PLENARY SESSIONS

PLENARY SESSION 1
PERFECTING PRACTICE
Professor Patsy Lightbown
Concordia University, Montreal
Patsy.lightbown@verizon.net
The title of this presentation carries a double meaning. The first sense is related to the notion that "practice makes perfect" and suggests that it is practice that leads learners to perfect – or at least to improve – second language performance. The title also suggests that there is a need to "perfect practice", that is, to use practice in a way that is likely to foster language development. I will seek to explain why I have asserted elsewhere that "practice does not make perfect", comparing the kinds of practice that may limit development with those that may promote it. Findings from research on "levels of processing" and "transfer appropriate processing" will provide a framework for the presentation.

PLENARY SESSION 2
EMOTION RESEARCH IN APPLIED LINGUISTICS
Dr. Jean-Marc Dewaele
School of Languages, Linguistics and Culture, Birkbeck College, University of London
j.dewaele@bbk.ac.uk
In this paper I will argue in favour of methodological and epistemological diversity within SLA research. A wide knowledge of the SLA literature and a good understanding of relevant concepts in contiguous research areas allows SLA researchers to "catch" all the relevant variables for their study, and helps them avoid simplifications or overgeneralizations. Using my own research with Aneta Pavlenko on emotion and multilingualism as an illustration, I will plead for triangulation in SLA research, i.e. the use of a combination of different research methodologies in order to answer common research questions. In this approach, emic and etic perspectives can be combined. Indeed, there is growing acceptance within the SLA community that learners' feelings, emotions and reflections on their learning process, language use, and changing identity offer valuable insights in aspects traditionally overlooked in SLA.
Dewaele, J.-M. (2005). Investigating the psychological and the emotional dimensions in instructed language learning: Obstacles and possibilities. In L. Ortega (ed.) *Reconceptualizing research on L2 learning across education contexts,* Special issue of *The Modern Language Journal* 89, 3, 367-380.
Pavlenko, A., & J.-M. Dewaele (2004a). (eds.) Bilingualism and emotions. Special issue of the Estudios de Sociolingüística, 5 (1).
Pavlenko, A., & J.-M. Dewaele (2004b). (eds.) Languages and Emotions: A crosslinguistic perspective. *Journal of Multilingual and Multicultural Development* 25 (2-3).
Pavlenko, A. (2005). *Emotions and Multilingualism.* New York: Cambridge University Press.
Pavlenko, A. (2006). (ed.) *Bilingual minds: Emotional experience, expression, and representation.* Clevedon: Multilingual Matters.

PLENARY SESSION 3
SPOKEN FLUENCY IN THEORY AND IN PRACTICE
Professor Michael McCarthy
University of Nottingham
mactoft@aol.com
Fluency is a word widely used in language teaching, and speaking a language fluently is seen as the ultimate goal for many learners. But what exactly is fluency? Is it the ability to speak fast, to speak smoothly, to speak without faltering and hesitating? If so, then many native speakers fail the test. In this presentation I look at notions of fluency, present examples of native- and non-native spoken fluency, and conclude that fluency is a property of *conversations* rather than just a talent of individuals.

PLENARY SESSION 4
GROWING INTO A LANGUAGE: THE EARLY STAGES
Professor Paul Fletcher
University College Cork
p.fletcher@ucc.ie
For reasons of both theory and methodology, the second year of life has once again attracted considerable research interest. The theoretical interest lies in the significance of this early period in informing our understanding of both typical and atypical language development in children. And our exploration of this stage of development has been aided considerably by the development of a valid and reliable parent report instrument,

the MacArthur-Bates CDI. In this presentation we will consider the utility of parent report instruments for the study of early language development, and argue for their importance for our understanding of first language development, with exemplification from English and Chinese.

PROPOSED COLLOQUIA

LEARNING AND USING A L1 OR A L2 (OR LITERACIES) AS VISUALLY REPRESENTED
Organiser:
Paula Kalaja
Department of Languages / English
University Of Jyväskylä, Finland
pkalaja@campus.jyu.fi
This is a colloquium with four papers that share some important ideas. First, they all focus on learning and/or using a L1 or a L2 (or literacies), viewing these as subjective experiences loaded with personal meanings (and not as universal processes, as suggested say by mainstream literature on Second Language Acquisition). Second, in order to get at these, the studies make use of visual representations of various kinds (including photographs and drawings). This is very innovative both in research on L2 learning - and L1 and L2 literacies. In addition, the studies complement visual representations with other kinds of data, acknowledging the complexity of the subjective meanings invoked, and sharing a mission to make learners or users more aware of these.

Paper 1   Multi-modal methods for eliciting information about literacies in different domains of students' lives
Candice Satchwell and Roz Ivanič
Institute for Advanced Studies
Lancaster University
c.satchwell@lancs.ac.uk
r.ivanic@lancs.ac.uk
The paper examines the affordances of the methodology on the Literacies for Learning in Further Education project, involving researchers, students and college practitioners. One of the primary aims of the project is to identify ways in which literacy practices from students' everyday lives could be mobilised as resources for learning on vocational courses such as Catering and Hospitality in the UK. The students are from diverse linguistic and cultural backgrounds, speaking English as their first or second language in an English-medium educational system. Before identifying ways of negotiating literacy-related boundaries between everyday life, college courses and the workplace, the literacies from inside and outside of college first have to be recognised and understood. In order to find out about students' literacy practices in their everyday lives we have employed a variety of methods which we considered to reflect both the collaborative nature of the research, and the multi-modal nature of the literacies under scrutiny. The methods employed included:
1. Students drawing a 'clock face' on which to represent their literacy-related activities during a 24-hour period. This was intended to provide a comprehensive overview of the range of students' literacies.
2. Students taking photographs over a period of one week to represent the literacies they engaged with. This was to give insight into those practices which students valued most highly.
3. An icon-mapping exercise whereby students indicated their own construction of the borders between different domains of their lives.
4. Individual or group interviews based on the above methods to elicit detailed accounts of the literacy practices represented in the data from methods 1 - 3.
We suggest that these methods facilitate students taking ownership of their contribution to the project, and result in data which is rich in terms of multimodal artefacts (photographs, clock faces, etc.) and subsequent elicitation of information and understanding about the students' literacy practices.

Paper 2   Photographs and pictures as a methodological tool in examining youth identities
Tarja Nikula and Anne Pitkänen-Huhta
Department of Languages / English
University Of Jyväskylä, Finland
tarja.nikula@campus.jyu.fi
anne.pitkanen-huhta@campus.jyu.fi
As part of a larger project focusing on uses and functions of English in Finnish society, we use a multi-method approach to investigate how Finnish teenagers perceive the role of English in their everyday lives, and in that way we seek to understand the significance of English for their identity construction. While there are studies of

the role of English in various forms of youth discourse, less is known about teenagers' own understandings of how English affects their everyday lives.

To get access to the ways in which English plays a part in young people's identity construction, the participants in the study were first asked to take photographs of situations, activities and places where English has a role. The photographs then served as a starting point for group discussions with the researchers. In addition, the teenagers were asked to visualize, in ways they found suitable (e.g. drawings or collages), their relationship with English as well as with their native language Finnish, and afterwards they explained their visualizations and elaborated on the motivations for their choices in interviews.

The combination of methods (pictures, photographs, discussions and interviews) revealed the multi-layered nature of the meanings English has for the young people involved in the study. The pictures and photographs in themselves offered researchers a glimpse of the teenagers' personal worlds and of the role of English in their lives and raised topics that would have been difficult to uncover by interviews only. Taking photographs also seemed to be an empowering experience for the participants themselves as it provided them with a tool to conceptualize an abstract phenomenon. Using photographs and pictures as the basis for interviews and discussions, gave further insights into the ways in which English has come to be a significant part of Finnish teenagers' identity work.

Paper 3   Portrait of a learner of English as a university freshman

Riikka Alanen, Paula Kalaja and Hannele Dufva
Centre for Applied Language Studies
University Of Jyväskylä, Finland
alanen@campus.jyu.fi
and
Paula Kalaja and Hannele Dufva
Department of Languages
University Of Jyväskylä, Finland
pkalaja@campus.jyu.fi dufva@campus.jyu.fi

Language is an all-important resource not only in human communication but also in cognition. Being a tool for both articulating and mediating experiences, verbal language is a central mode of human conceptualising. However, language is not the only resource for this. We will discuss visual representations as a meaning-making system, arguing that conceptualisations to be read in an image may differ from those found in a verbal narrative, for example, shaped by the medium and its characteristics and constrained by cultural conventions.

In our study we wanted to find out how people conceptualise themselves as language learners. Conceptualisations of language learning (e.g. beliefs and attitudes held by learners) have been studied over the past few decades by making use of various types of verbal data, including oral interviews and written narratives. However, there are also other methods that one could consider in doing research on learning experiences. Consider, for example, drawings and other type of visual representations.

For this purpose, we asked over 100 university students in Finland to draw their self-portraits as learners of English as a Foreign Language (EFL) and to provide their interpretations on the reverse side of the task sheet. The task was part of an introductory course on language learning. In addition, we have collected data from this group by means of two questionnaires concerning their past experiences of learning (and using) EFL and their attitudes towards (uses of) English as opposed to Finnish. Besides, the group has written life stories about their experiences of learning EFL.

The drawings were subjected to thematic analysis. One of the most important themes that emerged from the pool of data concerned the students' depiction of themselves as social agents: some depicted themselves as individual (rationalist) subjects, acting on their own, while others chose to portray themselves as engaged in action with other people. We draw on both sociocultural and action theoretical views in discussing the significance of such findings on the role of co-operation and collaboration in thinking and learning.

Paper 4   Logical German and easy English: How language students perceive different languages

Hannele Dufva
Department of Languages
University Of Jyväskylä, Finland
dufva@campus.jyu.fi

The paper discusses the potential of visual representations in examining language users' conceptualisations of different languages. Both in everyday interaction and in art, a range of visual representations - such as drawings, photos, graffiti - can be used as a meaning-making system along with verbal language. Within language studies, there is a growing understanding that multi-modality is a characteristic of language use itself, both (written) texts and spoken interaction that employ also other modes than verbal.

At the same, there is also a rising interest within language studies in using multi-modal research data, such as drawings or photos. This interest may be connected to another recent research tradition in which language users' own perspectives and points of view are regarded as central. Here, different kinds of verbal data - such as interviews, self-reports and different types of narratives - have been used to analyse individuals' manifold experiences of language. For example, individuals' beliefs about language learning and teaching and their emotional responses to different languages and multilingualism have been studied.

The paper aims at combining the interest in the experiences of individuals to an interest in multimodality. It will be examined how Finnish university students of foreign languages conceptualise different languages and how they see their second/foreign languages in relation to their mother tongue. The students' drawings of languages will be analysed and connected to their verbal accounts. As each mode of representation is shaped by its medium and also by the different cultural conventions that are involved, it can be argued that visual representations (e.g. drawings) evoke slightly different aspects of the language experience than verbal accounts. This, however, seems to suggest an essentially multi-voiced experience of language(s). Duly, the conceptualisations of languages that emerge from the data will be discussed in the context of dialogical philosophy of language and the Bakhtinian notion of heteroglossia. Finally, it will be suggested that as the multimodal practices students engage in do not only evoke their explicit knowledge of languages but also tap on their implicit notions and ideas, they also serve as a tool of reflection and empowerment in learning and studying additional languages.

LANGUAGE ASSESSMENT AS A HUMAN SCIENCE UNDERPINNED BY BOTH APPLIED LINGUISTICS AND LINGUISTICS APPLIED

Convenor:
Minako Yamada
University of the Air, Tokyo
yamada001@w2.dion.ne.jp

Recent developments in cognitive neuroscience have clearly highlighted the necessity to conceptualise language assessment as a human science underpinned not only by linguistics (e.g., Sakai 2005), but also by cognitive and cultural/social sciences (e.g., Paulesu et al. 2000). This colloquium aims to promote dialogue between those who espouse received views of language testing and those who have been exploring models/alternative forms of language assessment in principled ways to account for test-takers' diverse cultural backgrounds and past experiences.

The first paper presents evidence to support the contention that cognitive and cultural/social factors need to be taken into account in language assessment. The paper compares task outcome performed in English by British college students with that of Japanese college students. It also reports on the impact of traditional, yet current, Japanese teaching style on testing and its social consequences.

The second paper argues that "a test cannot be valid unless the students' minds are doing the things we want them to show us they can do" and raises issues for, in particular, proficiency testing by unpacking this statement - the principle of fidelity - and applying it to the design of test tasks.

The third paper reports on initial findings of an on-going study of the impact of the Ontario Secondary School Literacy Test on second language (L2) learners. Data include students' perceptions of the test constructs, academic learning experiences, personal characteristics, and spoken and written samples. Recommendations include alternative approaches to L2 assessment and support, and a discussion of the consequences of a high-stakes test on L2 learners.

The fourth paper focuses on assessment of socio-cultural competence, citing unresolved issues raised in the Common European Framework of Reference for Languages, discussing the author's previous attempts to specify levels of competence, reporting on recent studies, and exploring ethical problems intrinsic to assessment.

Paper 1   Language Assessment as Socially Mediated Activity
Minako Yamada
University of the Air, Tokyo
yamada001@w2.dion.ne.jp

In recent years, studies of sociocultural theory have gained prominence in the fields of foreign/second language teaching and learning. However, this paper argues that the essence of sociocultural theory has not been well understood among language testers and proposes that it is necessary to conceptualise language assessment as a part of assessment of socially mediated activity. In language testing, it is assumed that levels of language proficiency can predict task outcome; an emphasis is put on linguistic accuracy associated with grammaticality, fluency, and pronunciation. However, sociocultural theory assumes that task performance varies from one situation to another because of the combined effects of mediation through language, cultural/historical artefacts, past experiences interlocutors bring to interactions, and the social milieu in which interlocutors interact with one another. If language proficiency is a defining feature of task performance, it is predicted that native speakers would outperform non-native speakers in terms of task outcome. This paper investigated whether this is in fact

true by comparing the outcome of a map-completion task performed by Japanese college students with that of British college students. In order to examine the nature of traditional, yet current, Japanese school learning, in which obedience is valued in maintaining public order more than mastering practical skills that are useful in real-life settings, the paper reports on a case study of an American child who studied Japanese at an institution in the U.S.A. It illuminates the impact of modelling imposed by teachers on the child and the contrasting views of the child's achievement held by the teachers and the parents. Implications for English teaching and assessment in Japan in relation to high-stakes testing are discussed.

Paper 2   Fidelity in Testing Language Abilities
Alastair Pollitt
University of Cambridge
pollitt@ntlworld.com
Recent trends in testing have emphasised the idea that 'validity' lies in the use made of test results. This has the unfortunate consequence (as can be seen in the APA standards) of suggesting that test constructors should be mainly concerned with reliability, not validity.
But this must be wrong. Test developers must work with validity in mind, and we have developed a concept of 'task fidelity' - the 'validity' of an item - which is, we believe, a pre-requisite for test validity.
"A test cannot be valid unless the students' minds are doing the things we want them to show us they can do", and item fidelity is intended to ensure this. Fidelity requires an explicit cognitive model of the test-taking process, which task designers and question writers can use to understand what students will be 'doing' while answering the questions.
This understanding needs three components: (a) knowledge of the culture, background, and experience of the particular group of students; (b) an explicit agreement of what we really want the students' minds to be doing, which includes general specifications of appropriate tasks and the consequent criteria for good performance; (c) the cognitive model, as it applies to these tasks.
It's easy to apply these principles to progress or achievement tests, where the students are likely to be relatively homogeneous and the tasks, and scoring criteria, can be designed to suit them, but they raise serious problems for international proficiency tests. For example, the different uses that will be made of the target language by learners from different cultures suggest that the concept of proficiency should not be the same for them all. Also, it may not be possible to create a test for students from all countries and L1s that is fair to them all.

Paper 3   Test Impact on Second Language (L2) Learners: What's at Stake?
Janna Fox and Liying Cheng
Carleton University, Ottawa
jfox@ccs.carleton.ca
chengl@educ.queensu.ca
Within the context of increasing numbers of L2 learners in Canadian schools (Blackett, 2002) and expanding standards-driven testing frameworks (Firestone, Mayrowetz, & Fairman, 1998; Ryan, 2002), this paper investigates the impact of the Ontario Secondary School Literacy Test (OSSLT) on L2 learners. A passing score on the OSSLT is a new requirement for high school graduation. The test has been developed based on first language (L1) students' performance. There is evidence, however, that such tests may have lower reliability and validity for L2 students and may need to be interpreted differently (Solano-Flores & Trumbull, 2003; Abedi, Leon, & Mirocha, 2003). The paper reports on the initial results of a study that is exploring factors that contribute to or impede these students' test performance and academic success. Two interrelated research strategies were employed - tracking and focus groups - in five English as a Second Language (ESL)-designated schools. The data include interviews with the students about their perceptions of the OSSLT test constructs and academic learning experiences; personal characteristics (such as, gender, L1, time in Canada, etc.); and academic spoken and written samples. Better understanding the impact of the OSSLT on L2 learners, identifying alternative assessment approaches that may be more appropriate, and defining key factors that contribute to or impede their academic performance on tests will begin to address some limitations of the test and allow for more strategic support of L2 learning.

