Tokai Gakuen U, Japan), **Japan's experience of language contact: A case study of RADIO-i, a multilingual radio station in Nagoya.** *Language and International Communication* (Multilingual Matters) 5.3&4 (2005), 248–263.

Language contact is traditionally associated with language communities having a long and close association with a second language – through an existing official language, or extensive use of the language spoken by past colonial rulers, or both. Japan neither falls directly into these categories, nor is it considered a country with a strong bilingual tradition. Despite its image as monolingual, it has several foreign language radio stations. This paper puts language contact in Japan in context, describes its historical background and illustrates its peculiar features. Then it isolates the rationale for the existence of a multilingual radio station, RADIO-i, and examines why its listeners prefer it to a monolingual alternative.

<http://www.multilingual-matters.net/laic/default.htm>

**06-695 USÓ-JUAN, ESTHER** (U Jaume I, Castelló, Spain; euso@ang.uji.es), **The compensatory nature of discipline-related knowledge and English-language proficiency in reading English for academic purposes.** *The Modern Language Journal* (Blackwell) 90.2 (2006) 210–227.  
doi:10.1111/j.1540-4781.2006.00393.x

The purpose of this study is twofold: first, to estimate the contribution of discipline-related knowledge and English-language proficiency to reading comprehension in English for Academic Purposes (EAP) and, second, to specify the levels at which the compensatory effect

between the two variables takes place for successful EAP reading. The participants in the study were 380 native Spanish-speaking undergraduates who exhibited a wide range of proficiency in English as a foreign language and knowledge of the topics being tested. Scores for the three-criterion variables (discipline-related knowledge, English proficiency level, and academic reading) were subjected to 6 multiple regression analyses. The results indicated that English proficiency accounted for a range varying between 58% and 68% of EAP reading, whereas discipline-related knowledge accounted for a range varying between 21% and 31%. The exact levels at which the compensatory effect between the two variables takes place for successful academic reading are provided, and pedagogical implications are suggested.

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**06-696 VAN BOXTEL, SONJA, THEO BONGAERTS & PETER-ARNO COPPEN, Native-like attainment of dummy subjects in Dutch and the role of the L1.**

*International Review of Applied Linguistics in Language Teaching* (Walter de Gruyter) 43.4 (2005), 355-380.

doi:10.1515/iral.2005.43.4.380

In this study, we test the prediction, derived from the Critical Period Hypothesis, that a native level in L2 grammar cannot be attained by learners who start acquiring a second language after childhood. We selected 43 very advanced late learners of Dutch (native speakers of German, French and Turkish) and compared their performance on a grammar test with that of 44 native speakers of Dutch. The test consisted of an elicited imitation task and a sentence preference task. In these tasks, participants were tested on their knowledge of dummy subject constructions. These construction types are known to be very hard to acquire for L2-learners of Dutch and are hardly covered in Dutch grammars or L2 Dutch textbooks. The results show that it is possible to attain a native level of proficiency for learners who start acquiring an L2 after puberty, even for learners with a typologically distant L1.

[http://www.degruyter.de/rs/384\\_392\\_DEU\\_h.htm](http://www.degruyter.de/rs/384_392_DEU_h.htm)

**06-697 VETTER, ANNA & THIERRY CHANNIER**

(U de Franche-Comte, France; [anna.vetter@univ-fcomte.fr](mailto:anna.vetter@univ-fcomte.fr)), **Supporting oral production for professional purposes in synchronous communication with**

**heterogenous learners.** *ReCALL* (Cambridge University Press) 18.1, (2006), 5-23.

doi:10.1017/S0958344006000218

During the last decade, most research studies have analysed online synchronous interactions in written mode (textchat), highlighting the benefits of chatting for the development of learners' oral proficiency. The environment used in our experiment is multimodal and based on a synchronous audio conference. Analyzing interactions in such an environment is rather new

in Computer Assisted Language Learning (CALL). This study is related to false-beginners in an English for Specific Purposes (ESP) course, presenting a high degree of heterogeneity in their proficiency levels. We use two approaches. One is quantitative and involves learners' participation in audio and textchat. The other is qualitative and relates to the complexity of professional discourse. Firstly, we provide a method that accurately measures oral participation in the two modes. Then, within this framework, we report that heterogeneous linguistic levels do not constrain learners' oral participation, outlining the equalizing role played in this instance by the textchat. Moreover, this type of environment supports oral production by false-beginners who have over a period of years become unaccustomed to learning and speaking in a foreign language, and leads them to regain self-confidence. The qualitative part of our study shows that false-beginners can cope with professional conversations at different levels of complexity.

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

**06-698 VICKERS, CAROLINE & ENE, ESTELA**

(California State U, USA; [cvickers@csusb.edu](mailto:cvickers@csusb.edu)),

**Grammatical accuracy and learner autonomy in advanced writing.** *ELT Journal* (Oxford University Press) 60.2 (2006), 109-116.

doi:10.1093/elt/cci097

This paper aims to explore advanced ESL learners' ability to make improvements in grammatical accuracy by autonomously noticing and correcting their own grammatical errors. In the recent literature in SLA, it is suggested that classroom tasks can be used to foster autonomous language learning habits (cf. Dam 2001). Therefore, it is important to consider classroom tasks that encourage autonomous language learning behaviour. Working with 13 advanced ESL composition students, we engaged the subjects in an explicit task in which they compared their own use of grammatical form in their own written output to the use of grammatical form as used in a text written by a native speaker. Based on the comparison between their own written output and the native speaker text, subjects subsequently corrected their grammatical errors. Results suggest that such a comparison task is beneficial in allowing learners to make gains in grammatical accuracy.

<http://eltj.oxfordjournals.org>

**06-699 VINE, ELAINE W.** (Victoria U Wellington, New Zealand), **'Hospital': A five-year-old Samoan boy's access to learning curriculum content in his New Zealand classroom.** *Language and Education* (Multilingual Matters) 20.2 (2006), 232-254.

Previous research suggests that young ESOL (English for Speakers of Other Languages) learners in mainstream English-medium classrooms are afforded limited opportunities to engage with curriculum content. This paper reports on a study of a five-year-old

boy from Samoa who was just beginning to learn English in a mainstream New Zealand classroom. Interactions between the boy and his teacher and English-speaking peers are analysed for evidence that he was learning 'hospital', a central concept in a social studies curriculum unit. The analysis shows that, while this was a language- and resource-rich classroom, affordances of 'hospital' were not consistently accessible to the boy. He did begin to attend to the word 'hospital', but there is little evidence that he engaged with the concept. However, noticing the word is a step towards learning its meaning, and it was in interactions with his teacher that he attended to the word, not in interactions with his peers.

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

**06-700 WANG, YUPING** (Griffith U, Queensland, Australia. [y.wang@griffith.edu.au](mailto:y.wang@griffith.edu.au)), **Negotiation of meaning in desktop videoconferencing-supported distance language learning.** *ReCALL* (Cambridge University Press) 18.1 (2006), 122-145. doi:10.1017/S0958344006000814

The aim of this research is to reveal the dynamics of focus on form in task completion via videoconferencing. This examination draws on current second language learning theories regarding effective language acquisition, research in Computer Mediated Communication (CMC) and empirical data from an evaluation of desktop videoconferencing-supported task completion by distance learners of Chinese. Occasions of focus on form that occurred in this learning environment are explored using the Varonis and Gass model (1985) for negotiation of meaning. Initial findings indicate that videoconferencing-supported negotiation of meaning may facilitate second language acquisition at a distance and has its own distinct features. Issues for future research in the employment of videoconferencing for L2 learning at a distance are suggested.

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

## Reading & writing

doi:10.1017/S0261444806233858

**06-701 BOON, ANDREW** (Toyo Gakuen U, Japan; [bromleycross@hotmail.com](mailto:bromleycross@hotmail.com)), **The search for irony: A textual analysis of the lyrics of 'Ironic' by Alanis Morissette.** *The Reading Matrix* (Readingmatrix.com) 5.2 (2005), 129-142.

This article provides a textual analysis of the lyrics of 'Ironic' by Alanis Morissette (1995) to determine how a reader utilizes the linguistic devices within the lyrics while activating and employing schemata to make inferences and achieve a coherent understanding of the text-as-presented. It examines the relationship between cohesion and coherence in each section of 'Ironic'

and includes think-aloud data collected from groups of students who were asked to read and process the song lyrics and discuss the 'irony' in them. Findings from both the author's analysis and student data suggest that the irony in 'Ironic' is located in the reader and not in the text itself. The article concludes by linking the role of schema theory to implications for reading instruction and comprehension.

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

**06-702 BRANTMEIR, CINDY** (Washington U, USA; [cbrantme@wustle.edu](mailto:cbrantme@wustle.edu)), **The effects of language of assessment and L2 reading performance on advanced readers' recall.** *The Reading Matrix* (Readingmatrix.com) 6.1 (2006), 1-17.

The extent to which L2 reading comprehension of advanced language learners is a function of language of recall task and/or former L2 reading performance has yet to be investigated. The present study examines how much variance in L2 comprehension, measured via written recall, is accounted for by the condition (L1 or L2) of assessment under which it is administered. It also considers prior L2 reading achievement as a predictor of comprehension with advanced learners. Participants were 106 learners enrolled in Academic Spanish at the university. Initial results indicate that overall language of recall does not matter with learners from advanced levels of language instruction. Language of recall accounts for only 3% of variance in written recall. However, when advanced learners are further analyzed according to prior L2 reading achievement instead of level of instruction, there are significant differences in the quantity recalled by language. Readers recall better in their native language when L2 reading achievement is taken into account, with learners of lower L2 reading achievement performing better on L1 recalls than L2 recalls. Prior L2 reading performance accounts for 28% of variance in L2 written recall. This positive relationship holds important implications for research, and it may suggest that, with learners from advanced levels of language instruction, researchers should assess reading achievement before making a decision about language of assessment for comprehension.

**06-703 BROOKS, WANDA** (Temple U, Philadelphia, USA), **Reading representations of themselves: Urban youth use culture and African American textual features to develop literary understandings.** *Reading Research Quarterly* (International Reading Association) 41.3 (2006), 372-392. doi:10.1598/RRQ.41.3.4

This article describes a qualitative research study that explored how a middle school case-study class read and responded to 'culturally conscious' African American children's books (Sims 1982: 49). Literary analyses conducted mainly by Sims (1982) and Harris (1995) were first used to identify African American textual features contained in three African American children's



books. Second, using several theories from reader response criticism, the author inductively examined how the study participants read and responded to the textual features identified. Data included 18 audio-taped literature discussions, observational field notes, and 270 written artifacts. The study provides two core findings: (1) recurring cultural themes, African American linguistic patterns, and ethnic group practices are identifiable African American textual features; and (2) participants actively use cultural knowledge, experiences, and African American textual features to develop literary understandings. These findings suggest that culturally influenced textual features have the potential to become important pedagogical tools for literacy instruction.

<http://www.reading.org>

**06-704 BURNS, EILA** (Jyväskylä U of Applied Sciences, Finland; eila.burns@jypoly.fi), **Pause, prompt and praise – Peer tutored reading for pupils with learning difficulties.** *British Journal of Special Education* (Blackwell) 33.2 (2006), 62–67. doi:10.1111/j.1467-8578.2006.00416.x

The project described here aimed to assess the effectiveness of peer tutoring and the advantages of the structured ‘pause, prompt and praise’ reading method in improving reading skills among pupils working in Key Stage 4. Action research was undertaken in a British secondary level special school catering for pupils with moderate learning difficulties (MLD) in order to explore the benefits of establishing such interventions within special school environment. The pause, prompt and praise reading sessions were conducted at the beginning of lessons, employing same-age peer tutors and using subject-based texts. The findings reveal that, after a slow start, the tutees’ rates of self-correction began to rise, indicating improvements in reading skills. The tutors’ skills developed, as did the teachers’ and confidence in the tutors, suggesting benefits for all involved in the peer tutoring process. There were interesting differences between outcomes for the different tutor-tutee pairings in her work. The implications of this study are very encouraging for practitioners considering the use of peer tutoring in their own environments.

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

**06-705 CARLISLE, JOANNE F. & C. ADDISON STONE,** **Exploring the role of morphemes in word reading.** *Reading Research Quarterly* (International Reading Association) 40.4 (2005), 428–449. doi:10.1598/RRQ.40.4.3

Two studies were designed to investigate the role of morphemic structure on students’ word reading. The first study asked whether familiar morphemes in words facilitate word reading for elementary students. Results showed that lower and upper elementary students read words with two morphemes (derived words with a base word and one suffix, such as *shady*) faster than words with one morpheme (e.g. *lady*). The second study

was designed to investigate the effects of phonological transparency on middle and high school students’ reading of derived words. Results showed that phonologically transparent words, words in which a base form is intact in the pronunciation of the derived word (e.g. *classic* in *classical*), were recognized and read faster than derived words that are less phonologically transparent (e.g. *colonial*), pinpointing an aspect of morphemic structure that affects reading derived words. The results indicate that reading derived words is not accomplished solely by familiarity with letter-sound associations or syllables; morphemes also play a role. Results also suggest value in emphasizing morphemic structure in models of word-reading acquisition.

<http://www.reading.org>

**06-706 CHO, KWANGSU, CHRISTIAN D. SCHUNN** (U Pittsburgh, PA, USA) & **DAVIDA CHARNEY,** **Commenting on writing: Typology and perceived helpfulness of comments from novice peer reviewers and subject matter experts.** *Written Communication* (Sage) 23.3 (2006), 260–294. doi:10.1177/0741088306289261

How do comments on student writing from peers compare to those from subject-matter experts? This study examined the types of comments that reviewers produce as well as their perceived helpfulness. Comments on classmates’ papers were collected from two undergraduate and one graduate-level psychology course. The undergraduate papers in one of the courses were also commented on by an independent psychology instructor experienced in providing feedback to students on similar writing tasks. The comments produced by students at both levels were shorter than the instructor’s. The instructor’s comments were predominantly directive and rarely summative. The undergraduate peers’ comments were more mixed in type; directive and praise comments were the most frequent. Consistently, undergraduate peers found directive and praise comments helpful. The helpfulness of the directive comments was also endorsed by a writing expert.

<http://wvx.sagepub.com>

**06-707 CUNNINGHAM, JAMES W.** (U North Carolina at Chapel Hill, USA), **STEPHANIE A. SPADORCIA,** **KAREN A. ERICKSON, DAVID A. KOPPENHAVER, JANET M. STURM & DAVID E. YODER,** **Investigating the instructional supportiveness of leveled texts.** *Reading Research Quarterly* (International Reading Association) 40.4 (2005), 410–427. doi:10.1598/RRQ.40.4.2

Leveled books originally selected by or produced for use in Reading Recovery or its regular classroom initiative are now also widely used in regular and special classrooms having no affiliation with Reading Recovery. The frequent use of these leveled books in settings other than Reading Recovery raises an

important question: Do books leveled for use in Reading Recovery support other reading instructional emphases in addition to the ones that Reading Recovery teachers are trained to provide? The purpose of this study was to examine the curricular dimensions of books leveled for use in Reading Recovery in order to judge how supportive such texts are for early reading instruction emphasizing word recognition or decoding instead of, or in addition to, the three main cueing systems. The study found that Reading Recovery books, as a category of early reading instructional texts, provide only a moderate amount of support for word-recognition instruction and almost none for decoding instruction in the use of onsets and rimes. The study also found that books leveled for use in Reading Recovery do not consistently increase in word-level demands as their levels increase.

<http://www.reading.org>

**06-708 DEVOSS, DANIËLLE NICOLE & JAMES E. PORTER** (Michigan State U, USA), **Why Napster matters to writing: Filesharing as a new ethic of digital delivery.** *Computers and Composition* (Elsevier) 23.1 (2006), 178–210.  
doi:org/10.1016/j.compcom.2006.02.001

This article discusses the Napster phenomenon and its cultural significance, traces some of the threads of the current ‘copyright crisis’, and connects these cultural and legal dynamics to show how the current filesharing context of digital environments pertains to issues affecting writing teachers. The article (1) urges writing teachers to view the Napster moment – and the writing practice at the center of it, filesharing – in terms of the rhetorical and economic dynamics of digital publishing and in the context of public battles about copyright and intellectual property and (2) argues that digital filesharing forms the basis for an emergent ethic of digital delivery, an ethic that should lead composition teachers to rethink pedagogical approaches and to revise plagiarism policies to recognize the value of filesharing and to acknowledge Fair Use as an ethic for digital composition.

<http://www.elsevier.com>

**06-709 GHAREMANI-GHAJAR, SUE-SAN** (Al-Zahra U, Iran) & **SEYYED ABDOLHAMID MIRHOSSEINI**, **English class or speaking about everything class? Dialogue journal writing as a critical EFL literacy practice in an Iranian high school.** *Language, Culture and Curriculum* (Multilingual Matters) 18.3 (2005), 286–299.

This qualitative study, employing an ethnographic research method, investigates how dialogue journal writing, which allows teachers and learners to engage in ‘written conversation’, may provide an opportunity to bring critical pedagogy and foreign language education together in a productive way in the context of a critical literacy practice. The data consisted of informal written interviews and more than 600 journal entries written

by 30 16-year-old high school students in Tehran. The results were qualitatively analysed in search of themes relevant to EMPOWERMENT as a critical educational value and CRITICAL WRITING as a critical literacy practice. The study revealed that writing dialogue journals as a language education activity in EFL pedagogy may empower learners and provide them with opportunities to express their ‘voice’. It further revealed that dialogue journal writing led to gains in critical self-reflective EFL writing ability.

<http://www.multilingual-matters.net/lcc/default.htm>

**06-710 HUNTER, DARRYL** (U British Columbia, Canada; Darrylinvic@hotmail.com), **CHARLES MAYENGA & TREVOR GAMBELL**, **Classroom assessment tools and uses: Canadian English teachers’ practices for writing.** *Assessing Writing* (Elsevier) 11.1 (2006), 42–65.  
doi:10.1016/j.asw.2005.12.002

Classroom assessment of writing is considered from an anthropological perspective as practitioners’ tool use. Pan Canadian data from a 2002 English teacher questionnaire (N = 4070) about self-reported assessment practices were analyzed in terms of tool choice and use by secondary teachers of different experience and qualification levels. Four underlying variables were identified in their choice of assessment tools: whether affective traits such as attendance, effort, motivation or participation were factors; whether self-assessment and peer evaluation were considered; whether portfolios or examples of student work were variables in grading practices; and whether multiple choice or short response tasks were chosen. In terms of tool use, the three salient variables were: the nature of the feedback cycle with students; whether homework contributed to grades; and whether homework served in large group instruction. A number of significant differences by career stage and credential level were revealed in assessment instrument choice and use. Implications for teacher pre-service and in-service professional development are outlined.

<http://www.elsevier.com>

**06-711 JARRATT, SUSAN C., ELIZABETH LOSH & DAVID PUENTE** (U California at Irvine, USA), **Transnational identifications: Biliterate writers in a first-year humanities course.** *Journal of Second Language Writing* (Elsevier) 15.1 (2006), 24–48.  
doi:org/10.1016/j.jslw.2006.01.001

This essay presents the results of a study of first-year students in a California University who report competence as speakers and writers of a language other than English. The data collected for the study include a language questionnaire administered to over a thousand students and, from a smaller sample, responses to focus group interviews, a research paper written at the culmination of a year-long writing-intensive humanities course, and reflections on that paper drawn from a

writer's memo. To establish a theoretical context, the authors review the founding assumptions of contrastive rhetoric as well as recent critiques of CR, arriving at a framework for analysis based in transnational cultural theory. Drawing from the data, they sketch profiles of students with home languages of Mandarin Chinese, Vietnamese, and Spanish, finding that the students' transnational linguistic experiences and identifications inform in complex and significant ways their research and writing strategies, as well as their future educational goals.

<http://www.elsevier.com>

**06-712 JOCSON, KORINA M.** (Stanford U, USA), **'Bob Dylan and Hip Hop': Intersecting literacy practices in youth poetry communities.** *Written Communication* (Sage) 23.3 (2006), 231-259. doi:10.1177/0741088306288154

This article builds upon the concept of hybridity to affirm the relevance of poetry, music, and other forms of popular culture in the lives of urban youth. Its focus examines the blending of seemingly disparate forms to understand how young people, in particular young people of color, negotiate their multi-layered social worlds. One of these worlds is that of Antonio's, a 17-year old African American male, whose interest and practice of creating poetry within and outside of classrooms offers a lens into a growing community of youth poets in U.S. cities. An analysis of Antonio's case suggests how intersecting literacy practices served as viable building blocks for realizing and expanding his ability to write. Central to the argument is the notion of hybrid literacy learning and why it is important to recognize youth's cultural and literacy practices that both excite and engage them while continuing to develop their reading, writing, and other communicative skills.