Paper 4   Self-assessment and Learning - a Portfolio Approach to Intercultural Competence
Michael Byram
University of Durham, School of Education
M.S.Byram@dur.ac.uk
The assessment of socio-cultural competence was one of the intended purposes of the Common European Framework of Reference for Languages but proved an intractable problem, and the CEFRL was published without addressing the issues.

In 1997, I attempted to spell out what the dimensions of intercultural competence, a development from socio-cultural, might be but failed to solve the problem of specifying levels of competence.

Recently, there has been work on intercultural competence in the specific context of vocational education and an intuitive specification of levels, and this paper will show how this and the previous work can be combined, although the question of levels remains problematic.

There are also other problems, particularly ethical ones, involved in assessment of intercultural competence and thus the proposal in this paper is to develop self-assessment where the pedagogical function is at least as important as the reporting function.

An Autobiography of Key Intercultural Experiences has been developed under the aegis of the Council of Europe and undergone some piloting. This paper will present the Autobiography and plans for further work as well as a brief account of the issues raised in earlier work on levels and assessment.

SIG TRACK PAPERS

Creating search facilities for BASE and BAWE: the design of a web-based interface
Hilary Nesi
CELTE, University of Warwick
h.nesi@warwick.ac.uk

This paper introduces and demonstrates the beta versions of our web-based interfaces for the British Academic Spoken English (BASE) and the British Academic Written English (BAWE) corpora. It also discusses some key issues surrounding their creation and development. The interfaces employ the functionality of Sketch Engine, a powerful corpus query system developed by Adam Kilgarriff and Pavel Rychly, and provide collocation, pattern and frequency information, searchable by parameters such as academic discipline and genre. The fact that they will be freely accessible should encourage use of the corpus data by users from within and outside the corpus linguistics research community, and we would like to attract English language students, EAP tutors and materials developers to the site. This leads to tensions between the conflicting requirements of usability and meaningfulness, however. We started with a query language that was powerful but opaque, but we wonder whether attempts to simplify the search process (for example by creating drop-down menus of search categories) might encourage more superficial, perhaps pointless, queries, and lead users away from open-ended investigations. Our challenge is to provide sufficient support and information to enable non-corpus linguists to pose queries that will lead to meaningful answers. The final interface designs will be arrived at through consultation and trialling with all kinds of potential end-users, so we will welcome feedback at the conference.

Critical discourse analysis and the interpretation of metaphor at the register level
Kieran O'Halloran
Centre for Language and Communications, Open University
k.a.ohalloran@open.ac.uk

One aspect of Critical Discourse Analysis (CDA) involves examining how metaphors in texts, particularly hard news texts (reports of very recent conflicts, crimes etc), imply certain values. The usual theoretical basis for such analysis is Lakoff and Johnson (1980). My presentation, based on O'Halloran (forthcoming), shows problems with transplanting Lakoff and Johnson's discourse-level approach to a CDA register-level one. I use Lee's (1992) analysis and interpretation of what he identifies as metaphors in a hard news text as a case study to show the following: problems with how CDA prototypically draws on Lakoff and Johnson (1980) to critically analyse metaphor at the level of register.

I draw on evidence from a large corpus in order to show collocational and phraseological evidence around what Lee identifies as metaphors. I show how this evidence questions not only his interpretation of these expressions, but also his Lakoff and Johnson (1980) inspired analysis. In doing so, I offer the concept of 'register prosody' as well as a corpus-based method for checking over-interpretation of linguistic data as metaphorical, in relation to regular readers of a range of registers.

Lakoff, G. and M. Johnson. 1980. Metaphors We Live By. Chicago: University of Chicago Press.

Lee, D. 1992. Competing Discourses: Perspective and Ideology in Language. London: Longman.

O'Halloran, K.A (forthcoming) 'Critical Discourse Analysis and the Interpretation of Metaphor at the Register Level', Applied Linguistics.

'She does stocks shares and the whole lot': vague category markers in pseudo versus real conversation
Bárbara Orfanó and Bróna Murphy
Mary Immaculate College, University of Limerick Barbara.orfano@mic.ul.ie
Brona.Murphy@mic.ul.ie

Vagueness is often seen as a deviation from precision and clarity. However, research (Channell, 1994) shows that it is a pervasive feature of both spoken and written English, and is '...one of the most important features of the vocabulary of informal conversation' (Crystal and Davy, 1975: 111). Carter and McCarthy (2006 cited in Evison, McCarthy, and O'Keeffe, in press) add that being vague is a common feature of interpersonal meaning which can soften 'expressions so that they do not appear too direct or unduly authoritative and assertive'. Vague expressions occur in a variety of contexts ranging from approximations (about 200 students), vague pronominal references (it, you, they), lexical under-specification (thing, stuff), blurring of word-references (sort of, kind of), epistemic modal expressions (probably) as well as vague category markers (and that sort of thing) where speakers refer obliquely to other members of categories which they assume their listeners will be able to 'fill in' (Evison et al, 2005: 2).

This paper is based on two corpora, one a 40,000 word corpus of American sitcom Friends and the other a 15,000 word corpus of female friends in their twenties in an Irish-English context. The study compares and contrasts the use of vague language and in particular, vague category markers within the pseudo conversation represented by Friends and real conversation represented by the women in their twenties. It focuses, in particular, on the form, frequency and function of the vague markers in the context of both types of conversation and the implications of the markers in creating interpersonal meaning. It will also bring to light how the pseudo-intimate language of Friends compares with the language of real friends. This will be particularly illuminated by comparing the use of vague category markers and their reference domains. In order to be vague, one has to draw on shared knowledge and shared social space (O'Keeffe 2003). However, paradoxically, the pseudo-genre, if it is to have mass television appeal, has to have a very transparent pool of shared knowledge. This is at odds with real friends, whose references to their shared world can very often be quite opaque, for example, in the real conversation by women in their twenties, Anna (25) is talking about a friend of the group and says 'yeah she exaggerates a whole load of things as well'. This example illustrates that to know and understand what Anna is referring to is difficult without being part of this group of real friends.

Are they who we think they are? Using corpus methods in the analysis of self-representation
Dr Alison Sealey
University of Birmingham
a.j.sealey@bham.ac.uk
Stubbs (1996: 158) provides a definition of discourse as 'recurrent phrases and conventional ways of talking, which circulate in the social world, and which form a constellation of repeated meanings,' and he advocates the use of corpus linguistic methods to identify such meanings. Involved in the circulation of recurrent phrases and conventional ways of talking are not only people-at-large in the social world, but also researchers, and the 'constellations' include classifications of people into various social categories. This paper is concerned with the ways in which people selected by researchers as exemplars of such categories use discursive resources to represent themselves.

It will present preliminary findings from a project which is using corpus methodology to research aspects of discourse and identity. The data comprise 150 transcribed oral history interviews, recorded under the auspices of a project funded by several different bodies to mark the millennium in a large city in the UK. Participants were selected to reflect the heterogeneous population of the city, and include migrants from various parts of the world, employees in a wide range of occupations, and people from different backgrounds and religions. Those interviewed reflect on their experiences, beliefs, contributions to the community and hopes for the future.

In the current study, the interviews are regarded as examples of a discourse of self description, where concepts, terms, categories and labels are deployed in particular ways as the individuals represent their experiences in the course of the semi-structured interviews. Corpus methodology is used to identify salient and recurrent patterns in this discourse. One key question investigated is the extent to which the patterns of self-representational language correspond to the social categories typically used by researchers in social and applied linguistics, namely those found in typologies based on 'ethnicity', class, age and gender.

Gender and Language: Theoretical and Methodological Approaches
Dr Lia Litosseliti
Department of Language and Communication Science, City University, London
l.litosseliti@city.ac.uk
and
Dr Jane Sunderland
Department of Linguistics and English Language, Lancaster University
j.sunderland@lancs.ac.uk
Gender and language is a diverse and rapidly developing field, in which a range of theoretical and methodological frameworks are used. This has resulted in 'a critical rethinking of linguistic analysis, feminist theory and feminist linguistic analysis [as well as] a lack of consensus on how to evaluate the claims of the

literature, and to what extent to revisit previous assumptions' (Litosseliti, 2006: 2). In this climate, and following this year's BAAL/CUP seminar on 'Theoretical and Methodological Approaches to Gender and Language Study' (for which a subsequent publication is in progress, i.e. Caldas-Coulthard, Litosseliti, Sauntson, Segal, and Sunderland), the following questions arise:

- In what ways are the theoretical and methodological underpinnings associated with different approaches to gender and language research manifested in the research questions, characteristic data, data collection methods, data analysis, interpretation and claims in the research projects associated with those approaches?
- What is each approach particularly well-equipped to achieve, and what are its limitations?
- What are the possibilities and criteria for a fruitful combination of approaches? Are there some tensions here?
- What are the connections between each theoretical approach and its applications in terms of a critical, emancipatory or feminist politics?

In this paper we focus on the above questions. The theoretical and methodological approaches to which we will refer will include sociolinguistics, conversation analysis, (critical) discourse analysis, corpus linguistics, ethnography, discursive psychology, and feminist post-structuralist discourse analysis - though we acknowledge that this is by no means a comprehensive list of approaches which can fruitfully inform gender and language study.

Litosseliti, L. (2006). Gender and Language: Theory and Practice. London: Arnold.

Caldas-Coulthard, C., Litosseliti, L., Sauntson, H., Segal, K. and Sunderland, J. (eds.) (in progress). Theoretical and Methodological Approaches to Gender and Language Study.

The Use of Reported Dialogue as a Marker of Politeness, Cultural Affiliation and Gender by Japanese Women Speaking English in the UK
Kate Segall
King's College, London
kate.segall@btinternet.com
and
Jules Winchester
Middlesex University
j.winchester@mdx.ac.uk

In this paper we examine the use of reported dialogue by Japanese women speaking English in the UK. In particular, we assess the extent to which such a language device can be marker of politeness, cultural affiliation and gender. Reported dialogue has been analysed as a means of negotiating social identities, politeness and collaboration (Segall, 2005a). Use has been shown as gendered with women using more than men (e.g. Johnstone, 1990; Romaine and Lange, 1991) and that certain reporting frames such as be like are related to age (e.g. Tagliamonte and Hudson, 1999; Tagliamonte and D'Arcy, 2004, Segall, 2005b). However, these studies have only assessed English (usually US or UK) reported dialogue within L1 English contexts. Recent research into linguistic realisations of politeness in an intercultural context has raised interesting questions about this perspective. This research has shown that, in Japanese L1 speakers in the UK, affiliation to a particular cultural context determines the way in which speakers negotiate their social identities and politeness through language (Winchester, 2005).

Our study looks at over 10 hours of interviews by seven Japanese women who have lived in the UK between 2 and 13 years. We assess the amount and type of reported dialogue used with reference to Lakoff's rules of politeness (Lakoff, 1973, 1977, 1979, 1990, 2004), as either 'typically British' realisations of politeness (i.e. Camaraderie politeness) or 'typically Japanese' realisations of politeness (i.e. Deference politeness). Our research shows that the amount and type of reported dialogue used can be related to a speaker's predominant cultural patterns of linguistic politeness. Furthermore, the findings indicate that speakers reproduce (stereotypically) gendered patterns of reported dialogue use in L2 situations. This has implications for theorists examining intercultural communication as well as for practitioners involved in language teaching.

Using drama to investigate literacy in rural Africa
John Holmes
School of Education, University of Leeds
j.l.holmes@education.leeds.ac.uk

The issue of mother tongue literacy is increasingly topical in many areas of Africa where children are now learning to read and write in languages which have only recently been codified and written down. Despite the strong case that can be made for mother tongue education (e.g. UNESCO policy since 1955) there still remain a number of unresolved questions such as the status of other languages in the community and the transferable value of L1 literacy throughout society and the rest of the education system. Research approaches to investigate mother tongue literacy have traditionally focussed on school-based techniques or community based surveys. The

former include interviews with teachers and children and classroom observations while the latter focus on literacy practices in families and communities.

This presentation discusses the value of another approach: the use of improvised drama workshops to find out how children's spontaneous language use reflects the varied influences at work upon their literacy environment.

A series of drama workshops was held in December 2005 in primary schools in two different regions of Eritrea. The improvised dramas were set up using techniques employed in development and community theatre, moving through stages that gradually encouraged the children to express themselves more freely. After the final drama was shown the audience discussed the issues which had appeared and added their own comments.

We were especially interested in the interdiscursive factors that influenced the children's choice of topics, words, and means of expression. The data revealed a rich variety of sources and also a community concern about the role of the minority mother tongue as a literacy medium. In particular children were able to express their sense of insecurity in being the very first generation to become literate in their mother tongue.

Analyzing Institutional Discourse(s): Language, Power and Identity Construction in a Multilingual South African Primary School

Pinky Makoe

Institute of Education, University of London

pmakoe@ioe.ac.uk

This paper reports on a research project on Language, Identity and Learning: exploring language practices of children/youth attending desegregated schools in urban South Africa. Research for this paper was conducted in a co-ed primary school situated in an urban area of Johannesburg. The language of teaching and learning (LOLT) is English and the student body is composed mainly of African language speakers. Data was collected from two Grade One classrooms. The analysis is based on data collected with qualitative methods, including observation, semi-structured interviews, field notes and video recordings.

This paper offers a critical analysis of institutional discourse(s) about English, analysing what discourses dominate, how and why particular discourses come to dominate, and the extent to which these discourses remain endorsed. Furthermore, the paper looks at the relationship between language, identity and power relations, specifically at how learners are socialized into different identity positions. Discourse is understood to include multi- semiotic modes and is further conceptualized as a socially situated construct. That is, the view that discourse is reflective of and constitutes a particular social context and social practices is considered critical in this paper. Institutional discourses suggest that 'good' proficiency in English, the LOLT, is privileged above all else. The value attached to linguistic competence in English renders some learners 'successful' and others 'unsuccessful'. This means that competence in English as the LOLT is seen to be equivalent to a more favorable position of identity. Those who posses this kind of competence are privileged and engender more authority in relation to other learners.

The Role of Indigenous Language Teaching in Improving Dissemination of Information: The Ugandan Experience.

Kizza Mukasa Jackson

Institute of Languages, Makerere University

jkmukasa@educ.mak.ac.ug

In a recent review of Uganda's experience of decentralised administrative framework, MISR 2000 established among other things the need to strengthen communication skills for local authorities at the district as well as other urban authorities. This need for communication skills was based on the fact that the officers were not able to perform their statutory development dissemination functions adequately. The challenge is that the local authorities are not sufficiently trained in local languages to effectively communicate. It is also sad to note that many of the officers are not aware of the need to be fully skilled in the varied styles of language used by the local people.

The role and function of indigenous languages in enhancing successful communication is acknowledged by the Kajubi report (1989) and the government white paper on Education (1992) which recognise the need to train young children in Uganda in the area languages up to P.4. This is in recognition of the fact that in order for the children to understand basic concepts in education, they have to acquire basic skills in communication in the language spoken by the majority of the people around them.

The language policy as reflected in the white paper (1992) has not been fully implemented due to limited funding of the education sector at primary and secondary school levels. This means that there are very few people who are sufficiently trained in the proper use of our indigenous languages in both technical and non technical situations.

The paper therefore, analyses attitudes of low esteem and inferiority towards our languages and argues that the process of economic developments and social change will remain very slow if the local authorities at all levels

are not sufficiently trained in our local languages in order to disseminate information to the general public for purposes of a holistic development envisaged by the central Government.

Phonological competence and the design of a new orthography
Paul Tench
Centre for Language and Communication Research, Cardiff University
tenchp@cf.ac.uk
Most languages of the world have no written form. Unwritten languages are usually minority languages, but although they are not powerful politically and economically within a nation state, they are nevertheless powerful in the social cohesion they provide within a community. Many Governments have educational plans to include minority languages in their primary school strategy, and many communities are keen to see their languages used in this way. This paper will report on an experimental orthography workshop held in Nigeria, where the initiative was taken by the community rather than the linguist - the linguist was facilitator, rather than director.
This paper will examine the strategies that local mother tongue speakers adopt and will suggest how their phonological competence in three languages was used as a resource as they proposed an orthography for their own language.
Phonological competence will be described as a complete phenomenon, including perceptions of its relationship with spelling. Certain attributes of phonological competence will be identified as relevant in the design of orthography. Actual products resulting from the workshop will be made available in the form of children's booklets, dictionary, translations and a primer for introducing the languate into primary education. This is a case of linguistics applied, with products.

The Differential Effects of Corrective Feedback on Two Grammatical Structures
Rod Ellis
University of Auckland, New Zealand
r.ellis@auckland.ac.nz
Previous studies have demonstrated that both implicit and explicit corrective feedback are effective in promoting second language (L2) acquisition when the feedback is focussed and intensive. A number of the studies (e.g. Carroll and Swain 1993; Nagata 1993; Carroll 2001; Rosa and Leow 2004) demonstrated that the explicit feedback was more effective than the implicit feedback. Ellis, Loewen and Erlam's study of the effects of recasts and metalinguistic feedback on the acquisition of English past tense -ed also found that the implicit type of feedback was more effective than the explicit type. However, a number of other studies (e.g. Sanz 2003; Kim and Mathes 2001) reported no difference.
The paper will consider a number of reasons why firm conclusions regarding the relative effectiveness of implicit and explicit corrective feedback on the basis of these studies is not possible.   One of these is that the previous studies have not taken into account the learning difficulty of the target structures as implicit and explicit knowledge and have not ensured that the measures of acquisition tap both knowledge types.
The study reported in this paper compares the effects of the two types of corrective feedback (operationalized as recasts and metalinguistic feedback) on two different English grammatical structures (past tense -ed and comparatives) selected to represent different degrees of learning difficulty. The study also incorporates testing instruments designed to measure implicit and explicit knowledge. The results showed that only the explicit feedback was effective in promoting implicit and explicit knowledge of both structures but that its effect was somewhat different for each structure. Explicit feedback had an immediate effect on the comparative whereas for past tense -ed its effect was only evident in the delayed post-test.