<http://wex.sagepub.com>

**06-713 JONES, RODNEY H., ANGEL GARRALDA, DAVID C. S. LI & GRAHAM LOCK** (City U Hong Kong, China), **Interactional dynamics in on-line and face-to-face peer-tutoring sessions for second language writers.** *Journal of Second Language Writing* (Elsevier) 15.1 (2006), 1-23. doi:org/10.1016/j.jslw.2005.12.001

This paper reports the results of a study comparing the interactional dynamics of face-to-face and on-line peer-tutoring in writing by university students in Hong Kong. Transcripts of face-to-face tutoring sessions, as well as logs of on-line sessions conducted by the same peer-tutors, were coded for speech functions using a system based on Halliday's functional-semantic view of dialogue. Results show considerable differences between the interactional dynamics in on-line and face-to-face tutoring sessions. In particular, face-to-face interactions involved more hierarchical encounters in which tutors took control of the discourse, whereas

on-line interactions were more egalitarian, with clients controlling the discourse more. Differences were also found in the topics participants chose to focus on in the two modes, with issues of grammar, vocabulary, and style taking precedence in face-to-face sessions and more 'global' writing concerns like content and process being discussed more in on-line sessions.

<http://www.elsevier.com>

**06-714 KRUSE, OTTO** (Zurich U of Applied Sciences, Winterthur, Switzerland), **The origins of writing in the disciplines: Traditions of seminar writing and the Humboldtian ideal of the research university.** *Written Communication* (Sage) 23.3 (2006), 331-352. doi:10.1177/0741088306289259

The introduction of seminars to university teaching marks the onset of a new teaching philosophy and practice in which writing is used to make students independent learners and researchers. Although the beginnings of writing pedagogy at American universities are well documented, little is known about its origins in Germany. The article tracks the history of seminar teaching back to its roots and reviews its historical development from the very beginnings to the point when seminars became the pedagogical flagship of the Humboldtian research university. Twenty seminar regulations from Prussian universities, written between 1812 and 1839, are reviewed with respect to the prescriptions they contain about writing. They reveal that a writing-to-learn pedagogy was elaborated as early as about 1820. The most important claim of the article is that an early concept of writing in the disciplines was central to the development of the Humboldtian research university.

<http://wex.sagepub.com>

**06-715 LI, JIANG** (jianli@enoreo.on.ca), **The mediation of technology in ESL writing and its implications for writing assessment.** *Assessing Writing* (Elsevier) 11.1 (2006), 5-21. doi:10.1016/j.asw.2005.09.001

The present study investigated the influence of word processing on the writing of students of English as a second language (ESL) and on writing assessment as well. Twenty-one adult Mandarin-Chinese speakers with advanced English proficiency living in Toronto participated in the study. Each participant wrote two comparable writing tasks under exam-type conditions – one on a Macintosh computer that traced and recorded their writing and revision processes and the other written with pen. Think-aloud protocols were also recorded. It was found that participants paid more attention to higher order thinking activities while evaluating their written texts in the computer session, that they revised significantly more at most levels on the computer, and that their computer-generated essays received higher scores in argumentation than the

hand-written ones, suggesting that educators should seriously consider the impact of computers on writing assessment.

<http://www.elsevier.com>

**06-716 LUNSFORD, ANDREA A.** (Stanford U, USA), **Writing, technologies, and the fifth canon.** *Computers and Composition* (Elsevier) 23.1 (2006), 169–177.  
doi:org/10.1016/j.compcom.2006.02.002

Andrea Lunsford's keynote address to the 2005 Computers and Writing Conference at Stanford University, Palo Alto, California, expands the definition of writing to include epistemic, multivocal, multimodal, and multimediated practices in the computers and writing classroom. The article describes the development and piloting of a new undergraduate course in Stanford's Program in Writing and Rhetoric that applies these concepts to the undergraduate composition process. The address closes with a challenge to create classroom experiences that allow students to compose in 'the most compelling discursive modalities of their generation'.

<http://www.elsevier.com>

**06-717 MARSH, JACKIE** (U Sheffield, UK), **Popular culture in the literacy curriculum: A Bourdieuan analysis.** *Reading Research Quarterly* (International Reading Association) 41.2 (2006), 160–174.  
doi:10.1598/RRQ.41.2.1

This article discusses data arising from a longitudinal study of the attitudes, beliefs, and experiences of pre-service teachers regarding the use of popular culture in the primary literacy curriculum in England. Eighteen students took part in a series of interviews throughout their three-year initial teacher education course. Data were inductively coded. The responses of three students are analyzed using a number of the theoretical concepts developed by Bourdieu in order to explore how students' agency was limited in relation to their use of popular cultural texts. Findings indicate that consideration needs to be given to the way in which habitus, capital, and field interrelate if pre-service teachers' decision-making processes with regard to the curriculum are to be understood, rather than examining any or all of these concepts in isolation. In addition, challenges to dominant practices can occur when there is tension between habitus and field. It is suggested that pre-service teachers need opportunities to explore the relationship between structure and agency if they are to understand the limitations on their practice and challenge traditional models of the literacy curriculum. Implications for teacher education and future research are addressed.

<http://www.reading.org>

**06-718 MARTIN, DEB** (Rowan U, USA; [martind@rowan.edu](mailto:martind@rowan.edu)) & **DIANE PENROD, Coming to know criteria: The value of an evaluating writing**

**course for undergraduates.** *Assessing Writing* (Elsevier) 11.1 (2006), 66–73.  
doi:10.1016/j.asw.2006.01.002

In this article, the authors argue that evaluation courses grounded in assessment theory and situated within a cultural context of actual workplace practices enhances student learning. Giving students the tools that assessors, both formal and informal, use helps them learn to anticipate and generate those tools for writing situations they will encounter in the future. The authors detail the development, structure, activities, and outcomes of an evaluating writing course at the undergraduate level to illustrate their assertion. Theories and concepts that guide and support the course's ongoing development are also presented. Benefits of the course, demonstrated through various sources including surveys, course evaluations, and student achievement on assignments, are identified. Achieved outcomes support the claim that a course with an explicit focus on evaluating writing, one featuring a critical understanding of criteria for writing in diverse contexts, fosters students' own development as writers.

<http://www.elsevier.com>

**06-719 McINTYRE, ELLEN, DIANE W. KYLE** (U Louisville, USA) & **GAYLE H. MOORE, A primary-grade teacher's guidance toward small-group dialogue.** *Reading Research Quarterly* (International Reading Association) 41.1 (2006), 36–66.  
doi:10.1598/RRQ.41.1.2

The purpose of this study was to describe how one primary teacher of poor and working class rural students promoted small-group dialogue about books and literary concepts. A videotaped four-day lesson sequence showed how she guided the students from the beginning of a lesson in ways that later led to dialogue. Interactions of teacher-student talk during the sequence that involved reading, talking about, and responding to mysteries were analyzed and coded to show 'indicators' of instructional conversation outlined by Dalton (1997). Other features of dialogue derived from theory, such as use of encouragement and pace for purposes of increasing thinking, called 'democratic supports' here, such as providing opportunities for student decision making, were coded. Findings, contributing to the field's growing literature on classroom dialogue in primary-grade classrooms, show: (1) teacher-fronted talk and true dialogue are not mutually exclusive; the former can be used to achieve the other, with teacher-fronted discourse emphasizing telling, defining, and modelling; (2) additional instructional patterns, such as non-evaluative responses, encouragement rather than praise, examples and suggestions, and linguistic and paralinguistic cues such as pacing of talk and hand gestures, all appeared to assist students' participation. Finally, this study confirms that classroom culture, characterized by a problem-solving environment, student decision making, student choice, collaborative



work, and product-driven work, affects students' participation and subsequent construction of meaning during small-group dialogue.

<http://www.reading.org>

**06-720 McQUILLAN, JEFF** (Center for Educational Development, USA; [jeff@learningexperts.com](mailto:jeff@learningexperts.com)), **The effects of print access and print exposure on English vocabulary acquisition of language minority students.** *The Reading Matrix* (Readingmatrix.com) 6.1 (2006), 41–51.

This study examines the relationship among access to reading materials, print exposure, and vocabulary acquisition among language minority (LM) students in the United States. Access to print, print exposure and English vocabulary knowledge were measured through the use of surveys and signal-detection checklists with a group of Spanish/English bilingual high school students (N = 133). Results indicated that LM students had significantly less access to reading materials than their English-only peers. Print exposure and print access were both found to be related to English vocabulary knowledge, although there appears to be a 'threshold' effect below which variations in print access have less of an impact on differences in vocabulary knowledge.

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

**06-721 NEUMAN, SUSAN B.** (U Michigan, USA) & **DONNA CELANO, The knowledge gap: Implications of leveling the playing field for low-income and middle-income children.** *Reading Research Quarterly* (International Reading Association), 41.2 (2006), 176–201.  
doi:10.1598/RRQ.41.2.2

This study examines children's uses of reading resources in neighborhood public libraries that have been transformed to 'level the playing field'. Through foundation funding (US\$20 million), the public library system of Philadelphia converted neighborhood branch libraries into a technologized modern urban library system, hoping to improve the lives of disadvantaged children and their families by closing the achievement gap. Using a mosaic of ethnographic methodologies, four studies examined children's uses of library resources in low-income and middle-income neighborhood libraries, prior to renovations and technology, right after, and once the novelty had worn off a year later, for pre-schoolers, elementary, and teens. Results indicated that despite heavy library use across low-income and middle-income children, quality differentials in the way resources were used appeared at all age levels, prior to, immediately after, and stronger still following technology renovations. Taken together, these studies suggest equal resources to economically unequal groups did not level the playing field. Instead, it appeared to widen the knowledge gap between low-income and middle-income children.

<http://www.reading.org>

**06-722 O'SULLIVAN, ÍDE & ANGELA CHAMBERS** (U Limerick, Ireland), **Learners' writing skills in French: Corpus consultation and learner evaluation.** *Journal of Second Language Writing* (Elsevier) 15.1 (2006), 49–68.  
doi:org/10.1016/j.jslw.2006.01.002

While the use of corpora and concordancing in the language-learning environment began as early as 1969 (McEnery & Wilson 1997: 12), it was the work in the 1980s of Tim Johns (1986) and others which brought it to public attention. Important developments occurred in the 1990s, beginning with publications advocating the use of corpora and concordancing in language teaching (Tribble & Jones 1990). The first empirical study of learners' consultation of corpus printouts (Stevens 1991) was followed by studies of direct corpus consultation (Cobb 1997), and more recently by studies of learners' actual use of corpora in L2 writing (Gaskell & Cobb 2004; Yoon & Hirvela 2004). This study presents the second phase of a research project at the University of Limerick involving native speakers of English at both the masters and undergraduate level who are given the opportunity to engage in corpus consultation in order to improve their writing skills in French (see Chambers & O'Sullivan 2004 for the first phase of this study). The aim is to investigate what type of changes they tend to make, to evaluate how effectively they complete this task, and to determine their reactions to this process. This is done with a view to discovering what similarities and differences exist between the two groups of learners in relation to their use of the corpus and their reaction to the process.

<http://www.elsevier.com>

**06-723 PINO-SILVA, JUAN** (U Simón Bolívar, Venezuela; [jpino@usb.ve](mailto:jpino@usb.ve)), **Extensive reading through the internet: Is it worth the while?** *The Reading Matrix* (Readingmatrix.com) 6.1 (2006), 85–96.

Reading materials written in English is the prime goal of many reading programs around the world. Extensive reading (ER) has for years aided new students at my institution to gradually acquire large vocabularies and other sub-skills that are needed to read fluently. To continue to do that effectively, a new scheme involving the use of internet – called w-ERP – was set in place in collaboration with the students. The main focus of this article is to describe the 3-phase, gradual process that led to the current design of the web-based ER scheme. The paper begins with a brief discussion of ER, reading online (RO) and self-directed learning as part of the rationale for the new scheme. Participants' preliminary data on the benefits and potentials for learning to read and reading for learning other things are discussed.

**06-724 ROGERS, THERESA** (U British Columbia, Canada) **ELIZABETH MARSHALL & CYNTHIA A. TYSON, Dialogic narratives of literacy, teaching, and**

**schooling: Preparing literacy teachers for diverse settings.** *Reading Research Quarterly* (International Reading Association) 41.2 (2006) 202–224.

doi:10.1598/RRQ.41.2.3

This study focuses on the ‘dialogic narratives’ (Bakhtin 1981, 1986) of selected pre-service teachers within an innovative teacher education program in the Midwestern U.S. that included community-based internships. In particular, it examines how these students author their identities as literacy teachers within the context of a mediated seminar setting. Drawing on Bakhtin’s theory of discourse, the authors analyzed students’ dialogic narratives as a way to understand the construction of their professional identities within particular discursive moments. The analyses illustrate how the students negotiated authoritative and internally persuasive discourses as they authored their own narratives, revealing the complexity of preparing teachers to become flexible cultural practitioners in diverse settings. It is argued that immersing students in community based environments and providing spaces for dialogue offer promising strategies for complicating and deepening pre-service teachers’ understandings of, and approaches to, language and literacy education in relation to issues of cultural diversity and social justice.

<http://www.reading.org>

**06–725 SCOTT, TONY** (U North Carolina, USA), **Writing work, technology, and pedagogy in the era of late capitalism.** *Computers and Composition* (Elsevier) 23. 1 (2006), 228–243. doi:org/10.1016/j.compcom.2005.08.008

This article explores the relationship between how technologies are presented in professional and technical writing classes and the complicated dynamics of the late-capitalist working world. A growing body of scholarship emphasizes the necessity of including critical theory in well-rounded professional and technical writing curriculums. Some promote theory as a means of helping working writers make more ethically and socially conscious decisions concerning the technologies they help to produce and document. Others promote theory as essential for survival in an ever-evolving, sometimes very harsh, technology-driven marketplace. This article points to some of the weaknesses of both approaches, as it advocates an approach to pedagogy that explores how emerging technologies help to establish the terms of work in the contemporary economy. This pedagogy is intended to unflinchingly examine the more cynical aspects of late capitalism as it locates agency in collective action outside of managerialism and corporate frameworks.

<http://www.elsevier.com>

**06–726 TIAN, SHIAUPING** (National Taiwan U of Science and Technology, Taiwan; [sptian@mail.ntust.edu.tw](mailto:sptian@mail.ntust.edu.tw)), **Passage dependency**

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**of reading comprehension items in the GEPT and the TOEFL.** *The Reading Matrix* (Readingmatrix.com) 6.1 (2006), 66–84.

This study investigates the passage dependency of selected reading comprehension items from the GEPT (General English Proficiency Test) and the TOEFL (Test of English as a Foreign Language) and examines students’ responses to items with extremely low passage dependency. Thirty-seven reading comprehension items selected from the two tests were administered to a group of ninety-three university students in both passage-out and passage-in conditions. Results of passage dependency analysis are presented according to test and item type. The selected items from the two tests do not differ significantly in passage dependency index, although the average passage dependency index of items from the GEPT is slightly higher than that of items from the TOEFL. Also, items about details appear to be more passage dependent than inference items. Three items with zero or negative passage dependency are identified, all vocabulary items from the TOEFL, indicating that the passage might have in some way misled the students. The paper then presents detailed examination of these three vocabulary items along with results of further tests to identify possible sources of confusion. The author concludes with implications for instruction and future studies.

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

**06–727 TSENG, YEN-CHU & HSIEN-CHIN LIOU** (National Tsing Hua U, China; [hcliu@mx.nthu.edu.tw](mailto:hcliu@mx.nthu.edu.tw)), **The effects of online conjunction materials on college EFL students’ writing.** *System* (Elsevier) 34.2 (2006), 270–283. doi:10.1016/j.system.2006.01.006

Misuse of English conjunction related to incoherent writing, according to the literature, comes from learners’ first language interference, improper mechanical exercises, and misleading lists of connectors in textbooks demonstrated as if mutually interchangeable without contextual constraints. Form-focused instruction with explicit semantic, stylistic and syntactic properties can help learning of connectors. Additionally, computer learner corpus analysis which identifies systematic interlanguage patterns in Chinese learner data offers pedagogical insights for the current study. Four Web-based online conjunction units based on principles from related literature and learner corpus analyses were designed for 19 EFL college students to use for a month with sentence-beyond contexts concerning stylistic properties and overuse situations. Before and after the project, a gap-filling test on conjunctors and a writing task were used, followed by an evaluation questionnaire on students’ perception. Results indicated that students generally held a positive attitude toward the online units and demonstrated statistically significant improvements in the use of connectors in both the test and free production contexts. The case study argues that pedagogically sound instructional design for online

conjunction materials can help college EFL learners write more accurate and coherent essays.

<http://www.elsevier.com>

**06-728 VANDERSTAAY, STEVEN L.** (Western Washington U, Bellingham, USA), **Learning from longitudinal research in criminology and the health sciences.** *Reading Research Quarterly* (International Reading Association) 41.3 (2006), 328-350.  
doi:10.1598/RRQ.41.3.2

This article reviews longitudinal research within criminology and the health sciences on the relationship between reading and criminal, delinquent, or antisocial behavior. Longitudinal research in criminology, medicine, and psychology examines the role of reading within a broad set of interactive processes, connecting literacy to public health via its association with child and adolescent behavior, family dynamics, and socio-cognitive phenomena such as school-bonding and academic frustration. The article provides a select review of longitudinal research in three areas of concentration: pre-school; reading achievement; and antisocial, delinquent, or criminal behavior. Following this review, the article compares longitudinal research in criminology and the health sciences with ethnographic and social practice research within literacy studies. The article discusses the viability of literacy practices and educational resilience as theoretical frames that may help scholars integrate reading research across disciplines. The article closes with recommendations for expanding the breadth of topics engaged within reading research and for further research on high-stakes testing, resilience, and the relation of literacy to behavior and the bonds and attachments children form with their parents, teachers, and schools.

<http://www.reading.org>

**06-729 WARRINGTON, STUART** (Asian U, Japan; kaminare@hotmail.com), **Building automaticity of word recognition for less proficient readers.** *The Reading Matrix* (Readingmatrix.com) 6.1 (2006), 52-63.

The purpose of this article is to reveal how to build the automatic process of word recognition for those who are less proficient at reading. The article initially looks at the problems less proficient readers face and what research has revealed. It then moves to explore what teachers can do in their practice, such as reading aloud, unlocking pronunciation models, the use of audio material in reading programs, or letter-sound associations and temporary spelling methods to name but a few, to facilitate the process. Tasks are then introduced such as extensive reading, read and look up procedures, the matching of specific words with identical words, and predict and inferred meaning tasks that students can work on to develop their word recognition skills. The final part of the paper explores learner autonomous

methods (learner strategies) that can be employed by students to improve their word recognition skills. These include DISSECT, the use of analogy, contextual clues, pictures semantic clues, and syntactic word order clues.

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

**06-730 YASUDA, SACHIKO** (Waseda U, Japan), **Japanese students' literacy background and the role of the writing center.** *The Language Teacher* (Japan Association for Language Teaching) 30.5 (2006), 3-7.

It has been argued that Japanese university students lack the abilities to explain their ideas, to write coherent texts, and to present their opinions logically. One reason for this is that these abilities are less emphasized in Japanese high schools than the ability to read and interpret literary work (Kobayashi & Rinnert 2002). However, these abilities are perceived by university teachers to be very important, and therefore Japanese university students who do not have a solid grounding for writing can be expected to have various problems when they write academic papers. The following question arises here: If students are not formally taught how to write, how can they acquire the writing skills they need at the university level? This paper illustrates the role of the writing center as an alternative learning place for helping Japanese students to become better writers, and demonstrates the significance of the partnerships between the writing center and Writing Across the Curriculum (WAC) in Japanese university contexts.

<http://www.jalt.org>

## Language testing

doi:10.1017/S0261444806243854

**06-731 CARR, NATHAN T.** (California State U, USA), **The factor structure of test task characteristics and examinee performance.** *Language Testing* (Hodder Arnold) 23.3 (2006), 269-289.  
doi:10.1191/0265532206lt328oa

The present study focuses on the task characteristics of reading passages and key sentences in a test of second language reading. Using a new methodological approach to describe variation in test task characteristics and explore how differences in these characteristics might relate to examinee performance, it posed two research questions. First, how do the characteristics of the texts used in a high-stakes test of English for Academic Purposes reading vary? Second, what relationships exist between its text characteristics and examinee performance? An expanded test task characteristics instrument was constructed, following Freedle & Kostin (1993) and Bachman et al. (1996), and adding a large number of syntactic features (Celce-Murcia & Larsen-Freeman 1999). Ratings and numerical counts were

compiled for three forms of the Test of English as a Foreign Language (TOEFL) Reading Comprehension Section. Taking items as the object of measurement, the results were then used in a series of exploratory and confirmatory factor analyses, along with IRT (item response theory) parameter estimates for the items in question.

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

**06-732 DENTON, CAROLYN A.** (U Texas at Austin, USA), **DENNIS J. CIANCIO & JACK M. FLETCHER,** **Validity, reliability, and utility of the observation survey of early literacy achievement.** *Reading Research Quarterly* (International Reading Association) 41.1 (2006), 8–34.  
doi:10.1598/RRQ.41.1.1

This study evaluated the validity, reliability, and utility of five of the six subtests of Clay's (2002) Observation Survey of Early Literacy Achievement (OS), including Letter Identification (LI), Word Reading (WR), Writing Vocabulary (WV), Hearing and Recording Sounds in Words, and Text Reading (TR). Studies providing assessment of the reliability and validity of the OS are reviewed, and an analysis given of (a) the concurrent validity of the OS subtests relative to other instruments, (b) their validity and accuracy as predictors of reading development in grade 1, and (c) inter-administrator reliability for the TR and WV subtests. The score distributions of OS subtests indicated inadequate floors and ceilings, suggesting that the OS subtests scored as recommended in the manual are not suitable for program evaluation. However, analyses of predictive validity indicated that decisions based on the attainment of established benchmarks in OS WI, TR, and WV would be valid for early screening purposes and to evaluate student outcomes, with more work needed in setting benchmarks. There was also evidence for concurrent validity of the OS. Inter-assessor reliability was high for both the TR and WV subtests. The review of the characteristics and administration procedures of each subtest suggests cautions regarding the utility of some of the measures for diagnostic assessment and progress monitoring. Overall, the OS can generally be validly implemented to assess components of early reading development.

<http://www.reading.org>

**06-733 ECKES, THOMAS & RÜDIGER GROTHJAHN** (TestDaF Institute, Hagen, Germany), **A closer look at the construct validity of C-tests.** *Language Testing* (Hodder Arnold) 23.3 (2006), 290–325.  
doi:10.1191/0265532206lt330oa

What C-tests actually measure has been an issue of debate for many years. In the present research, the authors examined the hypothesis that C-tests measure general language proficiency. A total of 843 participants from four independent samples took a German C-test along with the TestDaF (Test of German as a

Foreign Language). Rasch measurement modelling and confirmatory factor analysis provided clear evidence that the C-test in question was a highly reliable, unidimensional instrument, which measured the same general dimension as the four TestDaF sections: reading, listening, writing and speaking. Moreover, the authors showed that language proficiency was divisible into more specific constructs and that examinee proficiency level differentially influenced C-test performance. The findings have implications for the multicomponentiality and fluidity of the C-test measurement construct.

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

**06-734 HE, LIANZHEN & YING DAI** (Zhejiang U, China), **A corpus-based investigation into the validity of the CET-SET group discussion.** *Language Testing* (Hodder Arnold) 23.3 (2006), 370–401.  
doi:10.1191/0265532206lt333oa

This article reports the results of an investigation, based on a 170,000-word corpus of test performance, of the validity of College English Test–Spoken English Test (CET–SET) group discussion by examining the degree of interaction among candidates in the group discussion task with respect to a set of interactional language functions (ILFs) to be assessed. The results show a low degree of interaction among candidates in the CET–SET group discussion. Consequently, the inadequate elicitation of ILFs from candidates may well pose a problem for measuring their speaking ability in this regard.

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

**06-735 HUHTA, ARI, PAULA KALAJA & ANNE PITKÄNEN-HUHTA** (U Jyväskylä, Finland), **Discursive construction of a high-stakes test: The many faces of a test-taker.** *Language Testing* (Hodder Arnold) 23.3 (2006), 326–350.  
doi:10.1191/0265532206lt331oa

As part of a larger project, we studied how a foreign language test got discursively constructed in the talk of upper-secondary-school leavers. A group of students were asked to keep an oral diary to record their ideas, feelings and experiences of preparing for and taking the test over the last spring term of school, as part of a high-stakes national examination. In addition, they took part in discussions either in pairs or groups of three after having learned about the final test results. After transcribing the data, drawing on a form of discourse analysis originally launched by a group of social psychologists, we identified (at least) four interpretative repertoires in the students' accounts – with different constructions of themselves as test-takers, the test, and their performance in the test – including expectations and explanations for success or failure as well as credit or blame. The findings point to variation in the uses of



these repertoires, not only from one context to another but also from moment to moment.

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

**06-736 KENWORTHY, ROGER** (Ohio U, USA; [hkadvisor@ohio.edu](mailto:hkadvisor@ohio.edu)), **Timed versus at-home assessment tests: Does time affect the quality of second language learners' written compositions?** *TESL-EJ* (<http://www.tesl-ej.org>) 10.1 (2006), 13 pp.

This preliminary study examines what the effects of additional time and different media have upon the overall quality of English language learner's written assessment tests. Sixteen intermediate-level students (L1 Cantonese), enrolled at a satellite campus of an American university within Asia, manually wrote a 45-minute timed placement test in the confines of an educational setting. Based upon identical topics provided for this first set of writings, several weeks later these same students were allotted one week to complete a computer-generated essay at their personal residence. Statistical analyses (t-tests) revealed mostly insignificant differences between the frequency counts of selected lexical features found within both sets of writings. By contrast, there were statistically significant differences in the number of reported grammatical errors. On the whole, when compared to the timed writings, the at-home essays were characterized as having fewer numbers of grammatical errors and greater holistic scores, which supports the idea that participants efficiently used additional time to affect overall textual quality.

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

**06-737 KIKUCHI, KEITA** (Waseda U, Japan), **Revisiting English entrance examinations at Japanese universities after a decade.** *JALT Journal* (Japan Association for Language Teaching) 28.1 (2006), 77-96.

Since Brown & Yamashita (1995a, b) criticized the high difficulty of reading passages and the discrete-point, passive nature of the university English language entrance examinations at 10 private and 10 prestigious public universities and one nationwide examination in 1994, no studies have been conducted to monitor changes in such exams. A decade later, the present study replicates Brown & Yamashita, and seeks to identify differences in entrance examinations at the same universities in 2004. Although some changes were found, the types of items, their variety, and the skills measured did not look substantially different. Reading passages still seemed very difficult and translation tasks were still often used in 2004. The present study calls for future studies to analyze entrance examinations at different universities or to be given to students of different major fields.

<http://www.jalt.org>

**06-738 MAYOR, BARBARA** (The Open U, UK), **Dialogic and hortatory features in the writing of Chinese candidates for the IELTS test.** *Language, Culture and Curriculum* (Multilingual Matters) 19.1 (2006), 104-121.

Research conducted in the context of the IELTS Research Program indicates that there are recurrent features in the writing under test conditions of candidates from Chinese language backgrounds, particularly in terms of interpersonal tenor. These include a high level of interpersonal reference, combined with a heavily dialogic and hortatory style. Chinese candidates in the study used significantly more interrogatives and imperatives than a similar sample of Greek candidates, along with a range of other grammatical devices which perform a hortatory function, calling for a mental or physical response on the part of the individual reader or collective. Together, these features lend a polemical tone to the English-medium writing of the Chinese candidates. It seems reasonable that Chinese students who wish to succeed in English-medium higher education should aim ultimately towards models of writing commonly expected of students in that context. However, in order to fairly assess the potential of Chinese candidates, it is important to recognise that some students who may have performed well in the Chinese educational system may import into their English writing a range of hitherto valued practices from their Chinese writing and/or their English language classes which may be affecting their test scores.

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

**06-739 MYKLEBUST, JON OLAV** (Volda U College, Norway; [jom@hivolda.no](mailto:jom@hivolda.no)), **Class placement and competence attainment among students with special educational needs.** *British Journal of Special Education* (Blackwell) 33.2 (2006), 76-81. doi:10.1111/j.1467-8578.2006.00416.x

Four hundred and ninety-four young people with special educational needs were followed in a six-year-long study. The analysis focuses on the attainments of these students during their time in upper secondary education and asks whether placement in special or ordinary mainstream class groupings is more beneficial. The results indicate that students receiving special support in ordinary classes obtain vocational or academic qualifications more often than students in special classes. Following a study of the influence of a number of other variables, including assessments of functional level, family stability and gender, it is possible to conclude that the relationship between attainment and placement in an ordinary classroom does not change, even when these variables are taken into account. The findings provide further support for the inclusion of learners with special educational needs in ordinary mainstream classes.

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

**06-740 PAPAJOHN, DEAN** (Pima County, Tucson, AZ, USA; [Dean.Papajohn@dot.pima.gov](mailto:Dean.Papajohn@dot.pima.gov)), **Standard**

### setting for next generation TOEFL Academic Speaking Test (TAST): Reflections on the ETS panel of International Teaching Assistant developers.

*TESL-EJ* (<http://www.tesl-ej.org>) 10.1 (2006), 9 pp.

While many institutions have utilized TOEFL scores for international admissions for many years, a speaking section has never before been a required part of TOEFL until the development of the IBT/Next Generation TOEFL. So institutions will need to determine how to set standards for the speaking section of TOEFL, also known as TOEFL Academic Speaking Test (TAST). International Teaching Assistant (ITA) developers as a group have a long history of assessing oral English through semi-direct tests, interviews, and performance tests (Ginther, April 2004; Briggs et al. 1997; Briggs 1994; Smith et al. 1992; Plakans & Abraham 1990). Educational Testing Service (ETS) convened a panel of nineteen ITA developers in Philadelphia on 24 September 2004. This article reflects on that panel specifically, and on standard setting in general. Although the focus here is on the speaking component of TOEFL, the process for standard setting recommended by ETS for the other three sections of TOEFL, namely writing, listening, and reading, is similar. Resulting cut off scores are only as good as the standard setting process from which they are derived. Understanding the standard setting process will lead to a more accurate interpretation of standards.

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

### 06-741 YAN, JIN (Shanghai Jiao Tong U, China) & YANG HUIZHONG, *The English proficiency of college and university students in China: As reflected in the CET.* *Language, Culture and Curriculum* (Multilingual Matters) 19.1 (2006), 21-36.

The College English Test (CET), designed in accordance with the requirements of the National College English Teaching Syllabus and as a result of the need for China's reform and its open-door policy in the 1980s, is the world's largest language test administered nationwide. Owing to its scientific approach, consistent marking, rigorous administration and comparable scores, the CET, now well-established as a large-scale standardised EFL test, is held in high esteem by language testers and teachers inside and outside China and well received by the public. This paper begins with a review of the CET from the perspective of its development, score interpretation and test validation. The paper moves on to an in-depth analysis of the test content, test format, and candidates' performances on each component with a view to presenting readers with an overview of the proficiency of the CET test-takers. The paper then discusses the issue of reform of the CET as a response to the pressing social need for college and university graduates with a stronger communicative competence in English. After a brief analysis of the challenges facing the CET, the paper concludes with a

section on the way forward for the CET to meet the ever-changing needs of society.

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

### 06-742 ZHANG, SU (U Iowa, USA), *Investigating the relative effects of persons, items, sections, and languages on TOEIC score dependability.*

*Language Testing* (Hodder Arnold) 23.3 (2006), 351-369.

doi:10.1191/0265532206lt332oa

This study applied generalizability theory to investigate the contributions of persons, items, sections, and language backgrounds to the score dependability of the Test of English for International Communication (TOEIC). I replicated and extended Brown's (1999) study of the Test of English as a Foreign Language (TOEFL), using data from two language groups who took the same form of the TOEIC: 45 156 Japanese examinees and 46 067 Korean examinees. Both classical reliability analyses and generalizability analyses found the TOEIC scores of the examinees in question to be highly reliable/generalizable. The items within a section varied greatly in difficulty. An examinee who scored relatively high in one section was likely to score high in the other section. The findings regarding the effect of language backgrounds on TOEIC score dependability were inconclusive, which suggests directions for future research. TOEIC test developers might explore design alternatives with fewer items per section.

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

## Teacher education

doi:10.1017/S0261444806253850

### 06-743 AMADOR MORENO, CAROLINA, STEPHANIE O'RIORDAN & ANGELA CHAMBERS (U de Extremadura, Spain; [camador@unex.es](mailto:camador@unex.es)), *Integrating a corpus of classroom discourse in language teacher education: The case of discourse markers.*

*ReCALL* (Cambridge University Press) 18.1 (2006), 83-104.

doi:10.1017/S0958344006000619

While language teacher education programmes and language syllabi in secondary education encourage the use of the target language in the classroom, resources to support teachers in this endeavour, such as books with useful phrases, do not state that the examples they provide are corpus-based, i.e. drawn from actual language use rather than invented phrases. This paper investigates whether consultation of a corpus of classroom discourse can be of benefit in language teacher education. The paper describes a project involving the creation of corpora of classroom discourse in French and Spanish, and the use of these corpora with student teachers. After setting the research in the context of corpora and classroom interaction, it examines issues

such as the content of the corpora, the type of consultation (direct or mediated by the teacher), and the student teachers' evaluation of the activity. Special attention is paid to one particular aspect of classroom interaction, discourse markers.

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

**06-744** **ARNOLD, EWEN** (U Leeds, UK; mahakand@omantel.net.om), **Assessing the quality of mentoring: Sinking or learning to swim?** *ELT Journal* (Oxford University Press) 60.2 (2006), 117–124.  
doi:10.1093/elt/cci098

This paper describes a framework for assessing mentoring quality, which is then used to evaluate a mentoring programme conducted in a large military EFL school in the Middle East. The analysis presented here provides 'mini confirmations' of some of the findings in the literature such as the great variability of mentor quality within one school, the need for 'quality time' for mentor-mentee pairs, and the lack of real challenge provided by mentors to mentees. It raises several issues such as the quality and type of mentor training, the complexity of mentor role, its similarity to the role of middle management and the need for support for mentors from within the school.

<http://eltj.oxfordjournals.org>

**06-745** **CARY, LISA J. & STUART REIFEL** (U Texas-Austin, USA), **Cinematic landscapes of teaching: Lessons from a narrative of classic film**, *Action in Teacher Education* (Association of Teacher Educators) 27.3 (2005), 95–109.

The purpose of this inquiry was to utilize the concept of 'landscapes of teaching' in the analysis of a classic film about a venerated teacher, entitled *Goodbye, Mr. Chips* (1939). First, the aim of the analysis is to provide insights into teacher development and to discuss the sacred and mystical dimensions of teaching (Craig 1995). Second, the analysis of teaching as a profession portrayed in this vintage film and the role of teachers as guardians of a society's culture provides insights about the enduring value of the teaching profession. Considering the current criticism of teachers and teacher educators, this film analysis and discussion serves as a much needed and inspiring reminder of our role and responsibilities. The utilization of the work of Connelly & Clandinin (1996) notion of 'landscapes' and of the suggested use of a teaching strategy of the film analysis offers a fine complement to the lecture approach often used in teacher education as well as a tool for those of us who use constructivist approaches.

<http://www.ate1.org>

**06-746** **COMMINS, NANCY L. & OFELIA B. MIRAMONTES** (U Colorado-Boulder, USA), **Addressing linguistic diversity from the outset.**

*Journal of Teacher Education* (Sage) 57.3 (2006), 240–246.  
doi:10.1177/0022487105285591

Schools of education typically prepare their prospective teachers to work with amorphous 'average students' – who are by implication middle class, native, English speaking, and White. They are then given some limited opportunities to adapt these understandings to students with diverging profiles – children of poverty, second language learners, and students of color. The authors argue that given the changing demographics of public-sector schools in the USA, initial teacher education should be based on the understandings that teachers typically do not receive until the end of their programs or in add-on endorsements. They should be prepared from the outset to work with the wide diversity of language, culture, and class that they are likely to meet in public-sector schools. Ten recommendations are presented for 'What Every Teacher Should Do' to work effectively in the linguistically and culturally diverse settings they are likely to encounter.

<http://www.sagepub.com/journals.nav>

**06-747** **DONNELLY, ANNA M.** (Washington College, USA), **Let me show you my portfolio! Demonstrating competence through peer interviews.** *Action in Teacher Education* (Association of Teacher Educators) 27.3 (2005), 55–63.

This article describes an innovative pedagogical strategy, the use of teaching portfolios in peer interviews. It will first describe the process designed to prepare pre-service teachers to demonstrate professional competence through the use of a standards-based working portfolio developed during a reading practicum. Then it will report on strategy benefits as perceived by the student participants. Analysis of student survey results indicated that actively presenting a portfolio generated multiple positive consequences. These were manifest as personal and professional competencies and included multiple dimensions of self-evaluation, goal setting and ownership of responsibility for personal and professional growth.

<http://www.ate1.org>

**06-748** **ELLIS, ELIZABETH MARGARET** (U New England, Australia; liz.ellis@une.edu.au), **Language learning experience as a contributor to ESOL teacher cognition.** *TESL-EJ* (http://www.tesl-ej.org) 10.1 (2006), 26 pp.

Teachers of English to Speakers of Other Languages (ESOL) in English-speaking countries are not usually required to have proficiency in another language. Teacher competency statements frequently require 'an understanding of second language development', and it is assumed that a monolingual teacher can attain such understanding without having learned a second language (L2). This paper sets out to challenge such a

position by establishing a theoretical framework within which to argue that teacher language learning is an important contributor to professional practice. This framework is based on research into teacher cognition, particularly that which highlights connections between teachers' lived experience and the ways in which they form their beliefs about their profession (Freeman 2001). Using data from an Australian study, this paper shows that experiential knowledge formed by different kinds of L2 learning (formal, informal, childhood, adult, elective, or circumstantial bilingualism) forms a powerful resource underpinning ESL teachers' professional knowledge and beliefs about language teaching.

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

**06-749 EZER, HANNA** (Levinsky College of Education, Israel), **SHOSHY MILLET & DORIT PAKIN**, **Multicultural perspectives in the curricula of two colleges of education in Israel: 'The curriculum is a cruel mirror of our society'**. *Teachers and Teaching: Theory and Practice* (Routledge/Taylor & Francis) 12.4 (2006), 391–406. doi:10.1080/13450600600644244

This study reveals the multicultural perspectives in the curricula of two colleges of education in Israel. It examines the perceptions of teacher educators with regard to: the importance of the teacher's role in educating students for sensitivity and diversity; the needs of students from different cultural backgrounds in colleges of education; the roles of the teacher and the college; and an evaluation of how multiculturalism is dealt with in teacher education in Israel. Faculty members in both colleges perceived multiculturalism as relating to two domains: student population and curriculum. The findings and conclusions confirm the existence and increasing awareness of multiculturalism in the two colleges. However, it is obvious that as yet the concept has not been thoroughly investigated, nor has it penetrated all realms of activity. Clearly, teacher educators know the meaning of multiculturalism and believe that it should play a more significant role in colleges of education. However, they seem to be uncertain as to how to go about it.

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

**06-750 FARREL, THOMAS** (Brock U, Canada; [tfarrell@brocku.ca](mailto:tfarrell@brocku.ca)), **The first year of language teaching: Imposing order**. *System* (Elsevier) 34.2 (2006), 211–221. doi:10.1016/j.system.2005.12.001

The transition from the teacher education institution to life in a real classroom has been characterized as a type of reality shock in which beginning teachers realize that the ideals they formed while training may not be appropriate for the realism they are faced with during their first year of teaching. Unfortunately, teacher education programs have not had a successful history of adequately preparing beginning teachers for this

transition because learning to teach is often viewed as being a highly situated, highly interpretative, and idiosyncratic activity. This paper suggests that the use of a 'story structure' framework (SETTING – COMPLICATION – RESOLUTION) may be one method of imposing some order on the various descriptions of first-year teaching experiences. The paper reports on a case study of how a first-year English language teacher experienced the transition from a teacher education program to life in a real classroom, and how he balanced a delicate, and sometimes conflicting, role between learning to teach and learning to become a teacher within an established school culture in a neighborhood secondary school in Singapore. Three major challenging situations are identified and the teacher's responses with each as he struggled to establish himself as a teacher.

<http://www.elsevier.com>

**06-751 GARRIDO, CECILIA & INMA ÁLVAREZ** (The Open U, UK), **Language teacher education for intercultural understanding**. *European Journal of Teacher Education* (Routledge/Taylor & Francis) 29.2 (2006), 163–179. doi:10.1080/02619760600617342

Over recent decades language teaching and learning has undergone a redefinition of the subject and a rapid change in its methodology. Language programmes can now be delivered in technology based environments and communication at an international level can be a daily occurrence. This paper on the one hand analyses how these developments have extended and challenged the traditional roles and responsibilities of language teachers. On the other, it examines to what extent established models of language teacher education acknowledge and address the needs of language teachers today, in particular in relation to the integration of the intercultural dimension into language teaching and learning.