Affective and Metacognitive Strategies used by Distance Language Learners: a pilot study, using Think-Aloud Verbal Protocols
Stella Hurd and Tim Lewis
Department of Languages, The Open Unversity
m.s.hurd@open.ac.uk
t.w.lewis@open.ac.uk.
This paper reports on a study in which students registered on a beginners' French course at the Open University (UK) audio-recorded their impressions and reflections as they worked through a reading and writing activity. Analysis of the data was carried out using QSR N6. The study focused on affect, in particular self-confidence, self-esteem, anxiety and motivation and on the range of affective strategies employed to manage these. Our paper also charts the use of metacognitive strategies (i.e. planning, monitoring, problem-solving, evaluating) to deal with the task in hand, in effect offering a micro-analysis of what has been called `learner self-management'.
As well as offering a profile of the independent learner, our study has enabled us to reflect on the strengths and weaknesses of think-aloud verbal protocols as a research instrument. These have been used regularly over the last 20 years, in an attempt to gain information about the mental experience of language learners as they interact

with the target language. To date, studies using this research tool have largely involved classroom-based learners. The relevance of think-alouds to distance language learners remains largely unexplored, and yet it is arguably this group of learners for whom such a method has special application, given the remote nature of their learning environment.

Follow-up interviews with selected learners were used to enable them to give an account of the TAP process: in particular, its impact on normal learning activity. The paper concludes that, while there are limitations to this particular research tool, it can nevertheless provide significant insights into the ways in which distance language learners approach their studies and may inform us on how better to prepare and support them in their studies.

Using second language corpora to validate curriculum and assessment models for second language learning

Gee Macrory
Institute of Education, The Manchester Metropolitan University
g.macrory@mmu.ac.uk
and
Mike Beaumont
School of Education, The University of Manchester
michael.beaumont@man.ac.uk

The context for this paper is the implementation of the National Languages Strategy in England and the entitlement of pupils to early language learning (ELL) from January 2010. Primary class teachers clearly have an essential role to play in this development. However, among the findings of the DfES report (2004)* is the issue of primary teachers' lack of confidence to deliver primary languages. A related concern is the provision of appropriate placements for trainees specialising in primary languages in initial teacher education. In an attempt to address these issues, generalist class teachers from ten primary schools in Greater Manchester are participating in a TDA/British Council funded project. Begun with a visit by these teachers to the Deux-Sèvres region of France in May 2005, and organized through collaboration between the Manchester Metropolitan University, the IUFM (Institut Universitaire de la Formation des Maîtres) and the TDA, the project has resulted in partnerships between the Manchester schools and their French counterparts. As well as developing a cultural context for the promotion of early language learning, the partnerships also have the potential to provide enriched school-based training for trainees specialising in early language learning. This paper will report on findings from semi-structured interviews conducted with the ten Manchester teachers to establish what impact the visit and subsequent link with the French school has had on (a) their own confidence and motivation, (b) the children's attitudes and motivation, and (c) the teachers' role as a teacher trainer. The ten schools have all been allocated trainee teachers who are training through the post-graduate route to become language specialists. Additionally, therefore, data from interviews with the trainees will be analysed to establish their perceptions of the impact of the school partnership on their training. Implications for future practice in both teaching and training will be considered.

TDA – Teacher Development Agency

* 'The Provision of Foreign Language Learning for Pupils at Key Stage 2', by Driscoll, P., Jones,J. and Macrory,G., DfES Research Report No.572.

Using second language corpora to validate curriculum and assessment models for second language learning

Rosamond Mitchell
University of Southampton, School of Humanities
R.F.Mitchell@soton.ac.uk

There is a clear movement in contemporary education systems internationally for the competency-based specification of L2 curricula and assessment schemes. Examples in the United Kingdom include the recently revised L2 curriculum for lower secondary school (DfES 2003) and the government-sponsored proficiency testing scheme Asset Languages (DfES n.d.), which is currently under development and aims to provide a curriculum-independent test 'ladder' in four skills, for a wide range of languages. At European level the Common European Framework offers another influential example (CCC2001). However during their development phase these curriculum/ assessment models have not typically been informed by findings of second language learning research regarding developmental routes among instructed learners.

This paper will evaluate the potential of corpus-based studies of learner progression routes to validate such curriculum/ assessment models, with particular reference to French. Existing work on progression routes in L2 French will be reviewed (e.g. Bartning 2005, Granget 2005). The paper will then present an analysis of aspects of progression in spoken L2 French as reflected in the FLLOC corpus (see www.flloc.soton.ac.uk). Using CHILDES tools, the analysis will trace learner development with respect to: selected aspects of morphosyntax

(tense and aspect, negation, gender concord); emerging conversational capability (including use of a range of communication strategies and formulaic language); and narrative ability.

The findings of the CHILDES-based analysis of FLLOC data together with other corpus findings will be compared with the developmental stages proposed in Asset Languages and the Common European Framework. In the light of this comparison the wider potential of learner corpus research to empirically validate and improve curriculum and assessment models will be discussed and evaluated.

Explaining patterns of production in a second language: negation amongst instructed learners of French
Sarah Rule (University of Southampton)
Emma Marsden (University of York)
Florence Myles (University of Newcastle) and
Ros Mitchell (University of Southampton)
sjr1@soton.ac.uk
Recent and ongoing studies of instructed L1 learners of L2 French have provided large datasets of learners' speech (Myles 2002, Mitchell 2003, Myles and Mitchell 2003, Myles and Mitchell 2005). As part of that work, the current cross-sectional study focuses on the position of 'pas' in relation to finite and non-finite verbs, amongst learners with between 200 and several thousand hours instruction (year 9 through to undergraduates).

Crucially the paper examines some possible explanations as to why the instructed learners follow a specific developmental path, and comparisons will be drawn with the developmental path followed by naturalistic learners of L2 French (Meisel 1997, Prévost and White 2000). This comparison informs us as to whether instructed learners' non-target like productions may be due to the type of input the learners receive in the French L2 classroom.

We consider the explanatory power of four main approaches to accounting for the patterns of L2 production: 'access to Universal Grammar' explanations (Rule & Marsden, 2006); ii) the relationship between language rules and language use (Schwartz 1993, Brumfit, Mitchell and Hopper 1996) iii) the faulty processing of input (VanPatten 1996) and iv) the influence of L1 parsing strategies (Carroll 2001). Implications for second language pedagogy will be drawn.

Brumfit, C., Mitchell, R., and Hooper, J.1996, ""Grammar,", "Language" and classroom practice" in M. Hughes (ed) Teaching and Learning in Changing Times, Basil Blackwell

Carroll, S, 2001, Input and Evidence: the raw material of second language acquisition, John Benjamins.

Meisel, J-M. 1997, The acquisition of the syntax of negation in French and German:contrasting first and second language development. Second Language Research 13, 227 - 263.

Prévost, P. and White, L 2000, Missing Surface Inflection or Impairment in Second Language Acquisition? Evidence from Tense and Agreement. Second Language Research 16, 103 - 133.

Rule, S. and Marsden, E. (2006), The acquisition of functional categories in early French L2 grammars: the use of finite and non-finite verbs in negative contexts. Second Language Research 22:2 pp1-31

Schwartz, B,. 1993, " On explicit and negative data effecting competence and linguistic behaviour" Studies in Second Language Acquisition 15:2, pp 147-165

Van Patten, B, 1996, Input Processing and Grammar Instruction in Second Language Acquisition. Ablex, Norwood, NJ.

Claude Marcel (1793-1876): A neglected applied linguist?
Richard C. Smith
CELTE, University of Warwick
R.C.Smith@warwick.ac.uk
Claude Marcel (1793-1876), who lived in Cork between 1816 and c. 1864 as an official representative of the French government, was at the same time an innovative teacher of French and the author of a two-volume study of language teaching published in London in 1853 under the title Language as a Means of Mental Culture and International Communication. For Howatt (2004: 174), 'there is no single work in the history of language teaching to compare with it for […] strength of intellect […], […] breadth of scholarship […], and […] wealth of pedagogical detail', with the possible exception of Henry Sweet's (1899) Practical Study of Languages. Should we not, then, consider Claude Marcel a major pioneer of applied linguistics, comparable with figures like Sweet (1845-1912) and Harold E. Palmer (1877-1949)? Although his work had little apparent influence on his contemporaries, Marcel's principled and systematic approach to the elaboration and selection of teaching methods does seem to qualify him as an early applied linguist of some stature.

What were his ideas based on, though, given that the 'linguists' (philologists) of his day were not much concerned with the description of living languages? Marcel rests his claims largely on his own observations, on logic, and - above all - on his interpretations of the 'science of education'. Thus, on the basis of original historical research into his life and career and close analysis of his writings, I argue in this paper that Marcel's relevance

today lies in the substantial example he provides of language teaching theory based on valid educational, not simply linguistic considerations.

Howatt, A.P.R (with H.G. Widdowson). 2004. A History of English Language Teaching, 2nd edition. Oxford: Oxford University Press.

Developing and Delivering a Student Driven Self-Access Language Learning Resource

Caleb Foale and Luke Carson
Kanda University of International Studies, Japan
carsonluke@gmail.com

This paper will illustrate the development and usage of an online content based self access resource run by students, using a blog based medium. It will also and compare this with usage of more traditionally explicit CALL based self access resources.

We will discuss why we have taken a content-based approach to providing opportunities for language use and exposure. Through researching student usage of the CALL technologies provided through the Self Access Learning Centre at Kanda University of International Studies, it became clear that many of the explicit language learning technologies made available to students were rather underused. Equally, the creation of this resource is an attempt to provide a self-access mobile language learning opportunity for those students who are not interested in using the physical self access centre

By encouraging students to develop online content around college life and personal interests, we are aiming to provide a resource the will be intrinsically motivating, universally accessible and encourage language improvement. Rather than having a major focus on learning about the technology, we have aimed to provide students with as much of a framework as possible, in order to limit barriers to student input and use.

Breen, M.P (2001). *Learner Contributions to Language Learning.* London: Longman.

Butler-Pascoe M.E. & Wilburg, K.M. (2003). *Technology and Teaching English Language Learners.* Chigago: Allyn & Bacon / Pearson.

Fotos, S. & Browne, C.M. (2004). *New Perspectives on CALL for second language classrooms.* New Jersey: Lawrence Erlbaum Associates.

Reinders, H. & Lewis, M. (2005). How well do self-access CALL materials support self-directed learning? *JALT CALL Journal,* Vol1, 2 (pp41-50)

The Processing Consequences of Lexical Ambiguity: A Bilingual Study

Gordon T.-J. Chi
University of Cambridge
tjc44@cam.ac.uk

The current study examines differences between native and non-native speakers' knowledge of the number of senses of polysemous words and the processing consequences of such differences. Ambiguous words can be either polysemous (a river bank vs. a highstreet bank) or homonymous (a conference speaker vs. a stereo speaker). Previous literature reported that ambiguous words were recognized by native speakers faster than unambiguous words matched for overall frequency or familiarity. However, Rodd et al. (2002) suggested that while response times in lexical decisions did benefit from polysemy, recognition was actually delayed by homonymy. With two sets of experiments we explore whether polysemy and homonymy affect native and non-native speakers' performance in lexical decisions.

In experiment 1, 21 native and 21 non-native speakers participated in a lexical decision task. Word stimuli were the same as Rodd et al.'s. The two factors of the 2 x 2 factorial design were ambiguity and number of senses. Four groups of words were matched for CELEX frequency, number of letters, number of syllables, concreteness and familiarity. The results suggested that native speakers' visual word recognition was facilitated when a polysemous word was presented. Such an effect was not found in non-native speakers' data. In Experiment 2, each sense of a polysemous word was demonstrated by a sentence. The same participants from Experiment 1 read the sentences and responded according to their familiarity with the particular sense of the word in the given context on a 1 to 5 scale. The results suggested quantitative differences between native and non-native speakers' lexical knowledge. Non-native speakers recognized fewer senses than non-native speakers. Also, native speakers showed a greater sensitivity to different senses associated with the same word while native speakers were either very familiar with a meaning or did not recognize it at all.

J. Rodd, G. Gareth, and W. Marslen-Wilson. Making Sense of Semantic Ambiguity: Semantic Competition in Lexical Access. Journal of Memory and Language 46 (2002), pp. 245-266.

Foreign Language Learners' Early Word Processing Skills

Lynn Erler
Oxford University Department of Educational Studies
lynn.erler@edstud.ox.ac.uk

Principal component analyses of a questionnaire supported by qualitative data from self-reports reveal that early secondary learners of French as a foreign language employ a range of cognitive actions when working at word level in the written language. Aural memory and processing skills are integral to many of these actions and in their absence students resort to compensatory measures based on their first language, English. The data come from two larger ESRC-funded studies and one smaller intervention study with three different samples of 11-year olds in English schools. A modified version of a connectionist model of word identification (Seidenberg & McClelland (1989) will be proposed as the best explanatory theory for the empirical data, describing the role of the L1 when dealing with the L2, based on the data. Direct pedagogical implications for teaching these and even younger learners in foreign language classrooms will be briefly addressed.

Seidenberg, M.S. & McClelland, J.L. (1989) A distributed, developmental model of word recognition and naming. Psychological Review 97: 447-452.

Surfing the stream of speech
Dr. John Field
University of Reading
jcf1000@dircon.co.uk

Psycholinguistic models of listening are underpinned by a view that the listener decodes the signal on-line, as the speaker is producing it. But evidence from auditory phonetics suggests that it is extremely difficult to decode short stretches of connected speech, and indeed that the integrative pressures of the intonation phrase considerably reduce the intelligibility of the individual word. Here is an area where Applied Linguistics (in the form of language processing theory) needs somehow to be reconciled with Linguistics Applied (in the form of evidence from auditory phonetics.)

The issue is of importance for our understanding of the L1 listening process, but becomes even more critical when the teaching of a second language is involved. To the decoding uncertainties identified by phoneticians, the L2 listener adds a degree of uncertainty which derives from more limited linguistic knowledge, approximate phonological representations and inexperience of applying the listening process to the perceptual features which characterise the target language.

This paper offers an account of second-language listening which attempts to reconcile the AL and the LA perspectives. It represents L2 listening as highly probabilistic, with provisional matches probably only resolved quite late in the process. It then presents evidence from a recent research study in which the gating method was used to investigate on-line processing. The study reveals that the L2 listener operates strategically at the level of decoding just as he/she does in the construction of overall meaning. It indicates which of the various possible sources of evidence (phonetic, lexical, syntactic, contextual) tends to be accorded the most weight. It also provides evidence of a 'perseverative effect', where L2 listeners show themselves reluctant to revise an existing hypothesis, however tentative.

L2 reading comprehension: access, not transfer
Catherine Walter
School of Culture, Language and Communication, University of London
c.walter@ioe.ac.uk

Reading comprehension in L2 has long been characterised as 'transfer' from L1 (Alderson, 1984). I argue that this is an inappropriate metaphor, and that the attainment of skill in L2 reading comprehension is more aptly characterised as access to an existing cognitive ability. The argument is based on the work of Gernsbacher and colleagues, who show mechanisms and processes in comprehension to be the same whether comprehension occurs based on oral or written texts in English or a number of other languages; on picture stories; or on silent films (Gernsbacher, 1997). It follows that any L2 learner without a cognitive disability, familiar with the specificities of genre in L2 texts, will not 'transfer' anything from L1 to L2, but rather will have an existing comprehension ability. The L2 'reading comprehension threshold' at intermediate level, before which learners have problems dealing with texts which are apparently at the level of their lexical and syntactic proficiency, and after which they can deal with texts at their level, must therefore relate to problems with access to this ability. This may be because the demands of L2 decoding on the working memory (WM) capacity of the lower-level learners prevents them from using WM to build mental structures corresponding to the texts in the same way as they can in L1. I will report on a study of L1- and L2-based comprehension and WM in two groups of French learners of English, of which the results support these hypotheses.

Gernsbacher, M.A. (1997). Two decades of Structure Building. Discourse Processes, 23, 265-304.

Alderson, J. C. (1984). Reading in a foreign language: a reading problem or a language problem? In J. C. Alderson & A. H. Urquhart (Eds.), Reading in a foreign language (pp. 1-24). Burnt Mill, Harlow: Longman Group Limited.