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

**06-752 GOKER, SULEYMAN DAVUT** (Eastern Mediterranean U, Turkey; [suleyman.goker@emu.edu.tr](mailto:suleyman.goker@emu.edu.tr)), **Impact of peer coaching on self-efficacy and instructional skills in TEFL teacher education**. *System* (Elsevier) 34.2 (2006), 239–254. doi:10.1016/j.system.2005.12.002

The goal of the study was to test whether student teachers trained using a peer coaching training program after teaching practicum sessions in teaching of English as a foreign language would demonstrate greater improvement on measures of a number of identified instructional skills and self-efficacy than those just receiving traditional supervisor visits. Two groups of student teachers (32 in total) from English language teaching Department of European University of Lefke, North Cyprus doing their Teaching Practicum course (EDU 420) as part of a B.A. teacher education program



were compared in regard to their (a) self-efficacy, and (b) development of (clarity) instructional skills. Results showed statistically significant differences in favor of the experimental condition on 7 variables measured. The findings also have implications for how peer coaching can be a vehicle to develop self-efficacy.

<http://www.elsevier.com>

**06-753 GRANT, CARL A.** (U Wisconsin-Madison, USA) & **MAUREEN GILLETTE, A candid talk to teacher educators about effectively preparing teachers who can teach everyone's children.**

*Journal of Teacher Education* (Sage) 57.3 (2006), 292-299.

doi:10.1177/0022487105285894

This article focuses on characteristics necessary to be an effective teacher for all children, regardless of their academic ability, ethnicity, socioeconomic status, family structure, sexual orientation, and ability to speak English. The article gives attention to the issues of equity and social justice as it addresses the knowledge and skill base of effective teachers.

<http://www.sagepub.com/journals.nav>

**06-754 JONES, PHYLLIS** (U South Florida, USA; [pjones@banshee.sar.usf.edu](mailto:pjones@banshee.sar.usf.edu)), **ELIZABETH WEST & DANA STEVENS, Nurturing moments of transformation in teachers – Comparative perspectives on the challenges of professional development.** *British Journal of Special Education* (Blackwell) 33.2 (2006), 82-90.

doi:10.1111/j.1467-8578.2006.00416.x

This article discusses teachers' views of their own learning. Two groups of teachers attending graduate programmes in Seattle, WA, in the United States of America and Newcastle upon Tyne, United Kingdom, participated in a project that encouraged them to discuss examples of effective professional development. The teachers from the UK were enrolled on a Masters degree course for staff working with pupils with autism. The teachers from the USA were enrolled on a Masters degree course specifically focused upon working with children who have moderate to severe difficulties. Both groups of teachers were working, at least for a portion of their timetables, with pupils who had low incidence disabilities. The authors analyse the critical moments of professional development identified by the teachers in both contexts. Four themes emerged: seeing the relationship between theory and practice, the role of the professor or lecturer in mediating learning, learning from others, and reflecting in action. The authors further analyse the themes in relation to the subtle differences that occurred within and across the two contexts. This analysis will assist in the design of quality professional development opportunities that reflect teachers' voices. Teachers make meaning of their learning in highly personal ways and, although it is possible to nurture formalised learning opportunities,

teacher educators need to be constantly aware of the contextual and personal meaning making that is at play.

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

**06-755 KUPETZ, RITA & BIRGIT ZEIGENMEYER** (U Hannover, Germany; [Rita.Kupetz@anglistik.uni-hannover.de](mailto:Rita.Kupetz@anglistik.uni-hannover.de)), **Flexible learning activities fostering autonomy in teaching training.** *ReCALL* (Cambridge University Press) 18.1 (2006), 63-82.

doi:10.1017/S0958344006000516

The flexible use of digital recordings from EFL classrooms as well as online communication with teaching experts are two promising ways of implementing e-learning in the context of initial teacher training. Our research focuses on how to blend these elements efficiently with the different theoretical and practical content layers of an introductory course 'Teaching English as a Foreign Language' to foster the development of critical, reflective thinking of prospective teachers of English and to empower the learners. In this paper we discuss the concept of autonomy as a course strategy and argue that enabling a student to take responsibility and to make informed choices is the main route to an autonomous learner. We introduce and analyze learning activities such as working with multimedia-based case stories that include video episodes as situational anchors and conducting an interview. These learning activities are two formats that integrate elearning and contact learning in a directed, interactive way to foster the learner's autonomy. The study is a follow-up of a pilot study on blended learning in a teacher training course and was conducted as action research in the 2004/05 winter semester. It combines qualitative and quantitative research methods and integrates multiple perspectives on the teaching and learning scenarios.

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

**06-756 KWAN, TAMMY & FRANCIS LOPEZ-REAL** (U Hong Kong, China), **Mentors' perceptions of their roles in mentoring student teachers.**

*Asia-Pacific Journal of Teacher Education* (Routledge/Taylor & Francis) 33.3 (2005), 275-287.

doi:10.1080/13598660500286267

Mentoring may be seen as a process that helps student teachers become professional teachers. In this context, a variety of significant roles played by mentors have been identified in the literature. This paper reports on mentors' perceptions of the most important roles selected from a given list, as revealed through questionnaire and interview data. This analysis forms part of a large-scale evaluative project of a school-university partnership scheme initiated by the University of Hong Kong. The findings indicate overwhelming attention given to the role of 'provider of feedback', which stresses the provision of pragmatic advice given

to student teachers according to their personal strengths and weaknesses. However, for those mentors whose perception of the most important role had changed over time, the direction of change was towards roles such as 'counselor', 'equal partner' and 'critical friend', which emphasize a more relational aspect of working together with student teachers to achieve professional development.

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

**06-757 LENSKI, SUSAN DAVIS** (Portland State U, USA), **KATHLEEN CRAWFORD, THOMAS CRUMPLER & CORSANDRA STALLWORTH**, **Preparing pre-service teachers in a diverse world**. *Action in Teacher Education* (Association of Teacher Educators) 27.3 (2005), 3-12.

This study was designed to develop more effective ways to address culture and cultural differences in the preparation of pre-service teachers. Its purpose was to provide a more adequate preparation for working in high-need schools by assisting educators in the development of 'habits of mind' that incorporate an understanding and valuing of students' cultures and a recognition of the need to consider those cultures in teaching practices. This paper reports data from the second year of a five-year study that examined the experience of six pre-service teachers. The data indicate that using ethnography as an observational tool helps pre-service teachers become more aware of cultural differences.

<http://www.ate1.org>

**06-758 MARTIN, ANDREW J.** (U Western Sydney, Australia), **The relationship between teachers' perceptions of student motivation and engagement and teachers' enjoyment of and confidence in teaching**. *Asia-Pacific Journal of Teacher Education* (Routledge/Taylor & Francis) 34.1 (2006), 73-93.  
doi:10.1080/13598660500480100

This paper examines teachers' perceptions of their students' motivation and engagement and their enjoyment of and confidence in teaching. Drawing on Martin's Student Motivation and Engagement Scale, 10 facets of motivation and engagement were explored amongst a sample of 1,019 teachers. These facets comprised three adaptive cognitive dimensions of motivation (self-efficacy, valuing of school, mastery orientation), three adaptive behavioural dimensions (planning, study management, persistence), two impeding dimensions (anxiety, failure avoidance), and two maladaptive dimensions (uncertain control, self-handicapping). Male teachers tended to report significantly higher student motivation and engagement than female teachers (though effect sizes were small) and primary school teachers reported significantly higher student motivation and engagement than high school teachers (effect sizes were moderate). Adaptive dimensions were more

strongly associated with enjoyment and confidence in teaching than impeding and maladaptive dimensions. Of the adaptive dimensions, students' mastery orientation was the strongest correlate of teachers' enjoyment of teaching and students' persistence and students' planning were the strongest correlates of teachers' confidence in teaching. These associations were more marked for male teachers and relatively independent of years spent teaching. Implications for teacher education and professional development are discussed.

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

**06-759 MAYER, DIANE** (U California, USA), **The changing face of the Australian teaching profession: New generations and new ways of working and learning**. *Asia-Pacific Journal of Teacher Education* (Routledge/Taylor & Francis) 34.1 (2006), 57-71.  
doi:10.1080/13598660500480142

Today's workforce is characterised by an increasing mix of people with varying career aspirations, work motivators and job satisfiers. This paper discusses the intergenerational nature of today's workforce, which is currently dominated by the age groups commonly referred to as Baby Boomers and Generation X. The Baby Boomers defined and redefined work during the last quarter of the twentieth century, but as they track towards retirement, GenXers' valued work patterns and their career and life aspirations are increasingly dominating. This paper draws on a body of literature about a younger generation of workers and the current world of work in today's knowledge society, and discusses possible implications for the teaching profession, particularly for attracting and retaining young people as teachers.

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

**06-760 McCORMACK, ANN, JENNIFER GORE & KAYE THOMAS** (U Newcastle, Australia), **Early career teacher professional learning**. *Asia-Pacific Journal of Teacher Education* (Routledge/Taylor & Francis) 34.1 (2006), 95-113.  
doi:10.1080/13598660500480282

Becoming a teacher requires not only the development of a professional identity but the construction of professional knowledge and practice through continued professional learning. This study tracked a sample group of 16 early career teachers through their first year of teaching. The participants were encouraged to write about their experiences in journals and undertake an interview in an attempt to provide an understanding of the central tasks of learning to teach required by early career teachers during their induction into teaching together with the factors which support or hinder their professional learning. This paper makes use of a continuum developed by Feiman-Nemser which identifies Central Tasks in Learning to Teach (CTLT) as a Framework for analysis of participant data.

Conclusions indicate developing a professional identity and enacting a beginning repertoire to be the most challenging aspects of professional learning for these teachers. Learning support in the traditional form of formal induction programs and mentoring were recognized as useful; however, collaborative, informal, unplanned learning from colleagues and former peers was also reported as a most significant and valuable source of support. Conversely, participants felt additional responsibilities, difficult classes and unrealistic teaching expectations together with lack of status and professional feedback hindered their professional learning.

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

**06-761 OLSON, SUSAN J. & CAROL WERHAN** (U Akron, USA), **Teacher preparation via on-line learning: A growing alternative for many.** *Action in Teacher Education* (Association of Teacher Educators) 27.3 (2005), 76–84.

There is increasing use of distance learning technologies to deliver alternative teacher licensure and certification programs for those areas of shortage such as rural and urban areas and those content areas that are difficult to find highly qualified teachers. This article reviews those collaborative groups, partnerships and institutions that are using distance learning to deliver alternative teacher education programs in the United States. Alternative programs being offered via distance learning technologies and methods will continue to grow with the demand for such programs. With the advent of charter teacher education colleges, this will become an option for those who are teaching without the proper teaching credential or those wishing to fill the high demand area voids.

<http://www.ate1.org>

**06-762 OTERO, VALERIE K.** (U Colorado-Boulder, USA), **Moving beyond the 'get it or don't' conception of formative assessment.** *Journal of Teacher Education* (Sage) 57.3 (2006), 240–246.  
doi:10.1177/0022487105285963

This article proposes a model of formative assessment grounded in Vygotsky's theory of concept formation and argues that this model can provide a useful framework for facilitating a beginning teacher's continued learning. The model is used to argue that beginning teachers need to know how to recognize, describe, and use students' prior knowledge not only in terms of whether students get the academic concept but also in terms of the valuable, experience-based aspects of what students do know. The author demonstrates the model's utility by describing the results of a 3-year classroom research study on preservice teachers' conceptions of students' prior knowledge and formative assessment. A 'get it or don't' conception was commonly used by preservice teachers and was found to have serious impacts on their instructional practices. The article concludes by exploring the potential of a theory-

enhanced model of formative assessment for teacher educators' own instructional practices.

<http://www.sagepub.com/journals.nav>

**06-763 PHELAN, ANNE M.** (U British Columbia, Canada), **RUSSELL SAWA, CONSTANCE BARLOW, DEBORAH HURLOCK, KATHERINE IRVINE, GAYLA ROGERS & FLORENCE MYRICK, Violence and subjectivity in teacher education.** *Asia-Pacific Journal of Teacher Education* (Routledge/Taylor & Francis) 34.2 (2006), 161–179.

doi:10.1080/13598660600720561

Caught between the demands of the normative (what they believe they OUGHT to be and value) and normalisation (what professional others tell them that they SHOULD be and value), teacher candidates often experience themselves as belated even though they are newcomers to the profession – simultaneously heirs to a history and new to it. In this paper we illustrate and explore the tensions that result between 'new' and 'old' in teacher education. Drawing on Lyotard's concept of the *différend*, we examine the narratives of a practicum triad – one student teacher and his two mentors – as they each attempt to make sense of their irreconcilable differences. We conclude by discussing how the profession might fulfill its obligation to judge the adequacy of new teachers while remaining hospitable to the difference they introduce.

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

**06-764 RANTZ, FRÉDÉRIQUE** (Kildare Education Centre, Ireland), **Exploring intercultural awareness in the primary modern language classroom: The potential of the new model of European language portfolio developed by the Irish Modern Languages in Primary Schools Initiative (MLPSI).** *Language and International Communication* (Multilingual Matters) 5.3&4 (2005), 209–221.

This paper reflects a key concern for teacher trainers: how can primary language teachers promote the development of intercultural awareness among their pupils? It addresses the concept of intercultural awareness as it applies to young learners and refers more specifically to the context of the Irish primary classroom and its curriculum. It argues that the European Language Portfolio (ELP) provides a valuable framework to develop and describe young learners' experiences, awareness and attitudes in this area and outlines the role of the MLPSI ELP model as a valuable potential instrument for both teacher training and teaching practice in this area.

<http://www.multilingual-matters.net/laic/default.htm>

**06-765 REID, JO-ANNE & NINETTA SANTORO** (Charles Sturt U, Australia), **Cinders in snow? Indigenous teacher identities in formation.**

*Asia-Pacific Journal of Teacher Education*  
(Routledge/Taylor & Francis) 34.2 (2006), 143–160.  
doi:10.1080/13598660600720553

The identity work engaged in by Indigenous teachers in school settings is highlighted in a study of Australian Indigenous teachers. The construction of identity in home and community relationships intersects with and can counteract the take up of a preferred identity in the workplace. In this paper we analyse data from interviews with Indigenous teachers, exploring the interplay between culture and identity. We foreground the binary nature of racial assignment in schools, demonstrate how this offers contradictory constructions of identity for Indigenous teachers, and note the effects of history, culture and location in the process of forming a teaching 'self'.

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

**06-766 REIS-JORGE, JOSÉ M.** (Instituto Superior de Educação e Ciências, Portugal), **Developing teachers' knowledge and skills as researchers: A conceptual framework.** *Asia-Pacific Journal of Teacher Education* (Routledge/Taylor & Francis) 33.3 (2005), 303–319.  
doi:10.1080/13598660500286309

Terms like 'enquiry-oriented' and 'research-based' teacher education have been used to describe a general approach to teacher education that emphasizes the development of prospective and practising teachers' knowledge, skills and disposition to adopt an enquiring stance to their work. The inclusion of research in teacher education curricula has gained wide acceptance within the teacher education community. However, little is known about how and what student teachers learn about research, especially amongst those for whom this represents a new area of their learning. This paper presents an alternative approach to describing the process of research in connection with different types of knowledge about research likely to be acquired and developed by student teachers in different modes of involvement in research in formal contexts of instruction. The descriptor may serve as a framework for studies concerned with the involvement of teachers in research or as a pedagogic tool and a guide to the development of teaching and learning activities on research methods courses for teachers.

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

**06-767 RICHARDSON, PAUL W. & HELEN M. G. WATT** (Monash U, Australia), **Who chooses teaching and why? Profiling characteristics and motivations across three Australian universities.** *Asia-Pacific Journal of Teacher Education* (Routledge/Taylor & Francis) 34.1 (2006), 27–56.  
doi:10.1080/13598660500480290

In this large-scale Australian study, we profile the background characteristics and teaching motivations for individuals entering teacher education across three

major established urban teacher provider universities in the Australian States of New South Wales and Victoria. Our recently developed and validated 'FIT-Choice' (Factors Influencing Teaching Choice) Scale determines the strength of influence for a range of motivations from individuals choosing teaching as a career. Findings build upon and extend previous literature relating to reasons for teaching as a career choice, which have not systematically applied current motivational models to developing explanations. Participants were the entire cohorts (N = 1,653) of first-year pre-service teacher education candidates at three universities in Sydney and Melbourne. Results provide a profile of a large sample of pre-service teachers whose decision to enrol in a teacher education program has been made at a time when the mass media and the general public have increasingly looked upon teaching as a poor career choice. Our new theoretical approach allows us to recommend strategies for teacher recruitment campaigns, based on a comprehensive understanding of individuals' motivations for choosing teaching.

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

**06-768 ROMANO, MOLLY** (U Arizona, USA), **Assessing and meeting the needs of pre-service teachers: A programmatic perspective.** *Action in Teacher Education* (Association of Teacher Educators) 27.3 (2005), 40–54.

This investigation offers a programmatic perspective into how a certain group of elementary pre-service teachers experienced and evaluated their teacher education program by periodically assessing progress with regard to needs being met. A Likert scale survey including open-ended responses was administered to 123 elementary pre-service teachers at three different points in their program and in-depth interviews with 10 focus group members were conducted. Survey results indicate that all needs identified were met by the end of the program. Qualitative analyses provide insights into how several aspects of the teacher education program might be further enhanced, leading to four recommendations for teacher education programs in general: 1) Require observation in a variety of grade levels; 2) Offer a mainstreaming course earlier in the program; 3) Provide specific instruction on parent conferences and preparing for the first day of school; and 4) Create additional opportunities to have pre-service teachers discuss their needs.

<http://www.ate1.org>

**06-769 RUAN, JIENING & SARA ANN BEACH** (U Oklahoma, USA), **Using online peer dialogue journaling to promote reflection in elementary pre-service teachers.** *Action in Teacher Education* (Association of Teacher Educators) 27.3 (2005), 64–75.

This case study investigates the effectiveness of online peer dialogue journaling. The authors developed this



learning strategy for elementary pre-service teachers to reflect on their tutoring experiences and provide support to their journal partners using an Internet discussion forum. The participants were asked to fill in two questionnaires, before and after they participated in writing online peer dialogue journals. The journal entries posted by the participants were also collected. The findings suggest that most participants responded favorably to this strategy. It facilitates technology integration, promotes interactive learning, and supports reflective practices in the dialogic form. The authors also raise several issues that need to be further addressed by teacher educators.

<http://www.ate1.org>

**06-770 SHAW, CARLA COOPER** (Northern Illinois U, USA) & **DEBORAH DOBBINS NEDERHOUSER**, **Reel teachers: References for reflection for real teachers.** *Action in Teacher Education* (Association of Teacher Educators) 27.3 (2005), 85–94.

Movies with teachers as main characters provide a powerful medium of instruction in the teacher-education classroom. The authors describe a graduate course for practicing teachers, 'The Portrayal of Teachers in Film', in which such movies stimulate the examination of trends in the portrayal of teachers and serve as springboards for the exploration of educational topics and issues. Most important, the 'reel teachers' featured in these films provide references for reflection among 'real teachers'. Included are summaries of selected teacher movies and suggestions of related topics, questions for discussion, and activities.

<http://www.ate1.org>

**06-771 SHIN, SARAH** (U Maryland Baltimore County, USA), **Learning to teach writing through tutoring and journal writing.** *Teachers and Teaching: Theory and Practice* (Routledge/Taylor & Francis) 12.3 (2006), 325–345.  
doi:10.1080/13450600500467621

Structured reflection on practical teaching experiences may help pre-service teachers to integrate their learning and analyze their actions to become more effective learners and teachers. This study reports on 12 pre-service English as a second language (ESL) teachers' individual tutoring of learners of English language writing. The data of the study are the writing journal entries that the pre-service ESL teachers maintained during their tutoring experience. These journals had common elements: all were used by the pre-service teachers to consider what funds of knowledge they bring to their teaching of ESL learners, to evaluate their roles as writers, learners and teachers and to reflect on the educational, social and cultural implications of teaching writing in English to speakers of other languages. This article describes ways in which both native and non-native English speaking pre-service teachers adapted their instruction to meet the particular

needs of individual ESL writers and what they learned in the process. It provides insight regarding the value of using tutoring and reflection generally in teacher education and specifically in the preparation of teachers of ESL.

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

**06-772 SMITH, ERICA** (Charles Sturt U, Australia), **A rich tapestry: Changing views of teaching and teaching qualifications in the vocational education and training sector.** *Asia-Pacific Journal of Teacher Education* (Routledge/Taylor & Francis) 33.3 (2005), 339–351.  
doi:10.1080/13598660500286374

This paper describes and critiques changes in the nature, status and qualification requirements of the teaching workforce over the past fifteen years in the vocational education and training sector (VET) in Australia. Changes in the settings in which VET is delivered, expansion of the VET market, and new initiatives in qualifications for VET teachers have created a detailed tapestry. In this tapestry are woven together threads representing pedagogy, assessment, industry requirements and practitioner sophistication. The threads interact in complex and rich ways. The article draws on a number of data sources which illustrate the potential dangers of any assumption that improving the qualification levels of VET teachers might be unproblematic or even always desirable.