Voices of Youth and Discourses of Multilingualism and Citizenship

Julie Byrd Clark
OISE, University of Toronto, Canada
jbyrdclark@oise.utoronto.ca
What does it mean to be multilingual and multicultural? This sociolinguistic and interdisciplinary study is among the first to critically look at the social construction of multilingualism and its impact on Canadian citizenship as well as the development of linguistic repertoires. I address this specifically through the voices of self-identified multi-generational Italian Canadian youth, comprised of different social classes participating in French language learning and teacher education programs in the Greater Toronto Area (GTA). While considering present-day discourses on pluralism and trans-nationalism, I examine how 4 Italian Canadian youth socially construct their identities and invest in language learning in an urban globalized world. In doing so, I demonstrate how some of their lived social and linguistic practices problematize cultural boundaries and social categories. Using a critical ethnographic approach and discourse analysis (of observations, journals, interviews), the findings reveal identity negotiation through multiple worlds to be a complex process. This paper not only reveals the contradictions of who counts as an Italian Canadian, but more importantly, it sheds light on the processes of inclusion and exclusion by looking at who gets to define what is the 'right' kind of multilingualism, in which discursive spaces, and who can claim the 'right' forms of cultural and linguistic capital (Bourdieu, 1977; Labrie, 2001; Heller & Labrie, 2003) to be considered a multilingual and multicultural Canadian in the new globalized economy. It furthermore acknowledges the insight youth have into the complexity of linguistic markets, the possible barriers they may encounter in higher education and the labour force despite their multilingual repertoires, and the creation of new social spaces for overlapping identities, which could possibly challenge the status quo. Finally, it offers implications beyond the Canadian context as more people live between multiple worlds.

The professional rôles and identities of bilingual primary teachers: evidence from interviews and classroom interactions

Dr. Jean Conteh
Department of Educational Studies, University of York
jc50@york.ac.uk
Government initiatives to recruit and retain more 'ethnic minority' teachers in England have so far met with only limited success, and the proportion of such teachers in mainstream schools, though it varies considerably over the country as a whole, remains very small. One important reason for this may be that the factors that contribute to their distinctive professional skills and knowledge are still under-researched – indeed, it is unclear what these distinctive skills may actually be. For example, it is often asserted that they have the potential to help raise the achievements of 'ethnic minority' pupils, but the reasons for this – if it is really the case – are complex and not well-understood.

In this paper I present evidence from interviews with bilingual primary teachers and transcriptions of their classroom interactions with their pupils in both 'mainstream' and 'complementary' classes. My analysis is underpinned by sociocutural theories of learning which recognise the inseparability of language, culture and context. I place more emphasis on culture than is perhaps done by other writers using these notions. I link with ideas about 'culturally responsive pedagogies' from ethnographic research carried out mainly in Australia and the USA and recognise the importance of Cummins' ideas of 'negotiating identities' in achieving success for both teachers and pupils.

These data, in different ways, illuminate the teachers' own views on issues of bilingualism, language choices and pedagogy in multilingual classrooms and show the importance of recognising community resources. The analysis of classroom interaction begins to show the potential of codeswitching, as part of an 'additive bilingual' pedagogy, to raise 'ethnic minority' pupils' achievements. Finally, while the focus of the paper is on the bilingual teachers whose voices are reflected in the discourses recorded, the important rôles played by all teachers in their pupils' success is recognised.

Rhetorical grammar in the English National Literacy Strategy: a case study of curricular enactment

Adam Lefstein
Department of Education and Professional Studies, King's College London
adam.lefstein@kcl.ac.uk
How is a national educational reform policy translated into classroom activity? This paper addresses that question in an analysis of a Year 3 lesson on "powerful verbs", which is drawn from a year-long linguistic ethnographic study of teacher and pupil enactment of the English National Literacy Strategy in Key Stage 2 (8-11 year-olds) in one school. I argue that grammar teaching is a critical site for orienting pupils to academic language, with both oppressive and emancipatory potential. The National Literacy Strategy policy documents and curricular materials are eclectic and at times contradictory vis-à-vis this issue, and include explicit teaching of grammar to aid pupil composition, a privileged position for standard grammar, and a rhetorical grammar

emphasis on meaning and purpose.   The teacher's selections, adaptations and enactments of the prescribed lesson reflect a shift away from rhetorical grammar and toward a more traditional grammar teaching as labelling linguistic phenomena and conducting decontextualised procedures.   Reasons for this shift are discussed, including the teacher's linguistic understandings, mixed messages in the NLS, the structure of literacy hour framework, the resilience of existing interactional genres, and the general accountability regime in which the enactment took place. This lesson is a telling case of the challenges of rhetorical grammar teaching, and of the problems involved in the National Literacy Strategy reform model.

Speaker 1

Ming-i Lydia Tseng
Lancaster University, U.K
lydiatseng2020@yahoo.com

'Recontextualisation' in learning and teaching argumentation:
 participation, control, and access

This paper aims to explore learning and teaching argumentation in an English writing class, raising the issue of social structure of academic community and agency of EFL learners. It seeks to contribute to the current discussion of critical perspectives on classroom practices in relation to language learning (Norton and Toohey 2004), which highlights power, social capitals, equal educational opportunities and other pertinent issues.

The analysis of various data-sets (classroom interaction, students' writing samples, interviews, policy documents) reveals that learning and teaching argumentation is socially (re)constructed and ideologically motivated. 'Intercontextuality' (Floriani 1993) between different argumentative tasks (spoken and written argumentation) is found. These intercontextual links are constituted in terms of specific features of context in which argumentation takes place, not which mode (oral or written) used in argumentation. Such an understanding enables us to see the learning-teaching of argumentation in the particular context as a process of recontextualsiation. Drawing upon Bernstein's notion of 'recontextualisation' (1990, 1996), I illustrate how various elements of social practices from pedagogic and non-pedagogic contexts are selected and relocated in the particular learning-teaching argumentation.

It is significant to uncover the (re)workings of resources and forms of power within the recontextualisation process, in which the particular pedagogic communication and power relation are developed. As EFL students participate in the learning-teaching events of argumentation, they are faced with constraints and freedoms provided in the context. They are situated in a range of social interactions, negotiating purposes of doing or learning argumentation, identities, social relations and representations of knowledge, which shape and are shaped by EFL students' argumentative practices. This finding thus suggests that the learning-teaching of argumentation is much to do with the creation and regulation of learning opportunities. How to make learning opportunities more accessible to learners and other relevant pedagogical implications
will be then discussed.

Bernstein, B. (1990) The Structuring of Pedagogic Knowledge. Volume 4: Class, Codes and Control. London: Routledge.
Bernstein, B. (1996) Pedagogy, Symbolic Control and Identity: Theory, Research, Critique. London: Taylor and Francis.
Floriani, A. (1993) "Negotiating what counts: Roles and relationships, texts and contexts, content and meaning." Linguistics and Education 5: 241-274.
Norton, B. and Toohey, K. (2004) (eds.) Critical Pedagogies and Language Learning. Cambridge: Cambridge University Press.

Speaker 2

Michael P. Geary
Ph.D. Candidate, University of Warwick
M.P.Geary@warwick.ac.uk ; mpgeary@ccms.nkfust.edu.tw

The Social Construction of Academic Writing in an Asian EFL

The impact the streams of influence have in the social construction of academic writing in an EFL setting is the focus of this research. The uniqueness of this research is its scope in exploring and depth in describing three streams of influence: administrators, teachers, and students in the EFL context of a Department of Applied English in a southern Taiwan university. It explores how all contribute to the milieu in which the idea of academic writing is formed. These influences all add to the mix, which result in the practices teachers employ in teaching academic writing and the academic written texts students produce. And yet there is insufficient in-depth research of them and their effects in an EFL context. The presentation will outline the EFL research context to provide a window into the particular conditions of this Taiwanese academic setting and the issues raised. Perhaps through the particular, audience members will discover familiar conditions and gain a greater understanding of factors affecting their own EFL context or impacting their ESL context. Qualitative research methods used in

gathering data, specifically classroom observation and interviewing, especially student focus group interviews will be discussed. Key research issues, practices, and findings will be presented resulting from data analysis, such as how students construct significantly different ideas about academic writing from what the teacher intended even while

superficially sharing similar terms and agreement.

Speaker 3
Huahui Zhao
Graduate School of Education, Bristol
edxhz@bristol.ac.uk
Who takes the floor: peer assessment or teacher assessment? - An investigation of the affordance of peer assessment for the development of Chinese tertiary students' EFL writing
It has been a long tradition for the agency in the development and assessment of writing to be provided by writing tutors rather than the student writers themselves. The emergency of the process writing approach and the development of collaborative learning theory in particular the Vygotsky's socio-cultural theory have led educators to consider the role of students in writing assessment.

The presentation is a part of my doctoral research which investigates the affordance of peer assessment for the development of Chinese tertiary students' EFL (English as a Foreign Language) writing. Four EFL tertiary writing tutors including three foreigner tutors and one Chinese tutor along with their four classes participated in my research. In this presentation, I will mainly discuss the differences in group dynamics occurring in teacher-student and student-student oral interaction. The group dynamics are examined in terms of the behaviour of turns taking and scaffolding. The study portrays how EFL writing is instructed in Mainland China, how peer assessment works among Chinese students, what the influences of Chinese socio-cultural characteristics on the way peer assessment works and what the different roles played by peer assessment and teacher assessment in the development of Chinese tertiary students' EFL writing.

The study is carried out in Mainland China where lives the largest population of EFL learners in the world; therefore, the presentation will not only help to enrich the limited number of literature about the EFL writing pedagogy in China but also provide EFL educators outside China with the picture of how Chinese students learn English in China so that they can offer a most suitable suite of EFL pedagogy for Chinese students who they teach.

INDIVIDUAL PAPERS

Starting L2 teaching earlier: Improving the quality of foreign-language education or taking the easy way out? The case of EFL in Spain
Dr. Christian Abello-Contesse
Departamento de Lengua Inglesa, Facultad de Filología, Universidad de Sevilla, Spain
christian.abello@auna.com
Although issues regarding the critical period hypothesis (CPH) have become recurrent in the fields of foreign/second language (L2) teaching and learning, the claim that there is a period extending from ages 2-12 during which children can acquire language easily and rapidly has recently been revived as a result of social demands in various countries for improved outcomes in the area of L2 teaching in state/public schools. The focus of this paper is on the implicit/explicit role played by the CPH in recent educational reforms that have resulted in an international trend toward an early start in L2 teaching, particularly the teaching of English as a foreign language (EFL).

The paper reviews the findings of research on various early-start school programs conducted in Spain and elsewhere over the last 3 decades (eg., Burstall el al., 1974; Carroll, 1975; Cenoz, 2003; Genesee, 1981; Holmstrand, 1982; Lewis & Massad, 1975; Munoz, 1999, 2006; Oller & Nagato, 1974; Swain, 1981). It then looks at current L2 practice in state/public school systems in 20 countries in Europe, Latin America, and the Asia-Pacific region; educational reforms introduced in Spain in the last 13 years are also critically examined as an example of current policy making as regards EFL instruction.

The paper argues that the CPH has become a powerful sociopolitical instrument, one that allows educational policy makers and politicians to ignore the findings of empirical research and claim to offer 'quality L2 teaching for all' by simply reducing the required starting age. The conclusion suggests that there are at least eight relevant factors involved (age being only one of them) that can accurately show the presence or absence of optimal conditions in a given educational context. Consequently, CPH-based claims alone do not and cannot justify an early start in EFL teaching.

Burstall, C., Jamieson, M., Cohen, S. & Hargreaves, M. 1974. Primary French in the balance. Slough: NFER Publishing Company.

Carroll, J.B. 1975. The teaching of French as a foreign language in eight countries. New York: John Wiley & Sons.

Cenoz, J. 2003. The influence of age on the acquisition of English: General proficiency, attitudes and code-mixing. In M.P. García Mayo & M.L. García Lecumberri (Eds.), Age and the acquisition of English as a foreign language (pp. 77-93). Clevedon: Multilingual Matters Ltd.

Genesee, F. 1981. A comparison of early and late second language learning. The Canadian Modern Language Review, 13, 115-128.

Holmstrand, L.S.E. 1982. English in the elementary school. Stockholm/Uppsala: Almqvist & Wiksell International.

Lewis, E.G. & Massad, C.E. 1975. The teaching of English as a foreign language in ten countries. New York: Wiley.

Muñoz, C. 1999. The effects of age on instructed foreign language acquisition. In S. Fernández, R. Valdeón, D. García, A. Ojanguren, M. Urdiales & A. Antón (Eds.), Essays in English language teaching. A review of the communicative approach (pp. 1-22). Oviedo: Servicio de publicaciones de la Universidad de Oviedo.

Muñoz, C. (2006). The BAF Project: Research on the effects of age on foreign language acquisition. In C. Abello-Contesse, R. Chacón-Beltrán, M.D. López-Jiménez, & M.M. Torreblanca-López (Eds.), Age in L2 acquisition and teaching. Bern: Peter Lang.

Oller, J. & Nagato, N. 1974. The long-term effect of FLES: An experiment. Modern Language Journal, 58, 15-19.

Swain, M. 1981. Time and timing in bilingual education. Language Learning, 31, 1-16.

Investigating the use of pauses as an indicator of holistic storage of multi-word units in spoken learner language

Svenja Adolphs, Irina Dahlmann and Tom Rodden
University of Nottingham
aexid@nottingham.ac.uk

The analysis of corpora of native and non-native speaker varieties has recently proved useful in studying second language acquisition (Granger 2004, Nesselhauf 2005). Not only does such data help understand some of the processes in SLA and offer a realistic picture of actual language in use, learner corpora can also highlight over-use and under-use of certain words and word combinations, phrases, grammatical constructions etc.

However, whereas the investigation into written learner language grows constantly, spoken learner language is greatly underrepresented in current research in this area (Granger 2004). This is partly due to the time efforts associated with the collection and transcription of spoken data. Consequently, appropriate methodology and frameworks for the analysis of spoken learner language are still in the early stages of exploration.

This paper looks at the particular methodological challenge of identifying multi-word units (MWU) in a spoken corpus of learner English. MWU have been recognised as one of the main building blocks of fluent speech (Nattinger & DeCarrico 1992; Wray 2002) for both native and non-native speakers. A number of procedures have been developed to identify such units in language use, including a range of corpus-based approaches. Yet, the additional parameters of temporal variables in naturally occurring spoken discourse of native and non-native speakers remain relatively under-explored in the identification process of multi-word units (see however Wood 2004). From a psycholinguistic perspective MWU have been associated with holistic storage and one of the physical markers of holistic storage is a lack of pauses in the actual speech production (Raupach 1984). In this study we investigate the placement of pauses in a digitised corpus of learner language in relation to a set of MWU that have been automatically extracted from a corpus.

The results of the analysis will be discussed in the light of
methodological issues of identifying MWU in spoken learner
corpora that benefit from pause annotation.

Granger, S. (2004). Computer Learner Corpus Research: Current Status and Future Prospects. In: Connor U. and Upton T. (eds.). Applied Corpus Linguistics: A Multidimensional Perspective. Amsterdam & Atlanta: Rodopi. 123-145.

Nesselhauf, N. (2005). Collocations in a Learner Corpus. Philadelphia: John Benjamins

Nattinger, J. & DeCarrico, J. (1992). Lexical Phrases and Language Teaching. Oxford: OUP

Raupach, M. (1984). Formulae in Second Language Speech Production. In: Dechert, H.W.. & Möhle, D. & Raupach, M. (eds.). Second Language Productions. Tübingen: Narr, 114-137.

Wood, D. (2004). 'An Empirical Investigation into the Facilitating Role of Automatized Lexical Phrases in Second Language Fluency Development'. Journal of Language and Learning 2 (1): 27-50.

Wray, A. (2002). Formulaic language and the lexicon. Cambridge: CUP.

Reading Comprehension in a Foreign Language: Do Girls Really Do Better?

María Pilar Agustín Llach

Universidad de La Rioja, Spain
maria-del-pilar.agustin@dfm.unirioja.es
The present paper examines gender-related differences in reading comprehension in Spanish-speaking primary school learners of English as a foreign language (EFL). Previous findings concerning gender differences in FL reading performance have yielded contradictory results, with some studies indicating the superiority of females over males, and some other reporting males and females performing similarly in reading comprehension. 283 fourth graders of four different schools in the urban area of Logroño, La Rioja in Spain participated in the present study. Subjects, who were beginner learners, had to read a 190 word passage and respond to a reading comprehension test of the multiple choice format. Analysis of the data showed that overall boys performed slightly better than girls in the reading comprehension test, but, as revealed by a t-test, these differences were not significant. The topically neutral text employed in the present inquiry may account for the lack of gender differences in reading comprehension. In light of the present finding we advocate for the use in the FL reading classroom, and specially in testing situations of passages of neutral content, since these will be understood in equal terms by both male and female learners, and they also ensure fairness for examinees of both sexes. Furthermore, in view of the result, we also contend that the multiple choice testing format seems a perfectly adequate instrument to measure reading comprehension of both boys and girls at beginner levels. Finally, the article discusses the results suggesting the need for future studies about gender effect on reading comprehension.

Brantmeier, C. 2003. "Does gender make a difference? Passage content and comprehension in second language reading" Reading in a Foreign Language 15 (1):??
Brantmeier, C. 2004. "Gender, violence-oriented passage content and second language reading comprehension" The Reading Matrix 4 (2):1-19.
Pae, T.I. 2004. "Gender effect on reading comprehension with Korean EFL learners" System 32: 265-281.
Phakiti, A. 2003. "A Closer Look at Gender and Strategy Use in L2 Reading" Language Learning 53 (4): 649-702.
Young, D.J. and Oxford, R. 1997. "A Gender-Related Analysis of Strategies used to Process Written Input in the Native language and a Foreign Language" Applied Language Learning 8 (1): 43-73.