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

**06-773 SMITH, KARI & LILACH LEV-ARI** (Oranim Academic College of Education, Israel), **The place of the practicum in pre-service teacher education: The voice of the students.** *Asia-Pacific Journal of Teacher Education* (Routledge/Taylor & Francis) 33.3 (2005), 289–302.  
doi:10.1080/13598660500286333

The focus of this paper is the importance student teachers attribute to the practical experience of their teacher education program, the practicum. Four hundred and eighty student teachers from the largest teacher education institution in Israel responded to a questionnaire with 68 closed items asking for their evaluation of various components of the teacher education program in relation to preparing them for teaching, and about sources for support during the practicum. The main findings show that the practicum is evaluated highly by a large majority of students; however, students find importance in the more theoretical aspects of their education as well. Institutional-based supervisors of the practicum were perceived by student teachers to provide the strongest support, alongside peers and school-based mentors. School principals were perceived not to be supportive of student teachers during the practicum. The findings align with previous research in terms of importance of the practical aspects in preparation for teaching, however not as a replacement for

theoretical courses. Moreover, findings suggest that school principals do not include school-based teacher education as part of their professional responsibility.

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

**06-774 STERN, LESA A.** (Southern Illinois U, USA; [Lstern@siue.edu](mailto:Lstern@siue.edu)) & **AMANDA SOLOMON, Effective faculty feedback: The road less travelled.** *Assessing Writing* (Elsevier) 11.1 (2006), 22–41. doi:10.1016/j.asw.2005.12.001

Grading papers may be one of the most stressful, most time consuming, and least rewarding activities in which professors engage. Although effective grading techniques for papers have been widely researched, especially within the 'Writing' or 'English' scholarly arenas, has this information been put into practice? The goals of this paper are two-fold: (1) to replicate and extend Connor & Lunsford's [R. J. Connors & A. A. Lunsford, Teachers' rhetorical comments on student papers. *College Composition and Communication* 44 (1993), 200–223] analysis of faculty comments, and (2) to review some of the tips for effective grading practices and see if the comments reflected these effective practice advice. A content analysis was conducted on faculty comments from 598 graded papers written for hundreds of courses from thirty different departments in the university. Results indicate that most comments were technical corrections that addressed spelling, grammar, word choice, and missing words. Macro- and mid-level comments that addressed paper organization and quality of the ideas contained in it were surprisingly absent. The lack of these larger idea- and argument-centered comments may prevent students from improving the quality of the larger issues in writing and refocus them on the smaller, albeit important, technical issues of writing.

<http://www.elsevier.com>

**06-775 TATE, PATRICIA, CURTIS PYKE, KAREN KORTECAMP** (The George Washington U, USA) & **CAROLMUSKIN, Developing an ethical orientation toward supervisory practice through collaborative case writing.** *Action in Teacher Education* (Association of Teacher Educators) 27.3 (2005), 13–25.

This work is a collaborative study of a case-based practical inquiry. Teacher education faculty, led by a group facilitator, engaged in writing cases about supervisory dilemmas they experienced for the purposes of reflection, clinical analysis and ethical thinking. Researchers reflected on their experiences in developing the cases and examined through analysis of the practical inquiry data what was valued to be just and right in the important work of the university supervisor. The reflections on experiences and analyses of the issues involved stimulated ethical thinking and gave researchers

a deeper understanding of the ethical constructs related to their supervisory practices.

<http://www.ate1.org>

**06-776 TIN, TAN BEE** (U Auckland, New Zealand; [tb.tin@auckland.ac.nz](mailto:tb.tin@auckland.ac.nz)), **Investigating the nature of 'interest' reported by a group of postgraduate students in an MA in English language teacher education programme.** *System* (Elsevier) 34.2 (2006), 222–238. doi:10.1016/j.system.2005.09.004

'Interest' is a widely used term not only in language education but also in our everyday life. However, very little attempt has been made to investigate the nature of 'interest' in language teaching and learning. This paper, using a definition of interest proposed in the field of educational psychology, reports on the findings of a study conducted with a group of postgraduate students studying in an English language teacher education programme at a New Zealand university. The study uses a checklist as a tool for real-time measurement of student interest during four lectures observed. The findings suggest that there are various situational and individual sources of interest that can be exploited. The topic and content of lectures seem to play a significant role in triggering student interest. Interest in the topic can be triggered not only by what the lecturer does (situational factors) but also by what the student him/herself does (individual factors). Students themselves can be trained to seek a connection between the lecture topics, their teaching/learning experience and other subjects. Students can also come to the lecture prepared with their own personal goals and questions they would like to have addressed.

<http://www.elsevier.com>

**06-777 VICK, MALCOLM** (James Cook U, Australia), **'It's a difficult matter': Historical perspectives on the enduring problem of the practicum in teacher preparation.** *Asia-Pacific Journal of Teacher Education* (Routledge/Taylor & Francis) 34.2 (2006), 181–198. doi:10.1080/13598660600720579

Current reviews of teacher education pay considerable attention to problems associated with the practicum, and often claim to propose major changes in order to improve the quality of new graduates. Many of the problems they address concerning the practicum and its relation to the 'theoretical' component of programs are longstanding, and have been the focus of sustained critique and consequent ongoing modification. Between 1900 and 1950 teacher educators and administrators in England and Australia sought to develop programs that balanced and integrated theory and practice, supported by a range of teaching and administrative procedures. They identified a range of problems in staffing, curriculum and pedagogy, school placements and supervision, and explored a wide range

of possible solutions to those problems from minor adjustments to substantial reconceptualisations of whole programs. However, many such solutions generated further problems of their own. The analysis of the history of the practicum in teacher preparation indicates how firmly contemporary proposals are embedded within the framework of assumptions and approaches that have shaped teacher education for over a century.

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

**06-778 WALSH, STEVE** (Queens U Belfast, UK), **Talking the talk of the TESOL classroom.** *ELT Journal* (Oxford University Press) 60.2 (2006), 133-141.  
doi:10.1093/elt/cci100

This paper considers ways in which a detailed understanding of classroom discourse can be achieved through the use of reflective practices and professional dialogue. For the teacher, understanding classroom communication, being able to 'shape' learner contributions and making strategic decisions in the moment-by-moment unfolding of a lesson are regarded as being crucial to developing SLA in the formal, L2 classroom context. The study reported here makes extensive use of a research instrument and a metalanguage designed to enable teachers make 'good' interactive decisions online by using samples of their own data. The collaborative process of interpreting data and 'meaning-making' in a reflective feedback interview provides teachers with a means to uncover the interactive details of their classes and make conscious changes to classroom actions.

<http://eltj.oxfordjournals.org>

**06-779 WASBURN-MOSES, LEAH** (Miami U, Ohio, USA), **Preparing special educators for secondary positions.** *Action in Teacher Education* (Association of Teacher Educators) 27.3 (2005), 26-39.

The field of special education has been consistently plagued with serious personnel shortages, high rates of teacher attrition, criticisms of inadequate teacher preparation, and questionable student outcomes. The recent focus on increased standards and improved student outcomes adds complexity to this situation. Of paramount concern is the need to address shortfalls in teacher preparation and the growing gap between that preparation and the changing world of practice. This study surveyed 191 high school learning disabilities teachers regarding these issues. Their responses lead to recommendations for the reform of special education teacher preparation. Results indicated that many teachers did not perceive they were well prepared either for their positions, and urged more training in areas such as curriculum and pedagogy, paperwork and legal issues, and student issues.

<http://www.ate1.org>

**06-780 WUBBELS, THEO** (Utrecht U, the Netherlands), **PERRY DEN BROK, LETJE VELDMAN & JAN VAN TARTVIJK, Teacher interpersonal competence for Dutch secondary multicultural classrooms.** *Teachers and Teaching: Theory and Practice* (Routledge/Taylor & Francis) 12.4 (2006), 407-433.

doi:10.1080/13450600600644269

In the Netherlands, as in many European countries, classrooms display a growing cultural diversity. There are only very limited empirically supported data on the interpersonal competence teachers need in Dutch classrooms and studies from other countries cannot be generalized because of differences in the composition of the student population. This paper reports on an exploratory study in two schools on teachers' experiences in multicultural classes followed by an in-depth case study of one expert teacher. We use this study to answer the question to what degree this teacher displays interpersonal competence (teaching behaviours, knowledge and attitudes) specific for teaching in multicultural classrooms by comparing this teacher's competence with generic interpersonal teaching competence. The teacher studied seems to be aware of special needs of students from different cultures and to use this knowledge to apply specific teaching strategies and interpersonal cues to create a positive classroom atmosphere and to cater for needs of diverse students. Further, the results indicate that many elements of this teacher's interpersonal competence in teaching a multicultural class can be considered aspects of generic teaching competence. It seems that the multicultural classroom puts heavier demands on this competence than a less diverse classroom.

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**06-781 YEE FAN TANG, SYLVIA, MAY MAY HUNG CHENG & WINNIE WING MUI SO** (Hong Kong Institute of Education, China), **Supporting student teachers' professional learning with standards-referenced assessment.** *Asia-Pacific Journal of Teacher Education* (Routledge/Taylor & Francis) 34.2 (2006), 223-244.

doi:10.1080/13598660600720629

Professional standards in teaching are developed in many education systems, with professional learning and quality assurance being the central purposes of these standards. This paper presents an initiative in developing a professional development progress map (hereafter, progress map) within a learning-oriented field experience assessment (LOFEA) framework. The article examines the use of a progress map to support professional learning in teaching supervision in the field experience of a teacher education programme. Views of users, including 16 tertiary supervisors and 21 teacher participants of the in-service programmes, were collected. Issues relating to supporting student teachers' professional learning with standards-referenced assessment, are discussed around four themes,

namely intention, instrumentation, interpretation and implementation.

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

## Bilingual education & bilingualism

doi:10.1017/S0261444806263857

**06-782 BAUMGARDNER, ROBERT J.** (Texas A&M U, USA; Robert\_Baumgardner@tamu-commerce.edu), **The appeal of English in Mexican commerce.** *World Englishes* (Blackwell) 25.2 (2006), 251–266. doi:10.1111/j.0083-2919.2006.00463.x

This paper deals with the profound influence of the English language in business and commerce in Mexico. The use of English and Spanish–English creativity is shown to manifest itself in advertising in both Mexican newspapers and magazines, in shop names as well as in product names. Interviews with two top Mexican businessmen reveal the attitude of the Mexican business community toward the language: English sells. The appeal of English, the paper shows, is due to both its role as an international language as well as its reflection of modernity and technological superiority. The paper also discusses the influence Spanish now has on English in the United States as a result of the recent influx of Spanish speakers. While both major languages will continue to be used in the future and Spanish English bilingualism will increase, English will maintain its present role as the world's lingua franca.

<http://www.blackwellpublishing.com/journal.asp>

**06-783 BUNTA, FERENC** (Temple U, USA), **INGRID DAVIDOVICH & DAVID INGRAM, The relationship between the phonological complexity of a bilingual child's words and those of the target languages.** *International Journal of Bilingualism* (Kingston Press), 10.1 (2006), 71–88.

The study of an English–Hungarian two-year-old child explored two research issues: (1) the relationship between the complexity of the child's productions and their respective target words in each language, and (2) the similarities of the child's word shapes and consonant inventories in the two languages to address the issue of one versus two phonological systems. The results of the analysis of the complexity of child word forms (as measured by Phonological Mean Length of Utterance; Ingram 2002) and their targets revealed that the child's English and Hungarian words and their target words were significantly longer for Hungarian than for English. The proximity to the target words in each language, however, was approximately the same (i.e. 68% and 67%, respectively). These results suggest that keeping close to the adult target forms may be as important in phonological acquisition as improving overall complexity in all words. The results of the

phonological analyses revealed surface differences, suggestive of separate phonological systems. However, the actual syllable shapes and phonological features found were the same for both languages. These results are interpreted as supporting a model in which the child was building the phonological systems from the same phonological units, but was using them in differentiated ways that produced different-looking surface forms.

<http://www.kingstonpress.com>

**06-784 CHRISTIANSEN, PIA VANTING** (Roskilde U, Denmark), **Language policy in the European Union: European/English/Elite/Equal/Esperanto Union?** *Language Problems & Language Planning* (John Benjamins) 30.1 (2006), 21–44.

This article analyses some of the potential language policy scenarios in a democratic, integrated European Union. It examines how a functional multilingual, democratic, ecological language policy in the European Parliament may ensure equal participation in, and benefit from, democratic processes for both majority and minority language communities. How multilingualism is managed and language policy is formed will be crucial in creating the identity of a future European Union, which the author discusses through a reinterpretation of what the EU might stand for; summarised in the notions of an English Union, an Elite Union, an Equal Union or an Esperanto Union. Language policy issues are especially important with regard to education, as multilingual education could be viewed as a democratic tool safeguarding active citizen participation in an intergovernmental forum such as the EU. Based on a three-language model it is possible to sustain a secure ethnic identity or identities via teaching through the mother tongue(s), as well as by acquiring at least one lingua franca and additional languages through carefully planned and well-organised multilingual education. The article concludes, in the long term, that the optimal language policy alternative would be one employing a planned language (such as Esperanto) as lingua franca, as a relay language and as an internal working language for the EU institutions.

<http://www.benjamins.com>

**06-785 COOK, VIVIAN, BENEDETTA BASSETTI, CHISE KASAI, MIHO SASAKI & JUN ARATA TAKAHASHI, Do bilinguals have different concepts? The case of shape and material in Japanese L2 users of English.** *International Journal of Bilingualism* (Kingston Press) 10.2 (2006), 137–152.

An experiment investigated whether Japanese speakers' categorization of objects and substances by shape or material is influenced by acquiring English. Based on Imai and Gentner (1997), subjects were presented with an item and asked to choose between two other items that matched it for shape or for material. The hypotheses were that for simple objects the number of shape-based categorizations would increase according to



experience of English and that the subjects' preference for shape- and material-based categorizations would differ from monolingual speakers of both languages. Subjects were two groups of 18 adult Japanese users of English: the short-stay group had lived in English-speaking countries for less than three years, long-stay group for three years or more. Both groups achieved above criterion on an English vocabulary test. Results were: both groups preferred material responses for simple objects and substances but not for complex objects, in line with Japanese monolinguals, but the long-stay group showed more shape preference than the short-stay group and also were less different from American monolinguals. These effects of acquiring a second language on categorization have implications for conceptual representation and methodology.

<http://www.kingstonpress.com>

**06-786 COSTA, ALBERT** (U Barcelona, Spain; [acosta@ub.edu](mailto:acosta@ub.edu)), **WIDO LA HEIJ & EDUARDO NAVARRETTE, The dynamics of bilingual lexical access.** *Bilingualism: Language and Cognition* (Cambridge University Press) 9.2 (2006), 137-151. doi:10.1017/S1366728906002495

This article discusses different views about how information flows through the lexical system in bilingual speech production. The first part focuses on some of the experimental evidence often quoted in favor of the parallel activation of the bilinguals' two languages from the semantic system in the course of language production. It is argued that such evidence does not require us to embrace the existence of parallel activation of the two languages of a bilingual. The second part of the article discusses the possibility that the language-not-in-use (or the non-response language) is activated via feedback from the sublexical representations and the authors devise some experimental procedures to assess the validity of such an assumption.

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**06-787 DAGENAIS, DIANE, ELAINE DAY & KELLEEN TOOHEY** (Simon Fraser U, Canada), **A multilingual child's literacy practices and contrasting identities in the figured worlds of French immersion classrooms.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 9.2 (2006), 205-218.

In this paper, we explore the intersection of practice, identity, resources and literacy central to the New Literacy Studies and recent second language research informed by sociocultural theories of learning and language. Drawing on the construct figured worlds of literacy that describe how representations of literacy practices invoked in relation to certain people frame their social position and the construction of their identities, we discuss literacy practices and teacher discourse documented in our classroom research. We present data excerpts that illustrate how a multilingual

child is variously constructed as 'literate child' in the figured worlds of elementary school French Immersion classrooms. In particular, we consider how her literacy practices are shaped and her identities mediated in different ways socially, materially and linguistically. We argue that the mediation of her identities in classroom literacy activities is tied to teacher expectations of her future educational progress. Finally, we suggest that partnerships between researchers, educational practitioners and policy makers aimed at documenting classroom literacy practices may highlight how interpretations of multilingual children's identities can serve to fix or change their social relations and educational paths.

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

**06-788 DAILEY-O'CAIN, JENNIFER & GRIT LIEBSCHER, Language learners' use of discourse markers as evidence for a mixed code.**

*International Journal of Bilingualism* (Kingston Press), 10.1 (2006), 89-109.

This paper focuses on learners' use of discourse markers in one advanced German language classroom, treated as a bilingual community of practice. As in other bilingual communities, the learners in the data exhibit phenomena that are characteristic for various stages along the continuum from codeswitching to mixed code (Auer 1998). Analysis of the data for functional distribution of pairs of German and English discourse markers as used by the students finds that the discourse markers 'so' and 'also' have specialized functionally on the level of the entire classroom community of practice, causing a structural division of labor between the two markers, and thus exhibiting evidence of a later stage of a mixed code. These practices are meaningful to the community rather than originating from contact phenomena such as language transfer. Attention is drawn to the importance of working across the fields of second language acquisition and bilingualism, since language learners in a classroom may develop similar practices to those found in natural bilingual settings.

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**06-789 DE GROOT, ANNETTE M. B.** (U Amsterdam, The Netherlands; [a.m.b.degroot@uva.nl](mailto:a.m.b.degroot@uva.nl)) & **INGRID K. CHRISTOFFELS, Language control in bilinguals: Monolingual tasks and simultaneous interpreting.** *Bilingualism: Language and Cognition* (Cambridge University Press) 9.2 (2006), 189-201.

doi:10.1017/S1366728906002537

The typical speech of (fluent) bilinguals in monolingual settings contains few switches into the non-target language. Apparently, bilinguals can control what language they output. This article discusses views on how bilinguals exert control over their two languages in monolingual tasks, where participants only have to implicate one of their languages in performing the task, and in translation and, especially, simultaneous interpreting,

tasks that can only be performed if both languages are addressed. A distinction is made between 'global' control, where control involves the activation and/or inhibition of complete language systems, and 'local' control, where control impacts on a restricted set of memory representations. A number of studies suggest that bilingual control is a special case of the control of action in general. This insight suggests an opportunity to incorporate relevant work in the field of translation studies in the study of bilingual control, embedding it in the same theoretical framework.

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**06-790 FINKBEINER, MATTHEW** (Harvard U, USA; msf@wjh.harvard.edu), **TAMAR H. GOLLAN & ALFONSO CARAMAZZA, Lexical access in bilingual speakers: What's the (hard) problem?**

*Bilingualism: Language and Cognition* (Cambridge University Press) 9.2 (2006), 153–166.  
doi:10.1017/S1366728906002501

Models of bilingual speech production generally assume that translation equivalent lexical nodes share a common semantic representation. Though this type of architecture is highly desirable on both theoretical and empirical grounds, it could create difficulty at the point of lexical selection. If two translation equivalent lexical nodes are activated to roughly equal levels every time that their shared semantic representation becomes activated, the lexical selection mechanism should find it difficult to 'decide' between the two (the 'hard problem') – yet in some cases bilinguals benefit from the presence of a translation equivalent 'competitor'. This article reviews three models that have been proposed as solutions to the hard problem. While each of these models has difficulty accounting for the full range of findings in the literature, it is suggested that these shortcomings stem from their acceptance of the assumption that lexical selection is competitive. It is argued that without this assumption each proposal is able to provide a full account of the empirical findings, and suggested that the simplest of these proposals should be rejected before more complicated models are considered.

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**06-791 FRANCIS, NORBERT** (Northern Arizona U, USA), **Democratic language policy for multilingual educational systems: An interdisciplinary approach.** *Language Problems & Language Planning* (John Benjamins) 29.3 (2005), 211–230.

This article outlines a proposal for evaluating educational policy and planning for multilingual school systems. Often, debates on language policy in education suffer from a restricted perspective that elevates socio-political considerations above all others. Assigning secondary importance to language learning constraints and developmental principles of second

language learning renders the discussion incomplete and incoherent. Bilingual instructional models need to be based on current research findings that prioritize both an early introduction of content-based second language instruction (immersion), and the development of higher-order language abilities through a language that children understand.

<http://www.benjamins.com>

**06-792 GLASER, EVELYNE** (Johannes Kepler U, Austria), **Plurilingualism in Europe: More than a means for communication.** *Language and International Communication* (Multilingual Matters) 5.3&4 (2005), 195–208.

While plurilingualism is not necessarily a novel concept, the author argues that the ability to speak several languages will help Europeans to develop a European identity and to deconstruct existing cultural and even genetic barriers. To this aim it would make sense to be introduced at a very early age to elements of language and culture from neighbouring countries or immigrant populations. Plurilingualism is the only means to maintain linguistic diversity, which, in turn, empowers people and enhances their creativity and problem-solving skills.

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

**06-793 HÉLOT, CHRISTINE** (U Marc Bloch, France) & **ANDREA YOUNG, Notion of diversity in language education: Policy and practice at primary level in France.** *Language, Culture and Curriculum* (Multilingual Matters) 18.3 (2005), 242–257.

This paper will present an analysis of the notion of cultural and linguistic diversity in the new curriculum for primary schools in France (MEN 2003). First, it will explain how this notion is linked both to a wider choice of languages and to the teaching of one foreign or regional language only. We shall argue that, despite the wide theoretical choice of languages and the purported ministerial objective of 'familiarisation' with linguistic and cultural diversity, the notion of diversity is envisaged mainly as a policy to counterbalance the hegemony of English. The second part of the paper will report on a language and cultural awareness project in a primary school in Alsace, where a variety of languages and cultures of different status have been presented to pupils. In contrast to the objectives of foreign language teaching (FLT), the project focused on raising the profile of minority languages, acknowledging the educational potential of home bilingualism, educating children about language, languages, and the relativity of cultural practices, with the ultimate aim of fostering tolerance. Our analysis shows that, despite the reluctance of most French schools to move away from a monolingual habitus, some teachers are able to go beyond the top-down policies inscribed in the new curriculum. The teachers in the Didenheim project were not afraid to tackle the growing multilingualism within their

classrooms and have been able to break down ideological barriers by using the linguistic and cultural diversity of their pupils as a resource for learning

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**06-794 HERNANDEZ, ARTURO E.** (U Houston, USA; [aehernandez@uh.edu](mailto:aehernandez@uh.edu)) & **GAYANE MESCHYAN, Executive function is necessary to enhance lexical processing in a less proficient L2: Evidence from fMRI during picture naming.**

*Bilingualism: Language and Cognition* (Cambridge University Press) 9.2 (2006), 177–188.  
doi:10.1017/S1366728906002525

Recent work in the bilingual literature suggests that naming pictures in a second language (L2) differs from naming pictures in the first language (L1) because of effortful lexical retrieval. This finding has received some support in the neuroimaging literature (De Blesser et al. 2003). In the current study, twelve Spanish-English bilinguals, who had learned English later in early adulthood, were asked to name pictures covertly in either Spanish or English while being scanned with functional Magnetic Resonance Imaging (fMRI). Picture naming in the second language (L2) relative to the native language (L1) revealed increased activity in the right insula, anterior cingulate gyrus and dorsolateral prefrontal cortex (DLPFC) and the left fusiform gyrus. These results are consistent with the view that picture naming in a less proficient L2 requires increased effort to establish links between motor codes and visual forms.

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**06-795 HERRERO, ELBA ALICIA** (New Jersey City U, USA), **Using Dominican oral literature and discourse to support literacy learning among low-achieving students from the Dominican Republic.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 9.2 (2006), 219–238.

This study focuses on ways of organising literacy instruction to raise the skill levels of low-achieving, language minority students. The study involves two teachers and twenty-two students of their students from the Dominican Republic, most of whom had scored well below the 41st percentile in Spanish and English reading and writing tests (the Language Assessment Battery). The literacy activities were organised around culturally relevant literature and patterns of discourse. The students were charged with the tasks of researching, collecting and committing community-generated narratives to memory. In the classroom, they presented, critiqued, edited and revised the narratives. Findings show that community-generated oral narratives were useful in helping to engage the students in critical literary discussion. The students addressed a variety of concerns with content, form and language in relation to personal and cultural ways of knowing about literature. Findings also show that the students' writing and

discourse, in both their mother tongue and English, was richer and more elaborate when they were allowed to draw upon those patterns of language used in their everyday interactions. The study extends theories pertaining to the role that student knowledge plays in literacy instruction and helps teachers to better understand how students' cultural literature, patterns of discourse and ways of knowing influence their participation, performance and learning.

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

**06-796 KROLL, JUDITH F.** (Pennsylvania State U, USA; [jfk7@psu.edu](mailto:jfk7@psu.edu)), **SUSAN C. BOBB & ZOFIA WODNIECKA, Language selectivity is the exception, not the rule: Arguments against a fixed locus of language selection in bilingual speech.** *Bilingualism: Language and Cognition* (Cambridge University Press) 9.2 (2006), 119–135.  
doi:10.1017/S1366728906002483

Bilingual speech requires that the language of utterances be selected prior to articulation. Past research has debated whether the language of speaking can be determined in advance of speech planning and, if not, the level at which it is eventually selected. We argue that the reason that it has been difficult to come to an agreement about language selection is that there is not a single locus of selection. Rather, language selection depends on a set of factors that vary according to the experience of the bilinguals, the demands of the production task, and the degree of activity of the non-target language. We demonstrate that it is possible to identify some conditions that restrict speech planning to one language alone and others that open the process to cross-language influences. We conclude that the presence of language non-selectivity at all levels of planning spoken utterances renders the system itself fundamentally nonselective.

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**06-797 LEUNG, CONSTANT** (King's College London, UK; [constant.leung@kcl.ac.uk](mailto:constant.leung@kcl.ac.uk)), **Language and content in bilingual education.** *Linguistics and Education* (Elsevier) 16.2 (2005), 238–252.  
doi:10.1016/j.linged.2006.01.004

This article suggests that there is a tendency to argue for or against bilingual education in terms of productivity (student attainment expressed as test scores), and that productivity is discussed in terms of division of time, curriculum and speakers. Although this orientation has produced some valuable macrolevel accounts, it does not address the need for close-up interaction data showing how language(s) is/are used by teachers and students in classroom activities. It is argued that such data is vital for understanding language and curriculum content learning in specific local contexts, which in turn can be fed into wider discussions on pedagogy and policy in bilingual education.

<http://www.elsevier.com>

**06-798** **LOW, WINNIE W. M.** (Pentecostal Lam Hon Kwong School of Hong Kong, China) & **DAN LU, Persistent use of mixed code: An exploration of its functions in Hong Kong schools.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 9.2 (2006), 181–204.

Code-mixing of Cantonese Chinese and English is a common speech behaviour used by bilingual people in Hong Kong. Though code-mixing is repeatedly criticised as a cause of the decline of students' language competence, there is little hard evidence to indicate its detrimental effects. This study examines the use of mixed code in the context of the home setting, school setting and leisure activities. The data are compiled from a questionnaire completed by 160 Hong Kong teachers and students. Subjects recorded their awareness of their frequency and purposes of using a mixed code communication style. Results showed that code-mixing was frequently used by the subjects. Findings suggested that code-mixing performed certain communicative functions and was used for various practical purposes. Code-mixing appears to be a customary component of a bilingual society. No matter whether people dislike or prefer it, code-mixing continues to exist and satisfy bilingual speakers' communicative needs. Administrative sanctions may not be effective.

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

**06-799** **LUNG, RACHEL** (Lingnan U, Hong Kong, China; [wclung@ln.edu.hk](mailto:wclung@ln.edu.hk)), **Translation training needs for adult learners.** *Babel* (John Benjamins) 51.3 (2005), 224–237.

A survey on the translation training needs of adult learners in Hong Kong was conducted in February 2002. Quantitative and qualitative data were collected from 185 applicants of a Postgraduate Diploma in Translation programme through a standard form requesting demographic and education background information, along with a 400-word English essay spelling out the applicant's reasons for applying. The Statistical Package for Social Scientists (Windows 10.1 version) was used to perform gross statistics. Advanced statistical procedures were deliberately spared in order to have the rudimentary findings presented, without any technical distortion. These findings provided an objective picture about the nature of translation needs for adult learners in general. Such feedback from people of the real working arena would also shed light on the nature and direction of university translation programme provision.

<http://www.benjamins.com>

**06-800** **MALOOF, VALERIE MILLER** (Gwinnett County Public Schools, USA), **DONALD L. RUBIN & ANN NEVILLE MILLER, Cultural competence and identity in cross-cultural adaptation: The role of a Vietnamese heritage language school.**

*International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 9.2 (2006), 255–273.

The present study examines the role of a Vietnamese heritage language school in cross-cultural adaptation, as operationalised by the confluence of two independent variables, language competence and integrated cultural identity. To characterise the students' language competencies and degree of integrated cultural identities, interview questionnaires of virtually a complete census of students in the school were analysed via descriptive statistics. Correlation and regression analyses were conducted to determine relations between each independent variable and demographic factors (such as age at arrival in the USA and family milieu) and to determine relations between each independent variable and school factors (such as pattern of attendance and class participation). The findings suggest the heritage school experience was related to components of Vietnamese language competency but had little impact on integrated cultural identity. Age at arrival in the USA and family milieu played a more significant role in the cross-cultural adaptation process.

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

**06-801** **MATIKI, ALFRED J.** (U Botswana, Gaborone, Botswana), **Literacy, ethnolinguistic diversity and transitional bilingual education in Malawi.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 9.2 (2006), 239–254.

This paper examines recent attempts by the Malawi government to introduce local languages into the primary school system and other secondary domains of national life, breaking more than 30 years of Chichewa/English monopoly. In a country where the language policy has essentially established the hegemony of English over indigenous languages, the fundamental question that this policy must consider should revolve around the role that these languages can play in the development of Malawi(ans) from a traditionally oral to an increasingly literate culture, ever more connected to the international community through the English language. For many Malawians, economic success is predicated on one's ability to speak, read and write English. There are, therefore, enormous attitudinal, political, economic and social problems that the policy has to contend with.

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

**06-802** **MILLS, JEAN, Talking about silence: Gender and the construction of multilingual identities.** *International Journal of Bilingualism* (Kingston Press) 10.1 (2006), 1–16.

This paper draws upon post-structuralist discussions on the role of language in the construction of identity, particularly in relation to gender and bilingualism. As gender is socially constructed, negotiated and



performed through language, it differs between cultures and involves different relations of power. A bilingual person, specifically, a bilingual woman, can, therefore, construct and perform identity in different ways depending on context and may employ strategies in different ways between contexts, such as in the interplay between speech and silence. Silence as a phenomenon has been viewed in the context of the exercise of power between dominant and subordinate groups, especially in male-female relationships, and the ways in which the oral contributions of the 'muted group' are excluded, constrained or devalued. Furthermore, it has been noted that there are different social sanctions between cultures that may silence women in different ways. This discussion explores some of the roles that speech and silence have played in the life of one multilingual person of Asian heritage. In doing so, different scenarios of empowerment through the role of translator and apparent disempowerment documented within a group of female friends are addressed. The paper examines the ways in which individuals may both work within and against cultural expectations in relation to the discursive practice of silence.

<http://www.kingstonpress.com>

**06-803 MONTRUL, SILVINA, On the bilingual competence of Spanish heritage speakers: Syntax, lexical-semantics and processing.** *International Journal of Bilingualism* (Kingston Press) 10.1 (2006), 37-69.

This study investigates the bilingual competence of adult simultaneous Spanish-English bilinguals living in the U.S. whose perceived weaker language is Spanish, and who are typically considered cases of language loss or incomplete acquisition. Potential Spanish language loss was assessed with respect to the grammar of monolingual Spanish speakers and with respect to the bilinguals' own competence in English, their perceived stronger language. The bilinguals took proficiency tests in Spanish and English. Four experiments tested the bilinguals' lexico-semantic and syntactic competence in Spanish and English. Experiments 1 and 2 used a Grammaticality Judgment Task in English and in Spanish to test syntactic and semantic aspects of unaccusative and unergative verbs, while Experiments 3 and 4 used an on-line visual probe recognition task to test semantic and syntactic aspects of these verbs in English and Spanish during sentence processing. Results of the linguistic and psycholinguistic measures show that despite self-perceptions and performance in the proficiency tests, the Spanish-English bilinguals were quite balanced in the two languages, and displayed robust knowledge of the syntactic effects of unaccusativity in English and Spanish. Variation from monolingual speakers was noticeable with the semantic classification of some verbs along the unaccusativity continuum (Sorace 2000) as revealed in the Spanish tasks.

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**06-804 MOOKO, THEOPHILUS** (U Botswana, Gaborone, Botswana), **Counteracting the threat of language death: The case of minority languages in Botswana.** *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 27.2 (2006), 109-125.

When Botswana gained independence from the British in 1966, a political decision was taken to designate English as an official language and Setswana, one of the indigenous languages, as a national language. This move disregarded the multilingual nature of Botswana society. Furthermore, although not explicitly stated, the use of other languages was, in effect, prohibited, especially in the school setting and other official arenas. Whereas the government undertook deliberate measures to promote the use of Setswana, no efforts were made by the government to cater for other languages spoken in Botswana. As a result, some of the latter languages have died out whilst others have survived. This paper examines some of the steps that members of the groups that speak these marginalised languages have taken in their quest to develop and maintain their languages. The discussion in this paper considers the six strategies proposed by David Crystal (2000) as some of the ways that speakers of endangered languages could ensure their survival. Deprived of any government support, the speakers of these languages initiated some processes that have seen some significant developments. These include the development of orthographies, the translation of the Bible into these languages and the publication of other written resources in these languages.

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

**06-805 MÜLLER-SAINI, GOTELIND** (U Heidelberg, Germany) & **GREGOR BENTON, Esperanto and Chinese anarchism 1907-1920: The translation from diaspora to homeland.** *Language Problems & Language Planning* (John Benjamins) 30.1 (2006), 45-73.

The history of Esperanto in China was for long periods closely linked with anarchism. This article surveys the connection in the years up to 1920, and sets out to show which groups used which arguments to agitate for Esperanto, in order to throw light on the complexity of the relationship between language and politics in China, especially in the first half of the twentieth century.

<http://www.benjamins.com>

**06-806 MYERS-SCOTTON, CAROL** (U South Carolina, USA; [carolms@gwm.sc.edu](mailto:carolms@gwm.sc.edu)), **Natural codeswitching knocks on the laboratory door.** *Bilingualism: Language and Cognition* (Cambridge University Press) 9.2 (2006), 203-212. doi:10.1017/S1366728906002549

This contribution discusses findings and hypotheses from empirical data of naturally-occurring code-switching. The discussion is framed by some

comparisons of the approaches of contact linguists and psycholinguists to bilingual production data. However, it emphasizes the relevance of naturally-occurring code-switching to the theoretical questions asked by psycholinguists. To accomplish this, relevant grammatical structures in code-switching are exemplified and analyzed. Analysis largely follows the Matrix Language Frame (MLF) model, but differing approaches are mentioned.

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**06-807 NAPIER, JEMINA** (Macquarie U, Australia; jemina.napier@ling.mq.edu.au), **Training sign language interpreters in Australia: An innovative approach.** *Babel* (John Benjamins) 51.3 (2005), 207–223.

This paper describes an innovative approach to training sign language interpreters, through a program established at Macquarie University in Sydney, Australia. The course is innovative because sign language and spoken language interpreting students jointly study key subjects, which enables all students to gain insight into the theoretical applications and professional practices of their respective working experiences. This component is particularly innovative as sign language interpreting programs are typically provided as language specific courses with little (if any) exposure to interpreting students of other languages. This paper will provide an overview of the program for both spoken and signed language interpreters, detailing the structure, content and delivery modes, with the aim of encouraging other interpreter educators to consider combining the teaching of all language interpreters.

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**06-808 PARK, HYEON-SOOK, Structural characteristics of proper nouns in Korean–Swedish discourse.** *International Journal of Bilingualism* (Kingston Press) 10.1 (2006), 17–36.

This article examines the structural characteristics of proper nouns from other languages, which have been considered to be the most typical borrowings to such an extent that most codeswitching researchers have not made it a subject of discussion at all. The data consist of spontaneous adult, child and family conversations among Koreans residing in Sweden. Linguistic analysis shows that a number of proper nouns attested in the Korean–Swedish data do not behave as borrowings but as codeswitches. They do not show complete morpho-syntactic integration into the language of the sentence, yet even so they sometimes include function morphemes such as definite articles. Occasionally the word order of the proper noun (or noun phrase) corresponds to the original language. Taking all of this into account, we can reasonably conclude that even proper nouns, which are generally assumed to be the most typical borrowings by many codeswitching researchers, undergo the same (or at least related) morphosyntactic

processes and that they are not different from codeswitching.

<http://www.kingstonpress.com>

**06-809 QUEEN, ROBIN M., Phrase-final intonation in narratives told by Turkish–German bilinguals.** *International Journal of Bilingualism* (Kingston Press) 10.2 (2006), 153–178.

This study examines how three pre-adolescent, Turkish–German bilingual girls use intonational resources from both of their languages as one strategy for organizing monologic narratives. It shows that the bilingual narrators make strategic use of phrase-final tunes that have their origins in the speakers' (and their community's) bilingualism. In particular, these speakers utilize two phrase-final rises that differ in their frequency of occurrence, acoustic, phonological and functional characteristics. The contrasts in the rises taken in conjunction with the contrasts between rises, levels and falls provide the speakers with conventionalized strategies for cueing specific narrative contexts. These conventionalized strategies represent a fusion of Turkish and German intonational patterns into a single intonational grammar and form part of the bilingual linguistic and discursive repertoire. As such they also represent one locus of contact-related language change.

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**06-810 ROELOFS, ARDI** (Nijmegen Institute for Cognition and Information, Nijmegen, the Netherlands; ardi@mpi.nl) & **KIM VERHOEF, Modeling the control of phonological encoding in bilingual speakers.** *Bilingualism: Language and Cognition* (Cambridge University Press) 9.2 (2006), 167–176.

doi:10.1017/S1366728906002513

Phonological encoding is the process by which speakers retrieve phonemic segments for morphemes from memory and use the segments to assemble phonological representations of words to be spoken. When conversing in one language, bilingual speakers have to resist the temptation of encoding word forms using the phonological rules and representations of the other language. We argue that the activation of phonological representations is not restricted to the target language and that the phonological representations of languages are not separate. We advance a view of bilingual control in which condition-action rules determine what is done with the activated phonological information depending on the target language. This view is computationally implemented in the WEAVER++ model. We present WEAVER++ simulations of the cognate facilitation effect (Costa, Caramazza & Sebastián-Gallés 2000) and the between-language phonological facilitation effect of spoken distractor words in object naming (Hermans, Bongaerts, de Bot & Schreuder 1998).

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

**06-811 ROSENHOUSE, JUDITH, LUBNA HAIK & LIAT KISHON-RABIN, Speech perception in adverse listening conditions in Arabic-Hebrew bilinguals.** *International Journal of Bilingualism* (Kingston Press) 10.2 (2006), 119-135.

Relatively little is known about the combined effects of adverse listening conditions on bilinguals' speech perception. This study examines the effect of (1) speech rate and (2) noise, separately and combined, on bilinguals' speech perception in L1 and L2. Participants were university students, native speakers of Arabic (L1), with Hebrew L2. Speech perception tests consisted of 64 CHABA sentences adapted to Hebrew and to Arabic (32 sentences per language). In each language, speech perception was evaluated under four conditions: quiet + normal speech rate; noise + normal speech rate; quiet + fast speech rate; fast speech rate + noise. The results showed that under optimal conditions, our native speakers of Arabic in Israel had similar achievements in Arabic (L1) and Hebrew (L2). Under difficult conditions, however, their performance was poorer in L2 than in L1: background noise had a greater detrimental effect than speech rate, and the combined detrimental effect of speech rate and background noise was greater for L2 than for L1. These results highlight the importance of attention to acoustic conditions and speaker related characteristics when testing speech perception in general and especially in the case of bilinguals.

<http://www.kingstonpress.com>

**06-812 SALOMON, FRANK** (U Wisconsin-Madison, USA) & **EMILIO CHAMBI APAZA, Vernacular literacy on the Lake Titicaca High Plains, Peru.** *Reading Research Quarterly* (International Reading Association) 41.3 (2006), 304-326. doi:10.1598/RRQ.41.3.1

In Quechua- and Aymara-speaking villages on the high plains of Lake Titicaca, universal public schooling is a relatively recent innovation. It overlays an unofficial literacy that racially and linguistically stigmatized peasants acquired up to a century ago as cultural contraband and as a tool of conflict. Field research in the years 2000-02 in Azángaro province focuses on Quechua households' memories of acquiring literacy and their ways of reading, making, using, and curating the documents resulting from it. A team of locally rooted researchers interviewed rural herder-farmers about past and present literacy practices. The papers in their household archives, almost all in Spanish, stand poles apart from indigenous Quechua speech. Moreover, the Spanish household papers' use is diglossic as compared to rural Spanish. Yet despite this double dissociation from speech, writing has become deeply involved in traditional practices of social reciprocity, ritual, and song. Writing has somewhat the status of a 'parallel language', useful precisely because of its separateness from the hazards of unequal bilingualism. Schools take little notice of these informal traditions.