Individual differences in word-meaning inferencing: examining the influence of language proficiency and learning styles
Mohammad Alavi and Shiva Kaivanpanah
English Department, Faculty of Foreign Languages, University of Tehran, Iran
shivekaivanpanah@yahoo.com
Although inferencing word meaning form context is widely acknowledged as one of the most useful reading strategies, there has been little research in this area and subsequently there is little guidance for language teachers. There seems to be a gap concerning the effect of language proficiency, learning styles, and gender on the inferencing ability of language learners. The present study, therefore, attempts to address this topic in more detail by providing an extensive review of the previous research. It also reports on the results of an experimental study addressing the following issues: a) the relationship between the level of language proficiency and EFL learners' inferencing ability and b) the role of learning styles and gender on inferencing word meaning form context.   A number of 135 male and female EFL learners representing different proficiency levels took Michigan language proficiency test comprising of three different sections of vocabulary, grammar, and reading comprehension along with Field Dependency /Field Iindependency questionnaire. The analysis of the results indicate that while language proficiency and learning styles influence word-meaning inferencing, gender does not have any significant impact on the inferecning ability of language learners.   On the basis of the findings, language teachers are suggested to encourage inferencing strategy only at advanced levels of language learning when learners can   successfully draw on their linguistic and extralinguistic knowledge. The paper concludes with the implications of the findings for language teachers.

Consciousness raising tasks and pragmatic learning in foreign language contexts
Eva Alcón and Otilia Martí
Universitat Jaume I, (Castelló, Spain)
alcon@ang.uji.es
omarti@ang.uji.es
Interlanguage pragmatic research conducted in foreign language contexts has shown problems regarding opportunities offered for learners' acquisition of pragmatic competence. However, research has also reported the

positive effects of pragmatic instructional interventions (Rose and Kasper, 2001). From this perspective, our study analyses the effect of consciousness-raising tasks in increasing learners' knowledge of the speech act of requesting. One hundred and forty four students were randomly assigned to three groups (deductive, inductive and control).The three groups were exposed to requests as they appeared in ten American feature films. However, while the deductive group received instruction in the use of request strategies and performed a set of deductive consciousness raising tasks, the version of the film used with the inductive group contained enhancement of request strategies and carried out inductive consciousness raising tasks. The participants' task in the control group was to answer comprehension questions about the content of the film. In addition, at the beginning and end of the instructional period participants' identification of request strategies from films experts and explanations for language used were used for the pre-and post-tests on learners' awareness of the speech act of requesting.

Results of the study confirm previous research that show that pragmalinguistic features can be taught in instructed language learning contexts. More specifically, our study shows that both deductive and inductive improved learners' identification of direct and conventionally indirect request realization strategies in the post-test. However, deductive consciousness-raising tasks seem to be more effective to achieve learners' sociopragmatic awareness on request realization strategies. The empirical study also provides insight into interlanguage pragmatic pedagogy and presents suggestions for future research.

A study on metadiscourse in research articles
Ahmad Alibabaee and Elahe Sajjad
Faculty of Foreign Languages, Isfahan University, Iran
Ahmadalibabaee @yahoo.com
essajjad_em@yahoo.com
Metadiscourse pertains to those self-reflective linguistic expressions relating to the evolving text, to the writer, and to the imagined readers of that text. Metadiscourse implementation by writers reveals the way they project themselves into their discourse in order to argue and engage with the readers. Furthermore, deployment of various metadiscourse elements allows writers to display an appropriate professional persona as well as signaling their attitudes and commitments. Given metadiscourse as a means of reflecting writers' attempts to negotiate academic knowledge appropriately, this paper seeks to show how the use of metadiscourse varies among different discourse communities. To achieve this goal, the taxonomy adopted here follows Crismore et al. (1993) in distinguishing textual and interpersonal types and in classifying more specific functions within these types. The study employed a quantitative approach, comprising frequency counts and text analyses of a corpus of 15 research articles in 3 academic disciplines, namely, Medicine (Med), Psychology (Psy) and Physics (Phy). The articles were selected at random from among current issues published in leading journals at our disposal. The findings of the study indicated that effective argument involves a community- oriented deployment of suitable linguistic resources to represent writers, their texts, and their audience. The study of academic metadiscourse can thus offer insights into understanding of the metadiscourse concept and illuminate the rhetorical variation among disciplinary communities.
Keywords: Disciplinary communities, Metadiscourse, Research articles

He's after getting up a load of wind: a corpus-based exploration of be +after + V-ing constructions in the Limerick Corpus of Irish English
Carolina Amador Moreno
Departamanto de Filologías Inglesa y Alemana, Spain
camador@unex.es
and
Anne O'Keeffe
Mary Immaculate College, Department of English Language and Literature, University of Limerick
anne.okeeffe@mic.ul.ie
The be + after + V-ing construction is probably the signature
construction of Irish English. It has often been used to portray Irish
characters in literature, theatre and cinema. This structure has been widely researched from many different perspectives, by virtually every researcher who has looked into Irish English in its various contexts (Kallen 1990, Filppula 1999, McCafferty 2003, etc). From a sociolinguistic perspective, Milroy (1981), for instance, cites examples in the English of Belfast, whereas Romaine (1989) considers this structure as a trace of the Irish "substratum influence" evident in situations where a group of speakers have shifted into a new language. Its main function has been described as reporting the conclusion of an action by way of reference to a state initiated by the conclusion of this action (Henry 1957). It is also associated with the delivery of 'hot news' (Harris 1984). Though this Irish-influenced structure has sometimes been dismissed as stage Irish and outmoded, it is still widely used in contemporary spoken interactions. This paper will look at its use in over one hundred hours of

naturally-occurring casual conversations from around Ireland from the Limerick Corpus of Irish English (LCIE) and these will be compared with a smaller corpus of written Irish English which includes literary sources. In the spoken data, its distribution will be examined according to age in the written data and its functions will be looked at in the context of spoken discourse. Because LCIE is designed according to speaker relationships and context of use, it also allows for a pragmatic analysis to explore any correlation between its use in intimate discourse compared with institutional settings.

Filppula, M. (1999) The Grammar of Irish English. Language in Hibernian Style. London and New York: Routledge.

Harris, J. (1984b) 'Syntactic variation and dialect divergence', Journal of Linguistics, 20, 303-327.

Henry, P. L. (1957) An Anglo-Irish Dialect of North Roscommon. Dublin: UCD.

Kallen, J. (1990) 'The Hiberno-English Perfect: Grammaticalisation Revisited', Irish University Review: A Journal of Irish Studies, Dublin, Ireland (IUR) Spring, 20:1, 120-136.

McCafferty, K. (2003) "I'll Bee After Telling Dee de Raison..., Be After V-ing as a Future Gram in Irish English, 1601-1750', H. L.C. Tristram, 2003, 298-317.

Milroy, J. (1981) Regional Accents of English: Belfast. Belfast: Blackstaff Press.

Romaine, S. (1989) Bilingualism. Oxford: Basil Blackwell.

The phraseology of classification in Spanish: integrating corpus linguistics and ontological approaches for knowledge extraction
Dr. Guadalupe Aguado and Dr. Inmaculada Alvarez de Mon
Universidad Politécnica de Madrid (Spain)
lupe@fi.upm.es
ialvarez@euitt.upm.es
The development of the Semantic Web (Berners-Lee et al., 2001) aims at providing documents on the Internet with information on content. The main way to provide meaning to machines is by means of ontologies. According to the much cited definition of Gruber (1993), an ontology is "a specification of a conceptualization". In other words, an ontology can be described as a taxonomic hierarchy of concepts and their relations within a domain of knowledge. When implementing an ontology of a domain, or mapping different ones, ontologists face three main problems. First, there is no one-to-one relation between a concept and the term denoting it. Second, the same concept can be defined in more than one way, and finally ontologies must be multilingual.

For ontologists the long-term aim is to achieve the automatic extraction of both concepts and terms and their definitions from digital texts. This work is the first phase of a project for the (semi)-automatic extraction of concepts and terms. An essential relation between concepts in ontologies is 'class-of'. Classifying patterns in texts act as markers or indicators of the presence of a class, its subclasses and, sometimes also, their definitions.

This paper presents the results of our work on the phraseology used for classifying in Spanish. The language of classification has already been studied in English, especially in the fields of special languages (Trimble, 1985, Wignel et al., 1993) but there is no such work for Spanish. In order to extract the patterns of classifications in Spanish, a small corpus was created considering topic and register. This corpus was manually searched to establish a list of key terms, or seeds. These key terms were used to search sentences in the on-line Corpus of current Spanish of Real Academia Española (CREA). The results show that in Spanish, classifying expression can present various realizations using different verbs. The study of these verbs reveals that they have many other meanings and uses and it is the presence of other lexical resources, such as tipo (type), clase (class) or grupo (group), or adjectives (siguientes, following) or determiners (otros, other), which give the verb its classificatory value. For this reason, it is necessary to talk of the phraseology of classification.

Berners-Lee, T., Hendler, J. and Lassila. O. (2001) The Semantic Web issue, Scientific American http://www.ryerson.ca/~dgrimsha/courses/cps720_02/resources/Scientific American The Semantic Web.htm

Gruber. T. R. (1993) A translation approach to portable ontologies. Knowledge Acquisition, 5(2):199-220, REAL ACADEMIA ESPAÑOLA: Banco de datos (CREA) [online]. Corpus de referencia del español actual. http://www.rae.es.

Trimble, L. (1985) English for science and technology. Cambridge: CUP.

Wignell, P., J.R. Martin and S. Eggins (1993) in Writing Halliday, M.A.K., Martin, J.R., Science Literacy and Discursive Power. London: The Falmer Press, 136-165.

Being Grammatical: an investigation in to the ways the term 'grammatical' is applied in the print media.
Richard Badger
University of Leeds, School of Education, University of Leeds,
r.g.badger@education.leeds.ac.uk
Although descriptions of the grammar of English are one of the most obvious results of linguistic endeavour, these descriptions are not widely believed by (applied) linguist to be applied by the print media. Indeed many linguists are very critical of popular discourse about grammar. This is partly about who has the authority to make

judgments about grammaticality but also reflects concerns about the use of grammar as a means of commenting on class or ethnicity. This paper reports on the uses of the term "grammatical" in the print media in the UK, based on a corpus of five hundred newspaper articles containing 'grammatical' that appeared in English speaking press between May 2004 and June 2005. 'Grammatical' is used prescriptively in the majority of cases and modifies 'error' in about a quarter of instances, but in about one third of instances is used descriptively. There are significant variations both between types of publications; with 'grammatical' appearing much more frequently in the quality press and in weekly publications and being used in its descriptive sense relatively more frequently. The weekly Times Educational Supplement used 'grammatical' the most of all publications in the corpus. Within individual papers, prescriptive uses were most common in obituaries, readers' letters and news articles and least frequent in review. Judgements about grammaticality were mainly (65%) based on journalists' own views with the readers of newspapers the next most frequent basis of judgements (10%). The most common group of people whose grammar was mentioned was people seeking jobs followed by authors, politicians and journalists. There are few cases where grammar is used as a way of criticising those who are socially mobile but this discourse is evidenced in comments about such upwardly mobile figures as David Beckham and John Prescott.

On identifiability and hierarchy of difficulty in reading skills: The case of adult EFL test-takers
Hossein Barati, PhD
Isfahan University, Iran
h.barati@gmail.com

The notions of identifiability and hierarchy of difficulty in reading skills have been quite attractive to language testers in the last few decades. Alderson (1989, 1990a, and 1990b), for example, emphasises the unidentifiable nature of reading skills and also maintains that in his different studies, he could not spot any hierarchy of difficulty in such skills. On the other hand, Lumley (1993) concluded his research by claiming that he could find convincing evidence in support of both the identifiability and the hierarchy of difficulty in reading skills.

The present study as a follow up of previous research intended to investigate further the two notions of identifiability and hierarchy of difficulty in adult EFL test takers. The study involved 283 university undergraduates and the research instrument was a 20-item test of reading skills specifically developed for this study. The results indicated that if particular steps are taken in the development and piloting of the test items, the identifiability and hierarchy of difficulty in reading skills is not out of reach and therefore, the componential nature of reading ability was strongly supported in the context of the subjects of this study.

Using corpus studies to explore the impact of regional varieties of English on learners' written performance
Fiona Barker and Lynda Taylor
Cambridge ESOL
barker.f@ucles.org.uk

Advances in corpus linguistics mean we can explore the nature of language variation more comprehensively than ever before. This is especially true for studies of regionally based language varieties, i.e. well-established varieties such as British and American English; 'new Englishes' such as Nigerian or Hong Kong English; and emerging varieties such as European or 'international' English. Corpus studies play an increasingly important role in describing and codifying regionally and contextually based varieties of English.

However, the use of corpus studies to explore the frequency and distribution of regional variation within learner language is less common. Learner corpora are growing steadily in number but they often reflect a monolingual learner population or a limited geographical source, rather than a wide spectrum of learner performance from all regions of the world. Searching for evidence of regional variation across learner language requires access to a large-scale, international corpus of learner performance. This paper reports on a preliminary analysis of the Cambridge Learner Corpus (CLC), a 24 million word corpus of ESOL examination scripts from a range of domains and proficiency levels.

The CLC was used to analyse the written performance of a multi-lingual sample of advanced level learners of English who had taken proficiency examinations at Level B2 and above of the Common European Framework of Reference (Council of Europe, 2001). Evidence was sought of the influence of regional English varieties on learners' choice and use of lexico-grammar and orthography. The paper will report the findings of these analyses and discuss their implications for applied linguists, teachers and testers, e.g. issues such as the nature of language models used for teaching and testing, and the importance of raising awareness about language variety among those involved in language teaching and assessment.

Council of Europe (2001) Common European Framework of Reference for Languages: Learning, Teaching, Assessment, Cambridge: CUP.

Interlanguage development and error treatment
Dr. Marie-Thérèse Batardière

University of Limerick

Since the making of errors can be regarded as 'a device the learner uses in order to learn' (Corder 1967, p.166), providing learners with feedback on errors is an effective means of facilitating the language learning process. This article focuses on the impact of teachers' feedback and learners' error awareness on interlanguage development.

The contribution of this paper is twofold: the first part introduces a descriptive and meaningful account of interlanguage development. It presents findings from an in-depth study which explores the effects of study abroad on tutored learners' grammatical development with specific reference to written production. An error analysis of data arising from a two-year longitudinal study of four Irish advanced learners of French and elicited through a battery of six written tasks performed at three stages of learning – prior to period abroad, upon students' return and eighteen months later, shows that study abroad brought dramatic *changes* to learners' transitional grammar and that these changes did not necessarily translate into *accuracy gains*. (Batardière, 2002). The second part of the paper offers language teachers a flexible framework for the treatment of "errors". Based on the above findings and on the strength of learners' perceptions of their language progress and their need for constructive feedback (Swain, 1998), the author provides further support for the hypothesis that timely form-focus instruction and corrective feedback promote interlanguage development (Lightbown and Spada, 1990).

Batardière , M-T (2002). The effects of study abroad on second language grammatical development: A qualitative study of the written performance of four Irish advanced learners of French. Unpublished doctoral thesis, Trinity College, Dublin.

Corder, S.P. (1967). The significance of learners' errors. IRAL, 5, pp. 162-169.

Lightbown, P. and Spada, N. (1990). Focus-on-form and corrective feedback in communicative language teaching. *Studies in Second Language Acquisition*, 12, 429-448

Swain, M. (1998). Focus on form through conscious reflection. Focus on Form in Classroom Second Language Acquisition, ed. by Doughty, C. & Williams, J. (pp. 64-81). Cambridge: Cambridge University Press.

An investigation of the use of address forms and politeness strategies in face-to-face and electronic discussions in an EFL setting
Dr. Yasemin Bayyurt
Bogazici University, Faculty of Education, Istanbul, Turkey
bayyurty@boun.edu.tr

The present study examines how electronic medium of communication influences people's choice of address terms and politeness strategies in a second language. It is a comparative investigation of face-to-face and electronic discussions that take place in English as a Foreign Language (EFL) classrooms. The following research questions are investigated:

1. How do the choice of address forms and politeness strategies compare in asynchronous CMC and classroom environment?

2. How do EFL learners who come from a shared L1 background view the usefulness of asynchronous discussions as opposed to classroom discussions in improving their use of L2 address forms and politeness strategies?

The participants of the study are two EFL teachers and eighty-two EFL students studying in the English Language Preparatory Division of two different English medium universities in Istanbul, Turkey. Data regarding student profiles and the students' perceptions of classroom discussions and asynchronous bulletin board discussions are obtained through questionnaires administered in the beginning of the study. Data relating to the use of address forms and politeness strategies are collected through the audio-taping of classroom sessions and tallying the logs of the bulletin board discussion postings.

Data analysis revealed that Turkish students, who come from a culture where there is a highly marked hierarchical structure as far as address forms and politeness strategies are concerned, had a tendency to overuse and/or misuse address forms and politeness markers in English. This overuse and/or misuse was observed more in electronic medium of communication than face-to-face communication. Therefore, it can be said that electronic medium can constitute a valuable source of analysis for EFL teachers to decide where they need to help their students with their L2 as far as their students' communication skills are concerned.