Attention to them might work in favor of improved classroom achievement.

<http://www.reading.org>

**06-813 SANDEL, TODD L.** (U Oklahoma, Norman, USA), **WEN-YU CHAO & CHUNG-HUI LIANG, Language shift and language accommodation across family generations in Taiwan.** *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 27.2 (2006), 126-147.

This study explored language shift and accommodation among bilingual Mandarin and Tai-gi (also called Hokkien, Holo, Tai-gu, Taiwan Min, Taiwanese) families in Taiwan. From the 1940s until the 1980s the Chinese Nationalist Party (KMT) on Taiwan promoted Mandarin Chinese. Recent years have witnessed a shift in policy: since 2001 elementary schools throughout Taiwan offered mother-tongue education as a way to preserve and maintain Taiwan's mother tongues. This paper is based upon interviews with 58 parents who lived in both urban and rural locations and whose children were enrolled in mother-tongue classes. Interview responses were analysed both quantitatively and qualitatively. Quantitative analysis found significant language shift occurring from Tai-gi to Mandarin among parents and children, and a faster shift in urban versus rural environments. Qualitative analysis examined the perceived processes and meanings of language shift. Many parents spoke of accommodation as affecting language shift: they spoke Tai-gi to elders, mixed Tai-gi and Mandarin to peers, and Mandarin to children. Most parents perceived Tai-gi as more intimate than Mandarin and the source of tradition, while Mandarin was the language of public discourse. The perceived link between language and identity varied across location as most rural parents linked Tai-gi with a Taiwanese identity while urban parents did not.

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

**06-814 SCOTT SHENK, PETRA, The interactional and syntactic importance of prosody in Spanish-English bilingual discourse.** *International Journal of Bilingualism* (Kingston Press) 10.2 (2006), 179-205.

This paper highlights prosody as a fundamental feature of bilingual conversation. The author's data show that syntactic structure does not, as one prevalent line of inquiry regarding codeswitching claims, impose constraints on codeswitching, but rather certain discourse structures make codeswitching at any given point more or less cognitively and interactionally profitable according to conversationalists' ability to produce and comprehend information. The corpus consists of one hour of conversational data from four competent bilinguals of Mexican heritage living in Southern California yielding a total of 782 analyzable units. Using the transcription methods developed by Du Bois, Schuetze-Coburn, Paolino, and Cumming, (1993)



wherein each line of transcription consists of one Intonation Unit (Chafe 1979, 1987, 1993, 1994), the prevalent pattern which emerged was one in which speakers overwhelmingly switched at Intonation Unit boundaries. Using what is termed the Switch-Boundary Intonation Unit (SBIU) as the unit of analysis and adapting the notion of completion points (Sacks, Schegloff & Jefferson 1974; Ford & Thompson 1996), the author examines intonation contour type, syntactic completion and constituency, and pragmatic completion in order to best characterize the codeswitching frame.

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**06-815 SMITH, DANIEL J., Thresholds leading to shift: Spanish/English codeswitching and convergence in Georgia, U.S.A.,** *International Journal of Bilingualism* (Kingston Press) 10.2 (2006), 207–240.

In the speech of members of a Georgia (U.S.A.) community of immigrants from Latin America, as their bilingual sentences of Spanish/English reach a certain threshold of English content, Spanish morphosyntactic patterns begin to converge toward those of English. Data from naturally-occurring conversations by 56 children and adults of both sexes are analyzed within Myers-Scotton's (1993 [1997], 2002) Matrix Language Frame model. Eight language types were identified, including monolingual Spanish and English turns, codeswitched turns, and turns showing convergence (morpheme strings from one language with some grammatical structure from the other). An instance of each language type per turn was counted as a token of that language type. Each sentence of a multisentence turn was counted as a separate token. Tokens of each type were counted per informant. A rank ordering of the data by percentage of monolingual Spanish allows observation of how certain thresholds signal changes in the types of language mixing. Analysis reveals that percentages of monolingual and codeswitched utterances pattern in relation to percentages of utterances showing convergence, indicating that informants' Spanish does not begin to converge toward English until fewer than 70% of their utterances are monolingual Spanish. The data thus show that both codeswitching and convergence are mechanisms of language shift and change from dominance in one language to another. Social factors are also shown to be associated with the linguistic patterns.

<http://www.kingstonpress.com>

## Sociolinguistics

doi:10.1017/S0261444806273853

**06-816 AFFUL, JOSEPH BENJAMIN ARCHIBALD** (National U Singapore, Singapore), **Address terms among university students in Ghana: A case**

**study.** *Language and International Communication* (Multilingual Matters) 6.1 (2006), 76–91.

An important feature of the interface between language and society is the use of address terms. Following Brown and Gilman (1960), research studies of address terms have been extended to several cultural settings. This study contributes to this fertile area of sociolinguistic studies by describing the address terms used among undergraduates in an English-medium university in Ghana. Two sets of data collected from participant and non-participant observation and interviews constitute the primary source of data, supplemented by intuition. Analysis and discussion of this study point to three key findings. First, Ghanaian students use four major groups of address terms. The second finding relates to the use of the reported modes of address, namely, personal names, titles, descriptive terms and catch phrases to reflect and construct the individual and social identity of students. The final point is the use of modes of address to reflect a warm and vivacious culture. These findings have implication for theory and intercultural communication.

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

**06-817 BHATIA, TEJ K.** (Syracuse U, USA; [tkbhatia@syr.edu](mailto:tkbhatia@syr.edu)), **Super-heroes to super languages: American popular culture through South Asian language comics.** *World Englishes* (Blackwell) 25.2 (2006), 279–298.  
doi:10.1111/j.0083-2919.2006.00465.x

Although under immense pressure from television, movies, and video games, comics are a very effective and non-intrusive means of introducing American popular culture in South Asia in the age of globalization. The introduction of American comic books in South Asian languages, although a recent phenomenon, has already stimulated the South Asian/Indian appetite for American super-heroes and comics and has added various new cognitive and (psycho) linguistic dimensions to traditional Indian comics. The paper attempts to account for the creative linguistic strategies employed in the representation of super-heroes through super languages (Sanskrit and English) in South Asian language comics and to explain the highly diverse appeal and positive perception of comics in South Asia.

<http://www.blackwellpublishing.com/journal.asp>

**06-818 CLARK, ROSE** (U Portsmouth, UK) & **S. N. GIEVE,** **On the discursive construction of 'the Chinese learner'.** *Language, Culture and Curriculum* (Multilingual Matters) 19.1 (2006), 54–73.

Characterisations of 'the Chinese learner' in education and applied linguistics have frequently taken a 'large culture' approach, which involves describing the values, attitudes and learning practices of individuals in terms of fixed, homogeneous, reified national cultures. A shared Confucian cultural heritage is offered by way



of explanation for supposedly consistent Chinese behaviours in Western classrooms. This paper examines some features of the deficit model of Chinese learner discourse attributed to Confucian cultural heritage (passive, lacking critical thinking, reliant on simplistic rote memorisation strategies resulting in surface learning, unwilling to participate in classroom talk), and refers to research findings which propose alternative characterisations and alternative explanations rooted in social and contextual factors. An alternative approach based on post-structuralist, critical pedagogy and cultural studies perspectives is considered which focuses on 'small culture' explanations for the behaviours of Chinese learners abroad. Situated identity is a key concept in this approach; the influence of national culture on individual values and behaviour through socialisation in shared educational practices is moderated or disrupted as the individual learner is transplanted into a different context. Agency is recognised as learners attempt to negotiate new identities for themselves in a more or less alien environment.

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

**06-819 COLUZZI, PAOLO** (U Bristol, UK), **Language planning for the smallest language minority in Italy: The Cimbrians of Veneto and Trentino-Alto Adige.** *Language Problems & Language Planning* (John Benjamins) 29.3 (2005), 247–269.

After an introduction to the Cimbrian language (a Bavarian variety that has maintained many characteristics of early Middle High German) and a brief overview of the sociolinguistic situation (attitudes in particular) in the area regarded as 'ethnically' Cimbrian, this article looks at the language planning that has been carried out in the Cimbrian area (particularly in the areas of graphization, mass-media and education) and at the institutions devoted to it. It is evident that not enough planning has been done. There are various reasons for this, such as the low ethnic and linguistic consciousness of the speakers (particularly in the Veneto region) and the lack of both adequate funding and of a policy that takes economic development seriously into account. Considering the size of the speaking community, its socio-economic situation, the invasive presence of Italian and the lack of resources, the chances for the survival of Cimbrian are not high, particularly in the Veneto region. However, language planning is worth attempting anyway, not only to preserve Italy's (and the world's) rich diversity, but particularly for the cultural, social and economic benefits that reversing language shift always entails.

<http://www.benjamins.com>

**06-820 DRIESSEN, GEERT** (Radboud U, the Netherlands), **In Dutch? Usage of Dutch regional languages and dialects.** *Language, Culture and Curriculum* (Multilingual Matters) 18.3 (2005), 271–285.

This paper examines the use of regional languages and dialects of Dutch in the Netherlands, and the relation of such to the Dutch language proficiency of primary school pupils. The data from the large-scale primary education PRIMA cohort study are analysed. A total of nearly 35,000 pupils participated in five measurement rounds covering the period 1995 through 2003. Insight is thus provided into the most recent situation and the developments during this period. Two developments stood out in particular. A considerable intergenerational decrease in the use of regional languages and dialects within families, on the one hand, and across years, on the other hand. Only a weak relation between the use of regional languages and dialects and Dutch language proficiency is detected, moreover. The conclusions do not hold for each and every regional language and dialect studied here. The position of Limburgish proved interesting in particular.

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

**06-821 EDWARDS, RACHEL** (U Northumbria, UK), **What's in a name? Chinese learners and the practice of adopting 'English' names.** *Language, Culture and Curriculum* (Multilingual Matters) 19.1 (2006), 90–103.

This paper examines the widespread practice of Chinese learners choosing (and sometimes refusing) to adopt English and Anglicised names. Data collected from questionnaires and interviews with both students and teachers are analysed in order to arrive at an understanding of why such a practice has arisen and continues to be perpetuated throughout institutions of higher education. Evidence will suggest that this practice cannot be divorced from Chinese learners' perceptions of themselves, their own culture, and their experience of learning English. It will highlight strategies of both compliance and resistance employed by students when they adopt and exchange names: strategies which say much about their attitudes to British culture and learning English in particular. At the same time, teachers' attitudes to students' names will be seen to highlight, at a basic level, some of the difficulties encountered when East meets West in the classroom. The paper concludes by suggesting that China's unique relationship to ELT is fundamental to Chinese learners adopting 'English' names.

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

**06-822 GAO, LIWEI** (Monterey, USA; [lwgao98@yahoo.com](mailto:lwgao98@yahoo.com)), **Language contact and convergence in computer-mediated communication.** *World Englishes* (Blackwell) 25.2 (2006), 299–308.  
doi:10.1111/j.0083-2919.2006.00466.x

With the rapid development of internet communication in Mainland China, there has emerged a new variety of Chinese online, which is generally referred to as China's internet language (Yu et al. 2001a, among

others). In this paper, I examine samples of Chinese internet language, represented on the lexical, sentential, and discursive levels. I present evidence of the impact of English upon Mandarin Chinese. Based on the analysis, I contend that, with the ever increasing use of computer-mediated communication in Mainland China, the influence of English upon Chinese may become more robust, which may in turn have implications for change in the Chinese language. In this sense, internet communication serves as a mechanism to facilitate the evolution of the Chinese language in the digital age.

<http://www.blackwellpublishing.com/journal.asp>

**06-823 GU, QING** (U Nottingham, UK) & **MICHELE SCHWEISFURTH**, **Who adapts? Beyond cultural models of 'the' Chinese learner.** *Language, Culture and Curriculum* (Multilingual Matters) 19.1 (2006), 74–89.

From a comparative perspective, this paper analyses Chinese learners' intercultural experiences in Chinese and British educational contexts. In the Chinese context, interview and questionnaire research was carried out in 24 universities that hosted the British Council's English teaching development programmes. The research uncovered perspectives on change in the Chinese teachers, who were the learners in this teacher training programme. In the UK, a current study is probing into the challenges Chinese learners face in adapting to the British higher education teaching and learning culture. Early results reveal a change process in the learners, affected by a range of inter-related personal, cultural, social, psychological and contextual factors. Research literature on the links between the Chinese cultural context and Chinese learning styles has provided an important basis for understanding the interface between Chinese learners and Western modes of education. However, in comparing the perspectives of Chinese learners in two contrasting educational and cultural contexts, this paper highlights how factors other than culture alone also influence the adaptation that takes place as part of the learning process. Factors such as the professional identities and motivations of the teachers and learners, the context where teaching and learning take place, and the power relationships between them are shown to be significant issues in the strategic adaptations made by Chinese learners.

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

**06-824 HOSODA, YURI** (Kanagawa U, Japan; [yhosoda@kanagawa-u.ac.jp](mailto:yhosoda@kanagawa-u.ac.jp)), **Repair and relevance of differential language expertise in second language conversations.** *Applied Linguistics* (Oxford University Press) 27.1 (2006), 25–50. doi:10.1093/applin/ami022

This paper examines the relevance of differential language expertise in ordinary conversation between speakers of Japanese as a first and second language.

Adopting a conversation analytic perspective, the study focuses on other-repair as one sequential environment in which the participants recurrently orient to their differential linguistic knowledge. Specifically, it will be shown that language expertise was made relevant (a) when one participant invited the other party's repair and (b) when the participants encountered a problem in achieving mutual understanding. On such occasions, the interlocutors oriented to the differences in their linguistic knowledge through their talk and other interactional conduct. The study thus provides evidence for differential language expertise as a participant category that emerges on occasion but bears no relevance for the participants during most of their talk.

<http://applied.oxfordjournals.org>

**06-825 KACHRU, YAMUNA** (U Illinois, USA; [ykachru@uiuc.edu](mailto:ykachru@uiuc.edu)), **Mixers lyricizing in Hinglish: Blending and fusion in Indian pop culture.** *World Englishes* (Blackwell) 25.2 (2006), 223–233. doi:10.1111/j.0083-2919.2006.00461.x

Nativization of English in the Outer and Expanding Circles manifests itself in mixing of English items in artistic expressions of various kinds, including fiction, poetry, and performances. Popular songs present many instances of Hindi–English mixing in India, ranging from alternate verses in the two languages to the two languages mixed at the level of words, phrases, idioms, etc. In East Asian languages, such as Japanese and Korean, English is mixed to achieve specific purposes, e.g. to be 'audacious,' 'exotic,' and 'to reexoticize' their own language (Stanlaw 2004), or to assert 'a new identity' and to represent 'a discourse of resistance' (Lee 2004). In contrast, one salient motivation for mixing English in Hindi popular songs is to have fun with the language, i.e. to create humor and parody Westernized youth, similar to mixing with Sanskrit to create humor and parody the Traditional life style. English is no longer a fresh instrument to be used with a serious intent of asserting identities or resisting the traditional and customary. It is used on par with other Indian languages such as Punjabi, Marathi, and Telugu, testifying to its status as totally and completely nativized in the Indian context.

<http://www.blackwellpublishing.com/journal.asp>

**06-826 KENNY, COLUM** (Dublin City U, Ireland) & **SÚIL EILE**, **Another way of seeing minority language broadcasting.** *Language and International Communication* (Multilingual Matters) 5.3&4 (2005), 264–273.

This paper examines, in their social context, the origins and history of TG4. It notes that TG4 broadcasts mainly but by no means exclusively in the Irish language, being one of the Republic of Ireland's four national terrestrial television services and one of three operated under the umbrella of the state-owned RTE. The paper focuses on the purposes and functions of TG4 and analyses

the cultural assumptions that lie behind it. It considers the development of TG4 as an aspect of Irish language policy generally and assesses the channel's significance for contemporary Ireland.

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

**06-827 MOODY, ANDREW J.** (U Macau, Macau), **English in Japanese popular culture and J-Pop music.** *World Englishes* (Blackwell) 25.2 (2006), 209–222.  
doi:10.1111/j.0083-2919.2006.00460.x

This study of the role of English within Japanese popular culture, and especially within Japanese popular music, suggests that attitudes toward the Japanese language may be changing. Numerous scholars maintain that the Japanese conflation of race with language establishes patterns of racial discrimination in which Japanese prefer not to use the Japanese language for inter-ethnic communication. Likewise, the Japanese language is rarely treated as a language of broader communication (i.e. global communication) by the Japanese. However, the recent development of the 'language entertainment' genre of broadcast television actively challenges these stereotypes of Japanese ethnolinguistic identity. Furthermore, language mixing within Japanese popular music, especially mixing that results in 'code ambiguation,' attempts to redefine ethnic identity by obscuring what language is used in pop music. These phenomena are interpreted according to possible ongoing changes of Japanese ethnolinguistic identity.

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**06-828 OMONIYI, TOPE** (Roehampton U, UK; T.omoniyi@roehampton.ac.uk), **Hip-hop through the world Englishes lens: A response to globalization.** *World Englishes* (Blackwell) 25.2 (2006), 195–208.  
doi:10.1111/j.0083-2919.2006.00459.x

This paper proposes that global popular culture and, specifically, hip-hop music offers prospective sites for examining interaction between varieties of English in the context of globalization. The data consist of extracts from Nigerian hip-hop song lyrics. Sociolinguistic features of fusion as a social process of globalization include divergence through (deliberate) phonological variation, codeswitching, cross-referencing, nicknaming, colloquialisms, and reinterpretation.

<http://www.blackwellpublishing.com/journal.asp>

**06-829 O'ROURKE, BERNADETTE** (Dublin City U, Ireland), **Expressing identity through lesser-used languages: Examples from the Irish and Galician contexts.** *Language and International Communication* (Multilingual Matters) 5.3&4 (2005), 274–283.

This paper looks at the degree and way in which lesser-used languages are used as expressions of identity,

focusing specifically on two of Europe's lesser-used languages. The first is Irish, spoken in the Republic of Ireland and the second is Galician, spoken in the Autonomous Community of Galicia in the North-western part of Spain. The paper reports on some of the findings of a study which looked at contemporary linguistic attitudes and ideologies amongst younger age groups within Irish and Galician societies.

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

**06-830 SHI, XINGSONG** (U Texas, USA), **Gender, identity and intercultural transformation in second language socialisation.** *Language and International Communication* (Multilingual Matters) 6.1 (2006), 2–17.

In L2 learners' second language socialisation process, males and females from different sociocultural backgrounds have diverse attitudes and access to second language acquisition. In this study, informed by feminist poststructuralist theory, we can see the highly context-sensitive nature of the gendered practices and the corresponding outcomes of language learning and language contact. The study generalises from the assumptions of previous feminist poststructuralist studies on the ideologies of gender and language and integrates these with intercultural transformation theory. This theoretical framework is used to explain L2 learners'/users' reconstruction and transformation of gendered performance during their discursive reestablishment of social identities in heterogeneous sociocultural contexts. The dynamic and constantly changing nature of L2 learners' gendered identity has significant implications for second language educators, by 'open(ing) up possibility for educational intervention' (Peirce 1995: 15). The paper concludes by suggesting how school instructions might mitigate the powerful social factors that retard L2 learners' acquisition in certain communities, as well as how educators can facilitate L2 learners' cross-cultural transformation to promote their social identity renegotiation and reestablishment to achieve legitimate membership during their second language socialisation.

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

**06-831 SHINHEE LEE, JAMIE** (U Michigan, USA; jamilee@umd.umich.edu), **Crossing and crossers in East Asian pop music: Korea and Japan.** *World Englishes* (Blackwell) 25.2 (2006), 235–250.  
doi:10.1111/j.0083-2919.2006.00462.x

This paper examines CROSSING and CROSSERS between Korea and Japan in the domain of pop music. Crossing of semiotic products such as music between the two countries, in both a 'linguistic' and 'physical' sense, presents a sociolinguistic case in which renegotiation of positions of ex-colonizer (Japan) and ex-colonizee (Korea) is promising. The turbulent cultural and linguistic dynamics between the two countries have undergone stages of oppression, contestation, and collaboration

over the years. Pop culture, including music and TV shows, is a sociolinguistic venue that has recently experienced a noticeable change in the power dynamics between Korea and Japan.

<http://www.blackwellpublishing.com/journal.asp>

**06-832 SPENCER-OATEY, HELEN** (U Cambridge, UK) & **ZHAONING XIONG, Chinese students' psychological and sociocultural adjustments to Britain: An empirical study.** *Language, Culture and Curriculum* (Multilingual Matters) 19.1 (2006), 37–53.

This paper reports an empirical study of the psychological and sociocultural adjustments of two cohorts of Chinese students taking a foundation course in English language at a British university. Using Zung's (1965) Self-Rating Depression Scale and a modification of Ward and Kennedy's (1999) Sociocultural Adaptation Scale, quantitative data were obtained on the students' adjustment experiences, and these were correlated with other variables such as grade point average, age and length of stay in Britain. Interview data provided a richer picture of their experiences. The study found that the majority of students had few psychological or sociocultural adjustment difficulties. Nevertheless, social interaction with non-Chinese was consistently identified as problematic and this, as well as difficulties in adjusting to daily life, were very highly correlated with psychological stress. End-of-course grade point average was found to be negatively correlated with the psychological stress experienced near the beginning of the academic year. The paper calls for further research to follow up these findings, and concludes with a list of suggestions for universities to help address overseas students' psychological and sociocultural adjustment needs.

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

**06-833 STRUCK-SOBOLEVA, JULIA** (U Birmingham, UK), **Controversies surrounding language policy and the integration process of Russian Germans in Germany.** *Language and International Communication* (Multilingual Matters) 6.1 (2006), 57–75.

This paper is concerned with the impact that public and political discourses on the issues of language and ethnicity in Germany have on integration. It suggests that a combined effect of factors such as the traditional concept of 'Germanness', peculiarities of Russian Germans' 'cultural identity' and certain aspects of German language policy with respect to resettlement have prompted the emergence and development of discourses that are linked to the deficiency of social contacts between Russian Germans and native Germans. This paper focuses on the Russian German–native German discourse that is an intrinsic part of such contacts. It argues that broad political and social contexts influence the process of interaction indirectly

by becoming part of the interlocutors' knowledge. Fieldwork provides empirical evidence for such an influence. A number of communicative settings are analysed in depth, using results of in-depth interviews, observations and authentic conversations. On the basis of this analysis, the current paper demonstrates how the discourses that stem from controversies in the language policy can interfere with face-to-face interactions between Russian Germans and native Germans in various social settings at the microlevel and therefore have an impact on the way Russian German–native German discourse is shaped.

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

**06-834 USHIODA, EMA** (U Warwick, UK), **Language motivation in a reconfigured Europe: Access, identity, autonomy.** *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 27.2 (2006), 148–161.

In this paper, I propose that we need to develop an appropriate set of conceptual tools for examining motivational issues pertaining to linguistic diversity, mobility and social integration in a rapidly changing and expanding Europe. I begin by drawing on research that has begun to reframe the concept of integrative motivation in the context of theories of self and identity. Expanding the notion of identity, I discuss the contribution of the Council of Europe's European Language Portfolio in promoting a view of motivation as the development of a plurilingual European identity and the enabling of access and mobility across a multilingual Europe. Next, I critically examine the assumption that the individual pursuit of a plurilingual identity is unproblematic, by highlighting the social context in which motivation and identity are constructed and embedded. To illuminate the role of this social context, I explore three inter-related theoretical frameworks: poststructuralist perspectives on language motivation as 'investment'; sociocultural theory; and theories of autonomy in language education. I conclude with the key message that, as with autonomy, language motivation today has an inescapably political dimension of which we need to take greater account in our research and pedagogical practice.

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

**06-835 USTINOVA, IRINA P.** (Murray State U, USA; [irina.ustinova@murraystate.edu](mailto:irina.ustinova@murraystate.edu)), **English and emerging advertising in Russia.** *World Englishes* (Blackwell) 25.2 (2006), 267–277.  
doi:10.1111/j.0083-2919.2006.00464.x

This paper focuses on the role of English in the emerging advertising market in Russia. A brief overview of the advertising industry in Russia is presented, and the current attitudes of the Russian audience and institutions toward advertisements and foreignisms are demonstrated. Multiple language mixing, predominantly of English and Russian, is observed



in three types of TV advertisements: social, service, and commercials. In TV commercials code-switching and code-mixing are a dominant feature, as 76 percent use English or an English-Russian mix. A correspondence exists between the type of product, and the language choice for the brand name: names of the Western products are presented totally in English, while Russian goods employ both languages in naming and labeling. Results indicate that there is a preference for using English names and the Roman script for a variety of products, such as electronic appliances, cars, personal care, laundry and household products. Abundance of English usage in the commercials can be explained by utilitarian reasons, as Western firms promote their brand names and logo in English all over the world, and by social reasons, as English signals novelty, prestige, and high quality products.

<http://www.blackwellpublishing.com/journal.asp>

## Applied linguistics

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**06-836 RICHARDS, KEITH** (U Warwick, UK), **'Being the teacher'**. *Applied Linguistics* (Oxford University Press) 27.1 (2006), 51-77.  
doi:10.1093/applin/ami041

Recent debate on the standard classroom Initiation-Response-Follow-up pattern has focused particular attention on the final move and the contribution it can make to productive interaction in teacher-fronted situations. This paper suggests that current research in this area has tended to exaggerate the pedagogic impact of changes based on specifiable discourse moves, proposing instead an approach to analysis which takes account of the dynamic nature of identity construction and its relationship to the development of ongoing talk. It challenges the view that the concept of classroom conversation is inherently contradictory and, drawing on the work of Zimmerman (1998) related to the broader field of Membership Categorization Analysis, demonstrates how shifts in the orientation to different aspects of identity produce distinctively different interactional patterns in teacher-fronted talk. Using Zimmerman's distinction between discourse, situated and transportable identities in talk, extracts from classroom exchanges from different educational contexts are analysed as the basis for claiming that conversation involving teacher and students in the classroom is indeed possible. The paper concludes with a discussion of the pedagogical implications of this.

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**06-837 SONG, JAE JUNG** (U Otago, New Zealand; [jaejung.song@stonebow.otago.ac.nz](mailto:jaejung.song@stonebow.otago.ac.nz)), **The translatability-universals connection in linguistic typology: Much ado about something**. *Babel* (John Benjamins) 51.4 (2005), 308-322.

Linguistic typologists tend to assume that there is a close connection between translatability and language universals (research) but this assumption has recently been called into question by Comrie, who claims that such a connection should be ignored in the practical enterprise of doing linguistics or will have a debilitating effect on the progress of linguistics as a discipline. This paper will demonstrate that translation is not only possible in principle but also has much relevance to language universals (research). First, to argue that translation is, in principle, not possible is to deny the basic relation between cognitive-conceptual content and language, mediated by translation. Moreover, the question of translatability is no longer looked upon as something either possible or impossible but translation is recognized as a process in which optimal solutions to translation are sought. Comrie's argument for the impossibility of translation is based on formal equivalence, a concept which is highly debatable, particularly within Translation Studies. Second, translation has much relevance to language universals (research), because universal constraints (for example, on relative clause formation) are formulated or defined in terms of grammatical context, which will only come to light through translation. This does not come as a surprise because the mediation between language and cognition is also done through translation. The role of translation in language universals (research) is much more than a mere heuristic. Translation is crucial to language universals.

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**06-838 WHARTON, SUE** (U Warwick, UK; [S.M.Wharton@warwick.ac.uk](mailto:S.M.Wharton@warwick.ac.uk)), **Ways of constructing knowledge in TESOL research reports: The management of community consensus and individual innovation**.

*International Review of Applied Linguistics in Language Teaching* (Walter de Gruyter) 44.1 (2006), 23-48.

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This paper centres on published research reports produced by members of the TESOL discourse community. The analysis extends the Hallidayan concept of given/new information from its origins (used for capturing information structure at the clause level) and relates it to the analysis of the macro-structural organisation of TESOL research reports. The pragmatic aspect of given and new is combined with Hoey's (1983, 2001) Problem-Solution pattern to help demonstrate not only how TESOL research report texts are organised, but also what the pragmatic function of that organisation is at the genre level. Then, a deeper analysis of writer management of certain elements of the Problem-Solution pattern is undertaken; this gives insights into how writers align themselves as members of the TESOL community while simultaneously presenting their own contribution as new and valuable

[http://www.degruyter.de/rs/384\\_392\\_DEU\\_h.htm](http://www.degruyter.de/rs/384_392_DEU_h.htm)

**06-839** XIAO, RICHARD & TONY MCENERY (U Lancaster, UK), **Collocation, semantic prosody, and near synonymy: A cross-linguistic perspective.** *Applied Linguistics* (Oxford University Press) 27.1 (2006), 103–129.  
doi:10.1093/applin/ami045

This paper explores the collocational behaviour and semantic prosody of near synonyms from a cross-linguistic perspective. The importance of these concepts to language learning is well recognized. Yet while collocation and semantic prosody have recently attracted much interest from researchers studying the English language, there has been little work done on collocation and semantic prosody on languages other than English. Still less work has been undertaken contrasting the collocational behaviour and semantic prosody of near synonyms in different languages. In this paper, we undertake a cross-linguistic analysis of collocation, semantic prosody, and near synonymy, drawing upon data from English and Chinese (pu3tong1hua4). The implications of the findings for language learning are also discussed.

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## Pragmatics

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**06-840** ERMIDA, ISABEL (U Minho, Braga, Portugal; iermida@ilch.uminho.pt), **Linguistic mechanisms of power in Nineteen Eighty-Four: Applying politeness theory to Orwell's world.** *Journal of Pragmatics* (Elsevier) 38.6 (2006), 842–862.  
doi:10.1016/j.pragma.2005.05.008

This article aims to analyze conversation exchanges in Orwell's classic as discourse instances where power, hierarchy and politeness are deeply interwoven. In Oceania – the ultimate example of the individual's denial – characters behave, linguistically and otherwise, according to strict norms, which reify built-in social and interpersonal asymmetries. This article focuses on these asymmetries and, more specifically, looks into the way dialogues are structured, so as to shed some light on the extent to which hierarchy and power are linguistically determined. Brown & Levinson's pragmatic theory of politeness (1987) and later contributions provide the analytical tools to guide this approach, which correspondingly analyses the range of face-threatening acts performed, the forms of redressive action taken to counter those threats and the reasons and goals underlying the use of such forms.

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**06-841** FULDA, JOSEPH S. (New York, USA; fulda@acm.org), **Abstracts from logical form: An experimental study of the nexus between**

**language and logic I.** *Journal of Pragmatics* (Elsevier) 38.5 (2006), 778–807.  
doi:10.1016/j.pragma.2005.10.001

This experimental study is a proof-of-concept of a theory of meaning first put forward by Bar-Hillel and Carnap in 1953 and foreshadowed by Asimov in 1951. The theory is the Popperian-like notion that the meaningfulness of a proposition is its a priori falsity. We tested this theory by translating to logical form a long, tightly written, published text and computed the meaningfulness of each proposition using the a priori falsity measure. We then selected the top propositions – by a priori falsity – and strung them together to form ad hoc abstracts and compared these abstracts with the published summary. The results are startling: translation to logical form followed by application of the Asimov/Bar-Hillel/Carnap idea produces excellent abstracts, thereby providing a proof-of-concept that merely by knowing the logical form of large text passages, one can produce reasonable abstracts of it – without actually understanding the text. In other words, were the results of this experiment to generalize, that would show that logical form captures much more semantics than has heretofore been considered likely. Far from being merely the syntactical rewrite of text into formal notation commonly supposed, logical FORM, even without knowing almost anything about the particular predicates, individual constants, or other objects referred to in that form, might capture the core of the meaning in some important sense, still to be fully formalized into a comprehensive theory.

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**06-842** FULDA, JOSEPH S. (New York, USA; fulda@acm.org), **Abstracts from logical form: An experimental study of the nexus between language and logic II.** *Journal of Pragmatics* (Elsevier) 38.6 (2006), 925–943.  
doi:10.1016/j.pragma.2006.01.008

This experimental study provides further support for a theory of meaning first put forward by Bar-Hillel and Carnap in 1953 and foreshadowed by Asimov in 1951. The theory is the Popperian notion that the meaningfulness of a proposition is its a priori falsity. We tested this theory (Fulda 2006) by translating to logical form a long, tightly written, published text and computed the meaningfulness of each proposition using the a priori falsity measure. We then selected the top propositions – by a priori falsity – and strung them together to form ad hoc abstracts and compared these abstracts with the published summary. The results were startling: translation to logical form, followed by application of the Asimovian idea and Bar-Hillel/Carnap mathematics as elaborated into an AI/NLP proposal in Fulda (1986, 1988), produced excellent abstracts, thereby providing a proof-of-concept that merely by knowing the logical form of long text passages, one can produce reasonable abstracts of them – without actually understanding the text. We here

report on a second experiment analyzing, in the exact same manner, the correspondence that followed the published text of the first experiment. While the results of this confirming experiment are less startling, they nevertheless provide additional confidence in the promise of the technique. In other words, were the results of these two experiments to generalize, that would show that logical form captures much more semantics than has heretofore been considered likely. Far from (as is commonly supposed) being merely the syntactical rewrite of text into formal notation, translation to logical *form*, even when undertaken with almost no knowledge about the particular predicates, individual constants, or other objects referred to in that form, might capture the core of the meaning in some important sense.

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**06-843 GIORA, RACHEL** (Tel Aviv U, Israel; [giorar@post.tau.ac.il](mailto:giorar@post.tau.ac.il)), **Anything negatives can do affirmatives can do just as well, except for some metaphors.** *Journal of Pragmatics* (Elsevier) 38.7 (2006), 981–1014.  
doi:10.1016/j.pragma.2005.12.006

In this study I look into some of the functions people believe are specific to negation vis-à-vis affirmation in order to question the asymmetry between the two, which is the received view prevalent among many formal linguists, pragmatists, and psycholinguists (see, Horn 1989; Clark and Clark 1977). On the assumption that '[m]uch of the speculative, theoretical, and empirical work on negation over the last twenty-three centuries has focused on the relatively marked or complex nature of the negative statement vis-à-vis its affirmative counterpart' (Horn 1989: xiii), I examine here the extent to which negation is indeed pragmatically different from affirmation. Based on findings from both naturally occurring and laboratory data, I argue against an asymmetrical view of negation and affirmation (for a different view, see Horn 1989: 201). The pragmatic and functional similarity found here between negation and affirmation can be explained only by higher level processing mechanisms that are governed by pragmatic sensitivity (Giora 1985; Sperber and Wilson 1986/1995).

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**06-844 HASSON, URI** (U Chicago, USA; [uhasson@uchicago.edu](mailto:uhasson@uchicago.edu)) & **SAM GLUCKSBERG, Does understanding negation entail affirmation? An examination of negated metaphors.** *Journal of Pragmatics* (Elsevier) 38.7 (2006), 1015–1032.  
doi:10.1016/j.pragma.2005.12.005

How do people understand negated assertions? Negation may function like affirmation if it focuses on the counterfactual situation, i.e. the situation ruled out by the statement. Alternatively, negation could shift focus from the counterfactual to the factual situation

referred to in the statement. We tested these hypotheses in a study employing a lexical decision task. Participants read affirmative and negated assertions such as *this lawyer is/is not a shark* and then made lexical decisions to terms related either to the affirmative or negative meaning (e.g. *vicious*; *gentle*). In early stages of comprehension, both the negated and affirmative assertions facilitated the accessibility of affirmative-related terms. After 1000 ms, the affirmative assertions continued to facilitate affirmative-related terms, but the negated assertions no longer did so. These results suggest that negations are initially represented as affirmation. We discuss implications for current theories of negation.

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**06-845 HEINEMANN, TRINE** (U Uppsala, Sweden; [Trine.Heinemann@nordiska.uu.se](mailto:Trine.Heinemann@nordiska.uu.se)), **'Will you or can't you?': Displaying entitlement in interrogative requests.** *Journal of Pragmatics* (Elsevier) 38.7 (2006), 1081–1104.  
doi:10.1016/j.pragma.2005.09.013

Interrogative structures such as 'Could you pass the salt?' and 'Couldn't you pass the salt?' can be used for making requests. A study of such pairs within a conversation analytic framework suggests that these are not used interchangeably, and that they have different impacts on the interaction. Focusing on Danish interactions between elderly care recipients and their home help assistants, I demonstrate how the care recipient displays different degrees of stance towards whether she is entitled to make a request or not, depending on whether she formats her request as a positive or a negative interrogative. With a positive interrogative request, the care recipient orients to her request as one she is not entitled to make. This is underscored by other features, such as the use of mitigating devices and the choice of verb. When accounting for this type of request, the care recipient ties the request to the specific situation she is in, at the moment in which the request is produced. In turn, the home help assistant orients to the lack of entitlement by resisting the request. With a negative interrogative request, the care recipient, in contrast, orients to her request as one she is entitled to make. This is strengthened by the choice of verb and the lack of mitigating devices. When such requests are accounted for, the requested task is treated as something that should be routinely performed, and hence as something the home help assistant has neglected to do. In turn, the home help assistant orients to the display of entitlement by treating the request as unproblematic, and by complying with it immediately.

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**06-846 KAUP, BARBARA** (Technische Universität Berlin, Germany; [Barbara.Kaup@tu-berlin.de](mailto:Barbara.Kaup@tu-berlin.de)), **JANA LÜDTKE & ROLF A. ZWAAN, Processing negated sentences with contradictory predicates: is a**

**door that is not open mentally closed?** *Journal of Pragmatics* (Elsevier) 38.7 (2006), 1033–1050.  
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We investigated whether comprehenders of isolated negative sentences with contradictory predicates (e.g. *The door was not open*) have available a representation of the actual state of affairs (closed door) from a certain point in the comprehension process on. In a self-paced-reading paradigm, participants were presented with affirmative and negative sentences in which a target entity and a contradictory predicate were being mentioned. After reading the sentence, participants were presented with a picture of the target entity that either matched or mismatched the entity's properties in the described world, and their task was to name out loud as quickly as possible the name of the depicted entity. When the delay between sentence and picture was 750 ms, a match effect with respect to the actual state of affairs occurred for the affirmative versions of the sentences but not for the negative versions of the sentences. When the delay was 1500 ms, a match effect with respect to the actual state of affairs occurred for the negative but not for the affirmative versions. The results are interpreted in the context of the experiential-simulations view of comprehension.

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**06-847 LEE, EUNHEE** (U Buffalo, USA; ehlee@buffalo.edu), **Stative progressives in Korean and English.** *Journal of Pragmatics* (Elsevier) 38.5 (2006), 695–717.  
doi:10.1016/j.pragma.2005.09.006

This paper inquires into the meaning of the progressive in Korean and English by focusing on its complementation restriction. Although the English progressive, due to its semantics of 'process in progress', cannot normally accept stative verbs such as *know*, *love*, *have*, etc., the Korean progressive *ko iss* form naturally occurs with them. Rather than proposing a different semantics of *ko iss*, such as general imperfective or resultative (Kim 1993; Ahn 1995), this paper suggests that *know*-type verbs in Korean are in fact event descriptions, or more specifically, inchoative eventualities, which indicate the inception of a continuous state. In so doing, this paper not only solves the stative verb

complementation problem but also provides a unified semantics of *ko iss* as denoting a middle phase of a situation (Lee 1991), encompassing both its on-going process and state readings. This analysis will also explain the difference between the Korean stative progressives and their English counterparts, the latter of which have been analyzed as instances of aspectual coercion (de Swart 1998). The conclusions of this paper have broader implications concerning aspectual properties of psychological verbs in general, as well as the distribution of aspectual transitions in a language, both in the overt aspectual operators and in the covert coercion patterns.

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**06-848 PARADIS, CARITA** (Växjö U, Sweden; Carita.Paradis@vxu.se) & **CAROLINE WILLNERS, Antonymy and negation – the boundedness hypothesis.** *Journal of Pragmatics* (Elsevier) 38.7 (2006), 1051–1080.  
doi:10.1016/j.pragma.2005.11.009

This paper investigates the interpretation of unbounded (scalar) adjective antonyms with and without negation such as (*not*) narrow – (*not*) wide and bounded adjective antonyms with and without negation such as (*not*) dead – (*not*) alive as well as their interpretations with approximating degree modifiers, *fairly* and *almost*, respectively. The investigation was designed to test the boundedness hypothesis, namely that the negator is sensitive to the configuration of the adjective in terms of boundedness. The data are Swedish and the results of the experiments show that negated unbounded adjectives do not evoke the interpretation of their antonyms, i.e. *not wide* does not equal 'narrow'. The results of the experiments with bounded adjectives with and without negation showed that some of the negated adjectives were interpreted as synonyms of their antonyms, i.e. *not alive* equals 'dead'. However, this pattern was not consistent across the bounded adjectives, since a number of them readily lent themselves to partial readings. Four types of bounded antonyms emerged from the participants' judgements. For both unbounded and bounded adjectives, the interpretations of the approximating degree modifiers and the adjectives were not significantly different from the negated adjectives.

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