Development in Writing in 9-11 year olds
Roger Beard BA, PhD, FRSA
Institute of Education, London WC1H 0AL
r.beard@ioe.ac.uk

The writing attainment of English primary school children is the focus of national concern (Beard, 2000). Although 80% of pupils attain the national benchmark (level 4) in reading, only 60% reach it in writing. Yet the way that this concern is conceptualised is problematic. While recent work has focused on the occurrence of specific features of writing such as subordination (Allison, Beard & Willcocks, 2002) and the writing of EAL

pupils (Cameron & Besser, 2004), development in writing in the 9-11 age-range has not been systematically investigated using repeat designs and standardised tasks. Such designs allow developments in specific constituents of written language to be investigated over a specific time-scale.

The reported study comprises a linguistic analysis of a developmental profile of writing from 480 scripts completed by 120 9-10 year old children. The resulting attainment profiles are being used to track patterns of development in the different constituents of written language, to identify where difficulties are located and to examine current assumptions about progress and attainment. The presentation will describe, and allow discussion of, the rating scales used in the study.

Allison, P., Beard, R. & Willcocks, J. (2002). 'Subordination in Children's Writing', Language and Education, 16, 2, 97-111.
Beard, R. (2000). Developing Writing 3-13. London: Hodder and Stoughton.
Cameron, L. & Besser, S. (2004). Writing in English as an additional language at Key Stage 2. London: DfES.

A study on the effects of Processing instruction and Meaning output-based instruction through different modes of delivery on the acquisition Italian and French subjunctive of doubt and opinion
Alessandro Benati
Head of Department of Languages and International Studies, University of Greenwich
A.Benati@gre.ac.uk

Processing instruction (PI henceforth) was first introduced in the literature on instructed SLA in VanPatten and Cadierno (1993) as an alternative to more traditional approaches to grammar instruction and focus on form. Important in their contribution was the idea that the debate of whether or not a focus on form was necessary was the wrong debate. Their research focused the profession's attention on the following question: "What processes do we seek to influence and how should we influence those processes"?

PI (VanPatten 2004a, Benati, VanPatten and Wong, 2005) is an approach to grammar instruction which has benefited from a growing body of empirical studies and it is grounded theoretically in the input processing model. The overall results of the studies comparing PI vs. traditional instruction have demonstrated that PI is superior. However, when we have compared PI to meaning-based output instruction (MOI henceforth) we have obtained conflicting results (see Benati, 2005, Benati & Lee, forthcoming).

This parallel study explores the relative effects of PI and MOI on the acquisition of Italian subjunctive of doubt and opinion and French subjunctive of doubt. Learners were divided into four groups: the first two groups received PI via two different modes of instruction (classroom instruction vs. computer terminals); the second group was exposed to MOI via the same modes of delivery as in the case of PI One interpretation and one production measure were used in a pre and post-test design (immediate effect only). In this parallel study, despite the mode of delivery, the PI group performed better than the MOI groups in the interpretation task and both groups made equal gains in the production task.

Benati, A. 2005: The effects of PI, TI and MOI in the acquisition of English Simple Past Tense. Language Teaching Research 9, 67-113.
Benati, A. Lee, J. (forthcoming) Processing instruction: empirical evidence and pedagogical reflections on new forms of delivery.
Benati, A. VanPatten, B., Wong. W (2005) Input Processing and Processing instruction. Armando: Roma.
VanPatten, B. 2004a: Input Processing in Second Language Acquisition. In B. VanPatten (Ed.) Processing Instruction Mahwah, NJ: Erlbaum, pp. 5-31.
VanPatten, B. & Cadierno, T. 1993: Explicit instruction and Input processing.   Studies in Second Language Acquisition 15, 225-243.

Processability Theory and Italian L2 - New applications
Camilla Bettoni
University of Verona
camilla.bettoni@univr.it
and
Bruno Di Biase
Università di Western Sydney
b.dibiase@uws.edu.au

In the field of second language acquisition, Processability Theory explores the ways in which language processing mechanisms can shape the course of language development. The old version of the Theory (Pienemann 1998) is based on the notion of the transfer of grammatical information modelled through feature unification within the constituent structure, and offers empirical evidence mainly for the development of German and English. In order to account for problems raised by its application to typologically different languages, Pienemann et al. (2005) now propose an extension to the Theory based on the notion of the mapping among the three parallel argument, functional, and constituent structures. As in 1998 the further the distance between the

features to be unified, the higher the cost of their processability, the later their acquisition, so in 2005 the less linear the mapping among the three structures, the higher the cost, the later the learning.

This paper applies the PT extension to Italian L2. It first presents its two main hypotheses, one dealing with mapping c-structure onto f-structure, and the other with mapping a-structure onto f-structure. Then it analyses the occurrence and distribution of relevant structures in empirical data produced by adult learners. Finally, it tests possible correspondences between the emergence of morpho-syntactic structures dealt with by the old PT and that of the syntax-pragmatic interface dealt with by the new extention. Italian is a priviledged language for this, given its rich morphology and the sensitivity its word order displays for the nature of the discoursive relations that affect sentence constituents.

Pienemann M., 1998, Language Processing and Second Language Development. Processability Theory, Amsterdam, Benjamins.

Pienemann M., Di Biase B. and Kawaguchi S., 2005, Extending Processability Theory. In M. Pienemann, ed., Cross-linguistic aspects of Processability Theory, Amsterdam, Benjamins, 199-252.

'Freud is quoted as saying the following': citation in undergraduate student essays

James Binchy
Learner Support Unit, Mary Immaculate College, Limerick
james.binchy@mic.ul.ie

Academic writing is used as a common form of assessment for students engaged in third level education. In the writing that these students produce for their assessments, they are often expected by those assessing the essays to appropriate the norms of both academic writing and the norms of the particular discipline. One of the features of academic writing that students have a lot of difficulty with is that concerning the citation of authors and other sources within the texts they produce. One possible reason for this is that citing sources is not something students would have had to do prior to attending third level education.

In a longitudinal study, this paper uses a corpus of 66 undergraduate student essays spanning two years of the Philosophy degree programme of one cohort of students, at an Irish university, to investigate how students actually cite other sources in their submitted essays. This data reveals an average of 25 citations per essay. These citations can be linguistically realised in different ways and also integrated into the surrounding text in different ways. Furthermore, individual differences emerge where some students display a preference for certain ways of citing other authors, both within the same essay and over the two years, while other students do not.

This paper identifies the types of citation used by the students, divides the types according to the grade received by the students and then proposes ways in which students can be helped when they have difficulties with citations.

Bourdieu and Multilingualism

Adrian Blackledge
University of Birmingham, School of Education
A.J.Blackledge@bham.ac.uk

Pierre Bourdieu developed a philosophical yet practical sociology which was characterised throughout his career by a commitment to social justice. His theoretical concepts provided a means for analysing the domination of some groups by others in society, and a method for viewing structures which become evident at the interactional level, and interactions which become visible at the structural level. Bourdieu's notions of 'habitus', 'field', 'symbolic violence', 'misrecognition', 'cultural capital', and 'doxa', have become salient concepts in our understanding of inequalities in society. One aspect of inequality in contemporary societies is often the lack of opportunity for social mobility of immigrant and other minority ethnic groups. For many such groups, a feature of their domination is the failure of the dominant group to acknowledge the status and value of their home and community languages. Although Bourdieu's work was not principally concerned with the importance of the languages of linguistic minority groups, his key concepts provide a theoretical model with which to investigate how cultural and linguistic unification is accompanied by "the imposition of the dominant language and culture as legitimate, and by the rejection of all other languages into indignity" (Bourdieu 1998:46). This paper sets out to expand on previous research which appropriated Bourdieu's theoretical model to investigate multilingualism in linguistic minority settings (Heller 1999; May 2001), with practical analysis of political discourse about minority languages in Britain.

The link between regional accent and local identity: A case study.

Dr Natalie Braber and Dr Zoe Butterfint
School of Arts, Communication and Culture
Nottingham Trent University
natalie.braber@ntu.ac.uk

In recent years linguists have discovered a link between regional accent and local identity. Stuart-Smith (1999) found that inhabitants of Glasgow have a strong sense of Scottish and Glaswegian identity which can be expressed through language, by the use of particular lexical choices and accent. In a subsequent study, Stuart-Smith (2003) has suggested that some 'typical' phonological features of Glaswegian may be in a state of change. We are currently conducting a pilot study at Nottingham Trent University into this subject. Preliminary analyses of our data seem to confirm Stuart-Smith's findings, notably the changing variables of consonant features such as /x/ versus /k/ in words such as 'loch' and /w/ versus /,,/ in words such as 'whine' and 'whether' along with some vowel length features which are showing different varieties in some speakers.

This paper examines whether current vernacular changes in these phonological features correlate with a changing sense of local and/or national identity. For this purpose we have collected data by carrying out interviews and the reading of word lists. Furthermore, we have applied aspects of the Llamas Identification Questionnaire (1999) in Teesside, which is also currently being examined by Pichler in Berwick, which questions participants on aspects of their local accent and attitudes towards it. Llamas demonstrates that speakers who scored low on the Identification Score Index tend to be the speakers with lower usages of localised variants. This paper will review whether this is also the case for Glaswegian speakers. By comparing the particular phonological varieties of such speakers with their personal sense of identity, it is hoped that we may learn more about the link between regional accent and local identity.

Group Assessment Practices in Higher Education Language Teaching: what students really think

Edward Bressan and Mike Cribb
Oxford Brookes University
ebressan@brookes.ac.uk ; cribb@brookes.ac.uk

The paper reports on research conducted into student perceptions of the increasingly common practice of assessing groupwork on university courses. Assessed group work is popular at Oxford Brookes because it promotes independence and is seen as good preparation for the workplace. It also reduces the workload of tutors and helps to motivate students to work collaboratively.

Concerns have been raised however about the equity of contribution, appropriate delegation of roles and problems of rewarding individual effort to mixed-performance groups (Crosling and Ward, 2002,). Other studies point to the difficulties that Asians experience when they work with native speakers (Leki, 2001, Melles, 2004). Rising student complaints and some poor feedback would suggest that the practice of group assessment needs to be reviewed.

The research draws on interviews and written feedback that students provided at the end of their course on two pre-sessional EAP courses, an undergraduate business English course and undergraduate sociolinguistics course. Having analysed the responses to questionnaires, we decided to interview a representative range of students from each of the courses to explore their responses in further detail.

The focus of our survey is on the issues that arise in the planning, preparation, collaboration and ongoing delivery of assessed group work. The interviewees are asked to reflect on its importance as a forum for networking, its relevance to team work and communities of practice in the work place, reward mechanisms as well as intercultural and personal issues already discussed in the literature.

The results uncover some rewarding insights into students interactions and learning patterns and processes that will benefit course designers in a variety of settings.

Crosling, G. & Ward, I. (2002) Oral communication: the workplace needs and uses of business graduate employees. English for Specific Purposes, Volume 21, Issue 1 41-57.

Leki, I. (2001) A Narrow Thinking System: Nonnative-English-Speaking Students in Group Projects Across the Curriculum. TESOL Quarterly, Vol. 35, No. 1, Spring 39-67.

Melles, G. (2004) Understanding the Role of Language/Culture in Group Work through Qualitative Interviewing The Qualitative Report, Volume 9 Number 2 June 216-240.

Language Provision at second level in the North West

Una Carthy
Lecturer in Languages, Letterkenny Institute of Technology, Co. Donegal, Ireland
Una.carthy@lyit.ie

Recent reports (Forfás and NCCA) have highlighted the need for research into the supply of language skills at second and third level in Ireland. In 2004 a survey of local post primary schools in the North West was undertaken in order to establish the language provision of feeder schools to LyIT language programmes.

The purpose of the survey was to establish:

- How many schools offer two foreign languages to Leaving Certificate level
- How many schools offer two foreign languages to Junior Certificate level
- What proportion of students study French, German and Spanish
- How many schools organize trips abroad for language students

The snapshot was based on the projected Leaving Certificate figures for 2005. In schools where there is a transition year this meant the current 5th year group; in schools with no transition year this meant the current 4th year group. The local North West picture was then compared with the national picture.

The findings of this research are as follows:

- Just under half the post-primary schools in the North West do not offer German at all.
- Slightly more than a third of the schools only offer French.
- Only three schools offer all three languages French, German and Spanish.
- Only three schools offer two languages to Leaving Certificate.
- Eight times as many students take French as German in the North West which is far behind the national picture.

It is now hoped to build on this research by surveying the same schools in 2006, in order to establish a trend in numbers taking foreign languages in post primary schools.

Little, David. Languages in the Post-primary Curriculum. NCCA

www.examinations.ie

German in Ireland: Goethe-Institut. 1992

Alumni Survey of Language Students
Una Carthy
Lecturer in Languages, Letterkenny Institute of Technology, Co. Donegal, Ireland
Una.carthy@lyit.ie

The feedback obtained from Alumni surveys can be invaluable to Programme Designers as past students are ideally placed to provide useful insights for future programmes. A longitudinal alumni survey of Language programmes in Letterkenny Institute of Technology was undertaken in 2004 the purpose of which was to establish:

- What career paths had been taken by former language students.
- Whether their foreign language skills were being used.
- How much time, if any, they had spent abroad.
- What they felt were the most important skills for language experts.

Statistically, the overall response was poor (27%) However, because it gives a broad span of feedback from past students over 20 years it should still be relevant to future programmes.

The findings are as follows:

- The workplaces of past language students are extremely diverse.
- The two most likely work environments are Administration and Education.
- Over half of the respondents are not currently using their foreign language skills.
- There is a strong correlation between those who are currently using their foreign language skills and those who have spent time abroad.
- The majority of respondents believe that oral skills are the most important competence in a language programme, followed by Communications and IT skills.

What transferable skills should students develop during their time in college. Dr Philip Curry, Rhonda Sherry, Orlaith Tunney. Results of Modern Languages Alumni Survey. December 2003.

Using SKYPE to Enhance the Education of a Group of Turkish Student- Teachers
Dr Nese Cabaroglu
Faculty of Education, Department of Foreign Languages, ELT Division, Cukurova University
ncbar@cukurova.cu.edu.tr
and
Dr Jon Roberts
CELTE, University of Warwick
jonrr45@btinternet.com
and
Dr Barry O'Sullivan,
University of Roehampton, Roehampton Lane, London, barry.osullivan1@ntlworld.com

We report a pilot study conducted during academic year 2005-2006 in which we incorporated SKYPE-mediated conversations with a UK based native speaker into the English language and culture programme of a group of first-year English language education undergraduates at Cukurova University, Turkey. Its purpose was to develop their real time oral-aural skills, and skills demanded by tasks linked to the conversations; their critical intercultural awareness; and their confidence.

We report the context and purpose of the SKYPE-mediated sessions; the nature of students' feedback and our responses to it; and an analysis of a subset of students' performance on matched oral communication tasks

performed at the beginning and end of their second semester. Our analysis of these pilot data lead us to some preliminary interpretations that we believe justify larger-scale implementation and evaluation.

Conditional on appropriate programme design decisions and choice of interlocutors, we believe SKYPE offers a distinctively useful resource for non-native speaker students of English who have limited opportunities to interact with native speakers. It also offers opportunities for educational and personal growth. It should be noted that the participants' experiences did not take place in a political or moral vacuum. The contemporary political situation has been of pervasive importance for this study, as it creates preconditions of potential opportunity and threat for participants.

Metaphors of conciliation
Lynne Cameron
School of Education, University of Leeds
L.J.Cameron@leeds.ac.uk

This paper reports a study of conversations between a former IRA bomber and the daughter of one of his victims, identifying the key metaphors that participants use to frame their experiences of conciliation, the process of coming to understand 'the Other'.

The data are transcribed recordings of conversations between Jo Berry, whose father Sir Anthony Berry was killed in the IRA bombing of a Brighton hotel in 1984, and Patrick Magee, who planted the bomb. It was hypothesized that metaphor would play a significant role in the discourse work of face-to-face reconciliation conversations since topics are often emotionally difficult to talk about and the task of explaining oneself to the Other was likely to require both indirectness and multiple analogies. Previous studies of educational, political, therapeutic and medical discourse have shown that speakers make use of metaphor to structure their talk, to explain unfamiliar ideas, and to carry affect, including values, emotions and attitudes. In the 'discourse dynamics' approach to metaphor, a search for patterns of metaphor use across discourse events is combined with close investigation of the negotiation of metaphors between speakers at the moment of use. The analysis starts with identification of linguistic metaphors, and these are then aggregated into semantically-connected groups and mapped on to discourse themes.

The following emerge as systematic metaphors used across the conversations in talking about the process of conciliation: CONNECTION, JOURNEY, HEALING, LISTENING TO THE OTHER'S STORY, SEEING MORE CLEARLY. The paper will show how these are lexicalised and how they evolve through challenge, adoption or appropriation as the talk proceeds.

As an applied linguistic study, the work is concerned to investigate use of language, in this case metaphor, in order to intervene more effectively in future situations, and the paper will conclude with implications for those mediating reconciliation.

Head-talk: towards a Multi-Modal Corpus
Ronald Carter, Dawn Knight, Svenja Adolphs
School of English Studies, University of Nottingham
aexdk3@nottingham.ac.uk

Current methodologies in corpus linguistics have revolutionised the way in which we look at language. They allow us to make more objective observations about written and spoken language in use. However, most spoken corpora are limited in scope because they are unable to capture language and communication beyond the word. This is problematic as interaction is multi-modal and as meaning is constructed through the interplay of text, gesture and prosody; a combination of verbal and non-verbal characteristics need to be captured.

This paper reports on some preliminary developments of an ESRC funded interdisciplinary demonstrator project based at the University of Nottingham. It seeks to provide a rubric for a more multi-modal approach to corpus linguistics by exploring how we can utilise new textualities in order to further develop the scope of corpus analysis It addresses some of the linguistic and technological procedures and requirements of a multi-modal corpus.

This paper looks specifically at how such approaches can be used to facilitate our explorations of minimal responses in conversation, i.e. gestural and verbal signals of active listenership. Minimal responses, such as head nods for instance, are seen as being highly conventionalised, they differ dramatically in form, function, interlocutor and location (in context and co-text). Therefore their relevance at any given time in a given conversation is highly conditional. As a result we require a method of representation which takes into account the timing, significance and response (if relevant) of such backchannels, incorporating verbal and visual information from each individual speaker, synchronised within the same frame of reference.

Accordingly, this paper addresses the key practical issues that need to be explored when considering methods of mark-up and subsequent codification of such phenomena. It overviews current manual and automatic methods of coding, classification and representation, discussing the advantages and limitations of each, in order to outline the requirements of a multi-modal corpus of spoken English.

Learning Group's Influences on Individual Learner's Motivation
Lilian Ya-hui Chang
CELTE, University of Warwick
Y.H.Chang@warwick.ac.uk
yhchang@ccms.nkfust.edu.tw
Attention to how groups of students at school influence an individual learner's motivation is the focus of this research. The uniqueness of this research lies in shifting the focus from an analysis of the individual's experience seen as being apart from the group to considering the individual's experience in relation to the social interactions within the group.
The presentation will start off with the theoretical framework of the paper, including big issues in learning motivation and group dynamics; one area that has been gaining more and more attention in second language research. Then, the details on the selection of research methodology (classroom observations, questionnaires, and interviews) and research procedure will be discussed. Finally, some key research findings will be presented. Questionnaires were administered to a hundred and fifty-two Taiwan university students from the Applied English Department of a National Science and Technology University in Taiwan. The results from the questionnaires show that there is a slight to moderate correlation between group factors (group cohesiveness and group norms) and students' motivational level (self-efficacy and autonomous level). A dozen students from the hundred and twenty-seven students who participated in this study were asked to give further information during in-depth interviews. During those interviews, several students commented that their classmates are indeed important to their learning as being around more motivated classmates positively influences their own motivation and autonomy.

A Study on Time Costs of Processing Mixed-Language Speech
Yu Lin Cheng
School of Education, Communication and Language Sciences, University of Newcastle upon Tyne, United Kingdom
yu-lin.cheng@ncl.ac.uk

As there is well-documented and converging evidence from cross-language interference in Stroop tasks, cross-language semantic categorisation experiments, cross-language semantic priming experiments, interlingual homographs and homophones recognition studies, the question is no longer whether or not there are all-or-none interactions between two languages as raised by Kolers in 1963. The question, however, is to explain why sometimes there is and at other times no switch cost in processing mixed languages. The present study is set out to examine: Is there a switch cost? If yes, what causes the cost? If not, what are the implications of the findings? The study employs 3 auditory on-line tasks. The 1st one is a pre-test, the purpose of which is to measure bilingual proficiency. The 2nd one is a sentence judgment task and the 3rd one is a semantic association task. The purpose of the latter tasks is to see if language switch affects performance. The study is part of the author's PhD thesis. Data analysis is in process. Preliminary findings will be presented at the conference.

Mapping the voice potential in academic writing
Honglin Chen
Faculty of Education, University of Wollongong, Australia
honglin@uow.edu.au
This paper aims to explore what it means to represent one's authorial self in academic writing as postgraduates learn to appropriate disciplinary discourses. This issue will be explored through examination of writers' voices in text, defined in this study as the writerly self (Ivanic, 1998) that controls and manipulates academic discourse. An analytic framework, drawing on SFL (Systemic Functional Linguistics) appraisal theory (Martin, 2000; Martin & Rose, 2003; White, 2003), is developed to capture the writers' voices as manifested in excerpts from thesis Introductions written by two PhD students in Australian institutions. The findings suggest that the writer's voice is not restricted to interpersonal meaning only. It also relates to ideational and textual meanings. The findings provide insight into the nature of voice, a feature that remains elusive and ineffable yet is valued highly in academic written discourse. The paper argues that the notion of voice is critical to understanding a writer's academic writing development. In addition, the perspective of the writer's voice as an index of genre development leads to new thinking about genre appropriation.
Ivanic, R. (1998). Writing and identity: The discoursal construction of identity in academic writing. Amsterdam: John Benjamins.
Martin, J. R. (2000). Beyond exchange: Appraisal systems in English. In S. Hunston & G. Thompson (Eds.), Evaluation in text (pp. 142-175). Oxford: OUP.
Martin, J. R., & Rose, M. (2003). Working with discourse: Meaning beyond the clauses. London: Continuum.

White, P. (2003). Beyond modality and hedging: A dialogic view of the language of intersubjective stance. Text, 23(2), 259-284.

The processing of multi-word units: Evidence from readers' eye movements
Anna Cieslicka
School of English, Adam Mickiewicz University, Poland
and
Breffni O'Rourke and David Singleton
Centre for Language and Communication Studies, Trinity College Dublin
breffni.orourke@tcd.ie

Though there seems to be a consensus among researchers about the instrumental role of context in determining the correct interpretation of an utterance, opinions differ about the exact point during processing at which context affects language comprehension. There are essentially two opposing views on the matter: the modular (context-independent) view and the direct access (context-dependent) view. The modular view holds that lexical access is automatic and uninfluenced by extralexical factors, with context affecting only the post-access, selection stage of language processing (e.g., Rayner, Carslon, and Frazier, 1983; Seidenberg, 1985), while the direct (selective) access view assumes that the surrounding context primes the selection of the appropriate meaning, preventing the activation of contextually incompatible senses of a potentially ambiguous word or expression (e.g., Tabossi, 1988, Paul, Kellas, Martin, Clark, 1992).
Quite a different approach to the role of context in language comprehension has been put forward by Giora (1997, 1999, 2003), whose graded salience hypothesis posits the priority of the salient meanings (those retrievable from the lexicon rather than the context). These meanings are always processed initially and accessed via direct look-up in the mental lexicon immediately upon encounter of the language stimulus. The hypothesis thus predicts that the activation of more salient meanings will not be blocked even in rich and supportive contexts biasing less salient meanings.
Eye-tracking methodology can shed light on the processing of written text and thus on questions such as these. In our experiment we presented multi-word units (MWUs) having both literal and figurative readings to native speakers of English. The target MWUs were embedded in sentence contexts with figurative-biasing, literal-biasing or neutral preceding text. By examining eye movements - specifically, first-pass times on MWUs, regressions and, in the case of neutral preceding text, reading times for the disambiguating region - we attempt to test the different models.

'Is he really posh?': The use of evaluative language in Irish Traveller and settled family discourse
Brian Clancy
Learner Support Unit, Mary Immaculate College, Limerick
Brian.Clancy@mic.ul.ie
The data for this study comprises two mini corpora representing spoken language in the intimate genre collected in the home/family environment: one from a middle class Irish family and one from a family belonging to the Irish Travelling community, an ethnic minority group accounting for less than 1% of the Irish population (often referred to as gypsies outside of Ireland). The paper will approach evaluative language in these datasets from both a sociolinguistic and pragmatic perspective. The focus will be on a subtype of evaluative language that has variously been referred to as AMPLIFICATION (Eggins and Slade 1997) or GRADUATION (Martin 2000). The way in which this evaluative resource conveys interpersonal meaning in casual conversation has important implications for the Travelling Community in terms of social capital when they come into contact with the mainstream 'settled' society. Through an examination of the use of intensifiers and hedges across both datasets, preliminary findings show that graduated or scaled utterances are more predominant in the settled community than in the Traveller community. This seems to suggest that negative politeness behaviour is more prevalent in the settled community and that a Traveller family is more assertive than its settled counterpart.

Narrative and Identity in the 'Language Learning Project'
Simon Coffey
King's College London
Department of Education and Professional Studies
simon.coffey@kcl.ac.uk
The recent opening up of the discourse in language learning theory to include life story accounts has provided illuminating new pathways in our understanding of the subjective experience of language learning over time. This tendency, which I refer to as the 'life narrative' turn in language learning theory, has emerged mostly in the field of SLA (second language acquisition) rather than foreign language learning which my research addressed.

Furthermore, analysis to date has been either of literary accounts such as memoirs and autobiographical writings or, for the most part, of 'realist' accounts of the learning trajectory ('thin' descriptions to use Geertz' metaphor). Characteristically, the increasing use of first person accounts in language learning theory has yet to problematise the nature of such autobiographical accounts. In the research reported here, based on Coffey's PhD work, a narrative conceptual framework, drawing on Holland et al's 'figured worlds', was used to analyse interviews with successful adult language learners as they told their stories, thereby bringing to bear analytical frames derived from a social science approach to ethnographic investigation. This approach can help us to understand not only how a learner may move diachronically through different identity positions but how these positions are discursively structured in reflexive accounts of language learning histories. Following the recent interest in using literary autobiographies of bilinguals as complex diachronic accounts of the shifting social and personal identities of language learners, we extend the approach to take account of the language learning stories told by foreign language learners in face-to-face interviews.

Holland, D. et al. (2001 [1998]) Identity and Agency in Cultural Worlds. Cambridge, Mass: Harvard University Press.

How students argue: developing a framework for analysis

Caroline Coffin
The Centre for Language and Communications
and
Ann Hewings
The Faculty of Education and Language Studies
and
Sarah North
The Open University
C.Coffin@open.ac.uk

Traditionally, students have learned how to present reasoned arguments through engaging in face-to-face seminars and writing essays. More recently, however, computer-conferencing has become an alternative forum for discussion, with claims that this is particularly effective in developing students' ability to argue. Argumentation is an overarching term which is used to cover a variety of aspects ranging from the linking of ideas at a local level to the use of evidence to support a position. While many elements may contribute to successful and coherent argument, we would argue that it is the dialogic aspect of argumentation that is central, because it is through this dialogic process that the writer engages with alternative positions - by taking up, responding to, acknowledging, endorsing, rejecting, discounting or challenging some prior or potential utterance (see White, 2003).

In order to capture the dynamic process of written argumentation within computer-conferencing, we are developing a new, linguistically based framework of analysis which allows us to track the way students engage with ideas and with each other. This builds on our earlier work with postgraduate students (Coffin and Hewings, 2005, Coffin et. al, 2005), extending it to the use of conferencing by undergraduate and secondary school students. We will show how this type of analysis helps to reveal different strategies that may make argumentation more effective.

We believe it is important to develop models for exploring and analyzing argumentation in this environment in order to provide a basis for educational interventions: the process of dialogic and critical engagement is highly valued within a range of writing contexts, yet it is a skill that some students fail to develop.

Coffin, C., and Hewings, A. (2005) Engaging Electronically. Using CMC to develop students' argumentation skills in Higher Education, Language and Education, 19,1, pp 32- 49

Coffin, C., C. Painter and A. Hewings. (2005) 'Argumentation in a multi party asynchronous computer mediated conference: a generic analysis.' Australian Review of Applied Linguistics Special Edition (S19) Language in Social Life: Functional Perspectives: 41 - 63.

White, P.R.R. (2003) 'Beyond modality and hedging: A dialogic view of the language of intersubjective stance', Text 23 (2) (2003), pp. 259-284.

Efficiency in ELF communication: From pragmatic motives to lexico-grammatical innovation

Alessia Cogo and Martin Dewey
King's College, London
alessia.cogo@kcl.ac.uk
martin.dewey@kcl.ac.uk

The considerable demographic shift in the use of English worldwide, with the effect that L2 speakers outnumber L1 speakers, particularly as typified in English as a Lingua Franca (ELF) communication, is now widely acknowledged in Applied Linguistics. To a certain extent the resulting impact this has in relation to key issues such as the ownership of English has also been recognised. Description of the linguistic consequences of this

shift, however, is less established, and lingua franca corpora are still in their relatively early stages of development, though growing in momentum. This paper will contribute to the emerging body of work that does report on empirical studies in the field, drawing on two corpora of naturally occurring lingua franca interactions which have been gathered for PhD projects at King's College London.

To date reported ELF research projects have tended to focus separately on one or other linguistic system, on phonology (e.g. Jenkins 2000; 2002), and to a lesser extent on pragmatics (e.g. House 1999), and on lexicogrammatical features (c.f. Seidlhofer 2004). The focus of this paper is to report on findings in both pragmatics and lexicogrammar, and in so doing to identify the interrelationship between the two systems and highlight ways in which they are mutually constitutive. The paper aims to show how pragmatic motives can lead to changes in the lexis and grammar, and in turn how lexicogrammatical innovations impact on pragmatic norms and strategies.

A case study approach to looking at
phrasal verb learning with the aid of cognitive linguistics
Nora Condon
Catholic University of Louvain
nora.condon@gmail.com
Phrasal verbs are widely viewed as being particularly difficult for English language learners. One of the greatest difficulties concerns their figurative and seemingly arbitrary meanings. However, with the advent of cognitive linguistics much of what has hitherto been considered random in language, including phrasal verbs, has been shown to be systematic. When applied to the classroom langauge learning situation, studies comparing a traditional method of learning with an approach based on insights from cognitive linguistics have yielded conflicting results. Consequently, it is difficult to draw any firm conclusions as to the benefits of cogntive linguistics in the foreign or second language classroom. Much of such research has focused on the results of pre-tests and post-tests in an attempt to establish whether or not subjects using insights from cognitive linguistics performed better in tests than those using more traditional methods of learning phrasal verbs. Very few studies have examined how the learning took place and what type of learning took place.

In order to further the study of the potential benefits and disadvantages of a cogntive linguistic approach, we undertook a qualitative study and closely followed three advanced learners of English as they tried to get to grips with phrasal verbs by means of a cognitive linguistic approach. We used think-aloud protocol, backed up by interviews as well as by the more traditional phrasal verb gap fill test. We identify where the difficulties lie and where a cognitive approach has most to offer learners. This paper will report on the identification of the chief sources of clarity, facility, difficulty and confusion when a cognitive approach is used to learn phrasal verbs.

Selecting applied linguistic problems: the example of food politics
Guy Cook
The Open University
g.cook@open.ac.uk
Brumfit (1995) has defined applied linguistics as "The theoretical and empirical investigation of real-world problems in which language is a central issue" and this definition is now widely accepted and cited. But as Myers (2005) has observed it embraces almost all human activity. What is needed by a socially responsible applied linguistics is some way of identifying and selecting significant problems. This paper suggest that a good deal of applied linguistic enquiry has focused upon areas where there is no problem to be solved, or the problem is quite trivial. Applied linguistics needs to distinguish areas where a) there is indeed a problem and b) it is one of social significance where applied linguistic analysis can make a difference.

The paper gives the example of current debates over food politics, and the ways in which their language influences both policy and opinion. It draws upon the findings of three successive ESRC research projects into arguments for and against GM and organic food and agriculture, using an innovative methodology combining corpus text analysis, interviews and focus groups. The paper reports on the use of language by the proponents of these two rival agricultures, the ways in which it is understood by 'the public', and the ways in which an applied linguistic perspective can - albeit in a modest way - contribute to clarification and understanding of issues. The claim is that this research can both further applied linguistic discourse analysis, and make an intervention in a debate of immense social and environmental significance. It is not an exaggeration to say that, with the environment is steep decline and a predominantly urban world population set to rise from 6 to 9 billion within 50 years, the issue of food production is "a real-world problem" par excellence, and one in which as in many others "language is a central issue".

Brumfit, C. J. (1995) 'Teacher Professionalism and Research.' In G. Cook and B. Seidlhofer (eds.) Principle and Practice in Applied Linguistics. Oxford: Oxford University Press.
Myers, G (2006) 'Applied Linguistics and Institutions of Opinion' Applied Linguistics 26/4: 527-545.

Delivering bad news in the pre-service teacher training feedback event: a linguistic and paralinguistic analysis
Fiona Copland
University of Central England, Birmingham
Fiona.Copland@uce.ac.uk
Erikson (2004) uses video recordings of naturally occurring conversation to analyse the construction of talk and its relationship with paralinguistic functions. This paper reports on a similar 'microethnographic' (Erikson, 1990) approach to data collection, developed to analyse talk in feedback sessions between teacher educators and pre-service teachers training to teach English to Speakers of Other Languages.   The focus is on how educators critique the teaching and learning process in feedback encounters which are potentially face threatening to the pre-service teachers. The threat to face (Goffman, 1967) is exacerbated by the fact that feedback is delivered to a group of teachers (rather than on a one-to-one basis) who are also invited to critique the lesson.

Visual and audio data will be presented of feedback sessions and analysed both linguistically and paralinguistically for Face Threatening Acts.   The analysis will show how a paralinguistic analysis can complement a linguistic one to provide a deeper understanding of how FTAs are constructed and negotiated in the feedback session.

Exhuming the truth: Appraisal in a press obituary corpus
Isabel Corona
Departamento de Filología Inglesa y Alemana, Facultad de Educación, Universidad de Zaragoza
iscorona@unizar.es
Evaluation has long been recognized as an important feature of language. Yet, it has also been considered an elusive and difficult concept to analyse (Thompson and Hunston 2000).

Based on an analysis of a sample corpus of eighteen obituaries published in the British broadsheet The Daily Telegraph, this study explores the issue of explicit evaluative lexis in obituaries, adopting the framework proposed by Appraisal Theory as developed by Iedema et al. (1994), Martin (2000), White (2001) and Martin and White (2005). By drawing on the Appraisal system's formulation of Attitude, the present study analyses those lexical features that convey Affect, Judgement and Appreciation values. It examines the patterns of evaluation development across the obituaries' textual organization and the writer's exploitation of attitudinal resources to construe particular personae.

It argues that obituaries are far from being hagiographic sketches of the lives of the deceased. The subjects' different social occupations appear to require different combinations of evaluative categories. Thus, the subjects' lives are presented as complying with or deviating from role-specific good-bad parameters, reflecting the values a given community maintains.

Iedema, Rick, Susan Feez and P.R.R. White 1994. Media Literacy. Disadvantaged Schools Program, NSW Department of School Education, Sydney. www.grammatics.com/appraisal [accessed 06.05.2004]

Martin, J.R. 2000. Beyond Exchange: APPRAISAL Systems in English. In Hunston, Susan (ed). Evaluation in Text. Oxford and New York: Oxford University Press: 142-175.

Martin J.R. and P. White 2005. The Language of Evaluation: Appraisal in English. London: Palgrave.

Thompson, Geoff and Susan Hunston 2000. "Evaluation: An Introduction". In Hunston, Susan (ed). Evaluation in Text. Oxford and New York: Oxford University Press: 1-27.

White, P.R. 2001. "Appraisal: An Overview"
http://www.grammatics.com/appraisal/AppraisalGuide/Framed/Appraisal-Overview.htm   [accessed September 2003]

Getting your voice heard: working out a linguistic and sociocultural puzzle
Tracey Costley
Dept of Education and Professional Studies, King's College London
tracey.costley@kcl.ac.uk
and
Kimberly Safford
School of Education, Roehampton University
k.safford@roehampton.ac.uk
In Britain all university applicants are required to submit a 500 word 'personal statement in which students present their experiences and identities in order to advance their claim for a university offer. The task of producing a 'good' personal statement involves students negotiating a broad set of complex and often implicit sociocultural expectations and writing conventions. It is generally suggested that admissions officers look for unique and compelling attributes in potential candidates and that the quality of writing can make or break the application. Writing the personal statement is demanding for all students but arguably more so for minority

ethnic and non-traditional students who may be unfamiliar with both the language and the cultural expectations it implicitly requires.

Recognising the 'fundamental inseparability of social context and linguistic realisation' (Colombi and Schleppregrell 2002; Halliday and Matthieson 1999), and the propensity of higher education institutions to privilege certain 'identities' (Ivanic 1997), we examine how the notion of desirable personal qualities is construed and interpreted by students and how these qualities are represented by their specific selections of language expressions.

This paper will use data from a corpus of 30 personal statements to explore the ways in which English as Additional Language students 'write' their identities. We analyse themes and structures in these texts to study how language choices used in self representation impact upon admissions tutors' evaluations of candidates. We will consider the pedagogic value of such a linguistic analysis in enabling both university applicants and school teachers to negotiate this particular 'gate-keeping' mechanism.

'Form, function and intercultural pragmatics: goal-directed speech behaviour in French and English'
Robert Crawshaw, Jonathan Culpeper and Julia Harrison
Department of European Languages and Cultures, Lancaster University
r.crawshaw@lancs.ac.uk

This paper derives from a current ESRC-funded project 'Pragmatics and Intercultural Communication' (http://www.lancs.ac.uk/fass/projects/pic/), conducted by Lancaster and Cambridge Universities in collaboration with The British Council and the French Ministry of Education. The aim of the project has been to analyse communication between language teaching assistants and their mentors in schools in France and England. It has sought to make explicit the sources of misunderstandings between the two sets of interlocutors; this in turn has meant identifying patterns of speech behaviour which interlocutors have either misinterpreted or reacted against for personal, linguistic or cultural reasons.

Comprehensive data has been collected from 58 students from eight universities in the two countries and from more than 50 mentors. The data has included personality tests, cultural essays, live recordings of discussions with mentors and retrospective reflections on these, both tape-recorded and written up in logbooks covering the first three months of the assistantship. The data has been codified and analysed using Atlas TI (5). This methodology has allowed the team to identify examples of goal-directed talk labelled as 'requesting', 'informing', 'assessing' and so on. With particular reference to the work of House, Kerbrat-Orecchioni, Pavlidou, Béal and Spencer-Oatey, the paper will empirically review the discourse strategies and formulae employed by the mentors (both French and English) in fulfilment of particular goals, compare these with those of their non-native interlocutors and consider the extent to which the assistants' responses demonstrate that the intention of the native speaker interlocutor has been correctly understood. Evidence from the supporting (metalingual) data will enable us to identify what the causes of any misunderstandings have been and to make generalisations about the relationship between culture, linguistic structure and speaker behaviour in different intercultural contexts.

Vague Language Across Cultures: Issues for English Language Teachers
Joan Cutting
Moray House School of Education, University of Edinburgh
joan.cutting@ed.ac.uk

EFL coursebooks have little reference to English Vague Language (EVL), and yet it is central to informal spoken English and expresses socially cohesive functions and attitudinal stance. The model of EVL referred to in this paper is based on Channell (1994), Cutting (2000) and O'Keeffe et. al (2004): it includes general nouns (e.g. 'thing' and 'whatsisname'), general extenders (e.g. 'or something' and 'and all the rest of it') and general verbs (e.g. 'do' and 'happen'). The paper is the product of a preliminary survey that explores VL in three languages, as part of a larger comparative VL study. The long-term aim is to better train learners of English to understand the peculiarities and uses of EVL.

The data for the survey comes from a series of semi-structured interviews with native and pseudo-native speakers of Japanese, Russian and German, in which subjects discuss the extent to which their spoken language has equivalents of these forms. Examples are Japanese nouns ('mono', 'koto', 'yatsu' and 'iroiro'), extenders ('ka nanka') and verbs ('yatte'), German nouns ('Ding', 'Zeug' and 'Dingsbums'), extenders (eg 'und tralala') and verbs ('machen'), as well as Russian nouns ('shtukovina' and 'kak bish ego?'). This paper discusses the social context and function of these VL forms, and ends with a discussion of methodological suggestions for EFL materials and tasks.

Channell, J. (1994) Vague Language. Oxford: Oxford University Press.

Cutting, J. (2000) Analysing the Language of Discourse Communities, Elsevier Science: Oxford.

O'Keeffe, A., Evison, J., Koester, A. and McCarthy, M. (2004) 'How to be vague and that kind of thing'. Paper at IATEFL Conference, Liverpool.

Storytelling in French from France and French from Quebec: The words that betray us

Dr Natalia Dankova
Université du Québec en Outaouais, Département d'Études langagières
natalia.dankova@uqo.ca

This study examines the narrative discourse of unilingual speakers from France and Quebec (Canada) whose first language is French. The corpus is composed of stories recounted from the common supports of images and film (Cat Story, a story told through a series of images, and Quest, an animated film without text), as well as personal stories relating a past experience.

We have analyzed the different types of information expressed by each group of speakers. Every language has its own way of encoding information through its lexicon, verbal morphology and syntax (Slobin, 1991 and 2003, Lambert, 1997, Hickmann et al., 1992, Lambert & von Stutterheim, 1998, Dankova, 1999 and 2002). For this study, we have focussed on the differences between the two varieties of French.

Speakers from France and Quebec focus on diverse aspects of the situations they perceive and use different strategies to express them. The most striking differences involve, among other things, the use of verbs that express perception (for example, voir/to see, regarder/to look, entendre/to hear), mental activity (penser/to think, se rendre compte/to realize), and causality. These aspects will be the subject of our paper.

We have compared the results obtained with the results of similar data collected in Canadian English in order to examine the impact of English on French in the Canadian context. We will consider this impact as one of the sources of the variation of French from Quebec.

Dankova, N. (2002): « Conceptualisation et expression du temps en français québécois et en français de France », Langues et linguistique, n° 28, pp.45-70.

Dankova, N. (1999): « L'espéranto. De ça n'a pas marché à comment ça marche ou langue internationale à plusieurs facettes culturelles », in F.S. Martinez & C.H. Gonzalez (ed): Las lenguas en la Europa Comunitaria III, Dialogos Hispanicos, n° 23, pp. 423-453.

Hickmann, M. & F. Roland (1992): « Déterminants sémantiques et pragmatiques dans l'acquisition du temps et de l'aspect: étude comparative du français, de l'allemand et de l'anglais », Réseau Européen de Laboratoires sur l'acquisition des langues, Lyon.

Lambert, M. (1997): « En route vers le bilinguisme », AILE, n° 9, pp.147-172.

Lambert and von Stutterheim (1998): "Crosslinguistic analysis of temporal perspectives in learner film re-telling. A comparison between German and French advanced learners of English and native German, French and English native speakers" (paper), Conference ESF, Maratea, September, 26th - October, 1st 1998.

Slobin, D. I. (1991): "Learning to Think for Speaking. Native Language, Cognition and Rhetorical Style", Pragmatics, n° 1/1, pp.7-26.

Slobin, D. I. (2003): "Language and Thought Online: Cognitive Consequences of Linguistic Relativity", in D. Gentner & S. Goldin-Meadow (eds) (2003), Language in mind: Advances in the Study of Language and Thought, Cambridge, MIT Press, pp.157 - 192.

Creating "natural" interaction in oral school-based English language assessments in Hong Kong

Chris Davison, Gan Zhendong and Liz Hamp-Lyons
HOC 125, Faculty of Education, University of Hong Kong
cdavison@hku.hk

As part of its reform of the Hong Kong Certificate of Education Examination in English (a formal and high-stakes examination at Form 5, age 16), the Hong Kong Examinations and Assessment Authority has recently introduced an oral school-based assessment component. English teachers themselves directly assess students' oral language skills in class, using a range of tasks and guiding questions and a standardized set of assessment criteria. This is in line with international trends which argue that a more holistic and integrated assessment format can be a reliable alternative to more traditional speaking test formats, at the same time providing a more natural and authentic context in which to capture students' "real" language skills. However, there has been very little research into how best to maximize the linguistic and interactional potential of such assessment tasks, nor has there been much attention to the actual discourse features of "natural" as opposed to performance-oriented communication in assessment situations.

Drawing on classroom observations, videotaped assessment interactions, teacher and student questionnaires and interviews, this paper explores some of the issues in creating authentic oral language communication in high-stakes assessment interactions. Examples of the spoken discourse produced by students during naturalistic group discussion tasks are presented and analysed for their linguistic and interactional features including overall fluency, phonological, lexical and syntactic precision and diversity, type-token speech act analysis, discourse organization, conversational management, and non-verbal communication. Possible explanations for the variation in linguistic and interactional features across groups and schools are explored, including the task type, grouping arrangements (including language level) and teacher preparation, instruction and in-assessment interaction, will also be explored, together with student attitudes and beliefs about the nature of the assessment

activity in which they are engaged. The implications for classroom practice, teacher preparation and system-level support will also be discussed.

Immigrant Professionals in Canada: The Acquisition of Occupation-specific Language and Culture

Ping Deters
Second Language Education / Comparative, International and Development Education
Department of Curriculum, Teaching and Learning
Ontario Institute for Studies in Education / University of Toronto
pdeters@oise.utoronto.ca

Canadian immigration policy in recent years has aimed to increase the number of highly educated immigrants in order to contribute to labour force needs. Surveys have shown that lack of official language skills is a major barrier for immigrants seeking entry into their profession; however, there has been little research that has focussed on the acquisition of professional language and culture. In this paper, I will present findings from my narrative research study of thirty immigrant teachers and college professors and their acquisition of occupation-specific language and culture.

My research questions examine the factors that facilitate or constrain the successful entry of immigrant teachers and professors into the Canadian English public education system; the factors that facilitate or constrain the successful acquisition of occupation-specific language and culture; and the relation between the social, ethnic, and professional identity of immigrant teachers and professors and their acquisition of occupation-specific language and culture.

This study is informed by sociocultural theory, and Lave and Wenger's Community of Practice (COP) framework. According to the COP framework, social practice and identity formation are central to learning, and learning is conceptualized as becoming a full participant in a particular community. The primary source of data are first-person narratives collected from interviews with immigrant teachers in the K-12 public school system and immigrant professors at community colleges in Ontario.

Findings from this study make a theoretical contribution to the specialist field of English for Specific Purposes, which has been traditionally dominated by discourse and genre analysis, by using a sociocultural theoretical approach to analyse the occupation-specific language and culture acquisition of immigrant teachers and professors. Findings from this study reveal the importance of social identity and individual agency to second language acquisition and professional acculturation. Additionally, this paper will discuss the social and pedagogical implications of the findings.

Certified teaching competence for Italian as a foreign language: the experience of Siena DITALS exams

Pierangela Diadori
Universita per Stranieri di Siena, Italy
diadori@siena-art.com

Since 1994 the University for Foreigners of Siena offers a Certification for TISL (Teaching Italian as a Second Language), called DITALS ("Didattica dell'Italiano a Stranieri"), whose aim is to assess the competence of candidates with specific prerequisites, on the basis of a written and oral exam, without referring to any specific preliminary training course.

This paper will present DITALS model of assessment based on the following principles, shared by the "Common European Framework for Languages" (1996), by the Bologna Process (1999) and other European projects on teacher training:
- focus on autonomous learning and training;
- accreditation of previous training and teaching experience;
- assessment of formal knowledge of basic disciplines, but also of understanding ability, problem solving, syllabus design and practical skills.

DITALS Certification will be compared with other forms of assessment of teaching skills referred to Italian as a foreign language (CEDILS, CELI DOC) and to other European Languages (English, German, Spanish and French), in order to indicate a common European model of certified teaching competence for modern languages.

De Mauro T., Vedovelli M., Barni M., Miraglia L., Italiano 2000, Bulzoni, Roma 2001.
Diadori P. (cur.), Insegnare italiano a stranieri, Le Monnier, Firenze 2001.
Diadori P. (cur.), La DITALS risponde 1-2, Guerra, Perugia 2005.
Diadori P. (cur.), La DITALS risponde 3, Guerra, Perugia 2005.
Quadro comune europeo di riferimento per le lingue, La Nuova Italia, Firenze 2002.
Vedovelli M., Guida all'italiano per stranieri, Carocci, Roma 2002 .

"Argumentative Discourse in Spoken L2 German: Developmental Perspectives on the Construction of Identity"

Doris Dippold

School of Humanities, University of Southampton
dodi1@soton.ac.uk
Combining social and cognitive approaches to L2 development, this paper reports on a study on the development of the ability to construct identity in spoken argumentative discourse in relation to processing control and overall linguistic development, conducted with (mainly) native speakers of English learning German as a foreign language.

In conversational argumentative discourse, the construction of identity is achieved at both the ideational level – the expression of one's personal positions, e.g. by way of using evaluative vocabulary or evidence to support one's opinions – and the interpersonal level, which marks speakers' degree of self-assurance and certainty in interacting with the interlocutor (epistemic modality, preference organisation).

Using both quantitative and qualitative evidence, the study has found that at the ideational level, negotiations on specific topics tend to be very short – in particular at the lowest proficiency level of the three levels used for this study – with speakers adding less evidence when their opinion is challenged. Furthermore, their range of evaluative and classificatory lexis is restricted.

At the interpersonal level, the epistemic markers by which learners mark self-assurance, certainty or distance to a proposition do grow in terms of their range, but the quantitative development is not necessarily linear from low to high proficiency. This is because certain markers of modality fulfil a double function as features that ease processing, i.e. they are inserted when disfluencies occur. As a consequence, turns that one would expect to be in preferred format are sometimes unintentionally marked as dispreferred (and therefore accountable and sanctionable).

The research takes an original stance in several respects: Firstly, it adopts a view on interlanguage pragmatic development, which is distinctly focused on the construction of speakers' identity rather than 'politeness' or other addressee-oriented frameworks. Secondly, it is one of few major studies dealing with pragmatic development in German as an L2. Thirdly, it combines social and cognitive perspectives by focusing on the construction of identity under a psycholinguistic processing perspective.

Using the World Wide Web as a massive corpus
Martin Edwardes
University of East London
martin.edwardes@btopenworld.com
The World Wide Web is a recent creation, a natural progression from the Internet project of Tim Berners-Lee. Originally envisaged as a repository for all human knowledge, the first incarnation of the World Wide Web quickly became a massive database for human carnal knowledge. In its second evolution it became a merchanting machine, some aspects of which have proved to be useful and enduring; but it is only now that the original scientific vision is being realised.

However, alongside this organisational evolution there has always been a strong strand of personal input. The Web has been a repository for ideas, diaries, observations, histories – the everyday writings of people whose output would otherwise never have become public. In short, the Web is a massive written corpus of everyday language.

This presentation will address the issues of using the Web as a linguistics corpus, offering advice on how to make searches, what to expect, and how to interpret the results. It will look at how to frame phrase or word searches, and how to check them. It will also examine what the Web search engines do well and what they are less good at; and why you should exercise care over which pages you open to check your results!

The presentation will offer several examples of Web searches which have been undertaken by the author, all of which show in different ways the value – and problems – of using the Web as a linguistics corpus.

It is hoped that this presentation will encourage corpus work on the Web, both in support of more formal corpus searches and as stand-alone exercises. To support this, a practical online guide will be available to accompany the presentation.

Tools of the trade: Exploring the explicit language knowledge of TESOL teacher trainees
Rosemary Erlam, Jenefer Philp and Catherine Elder
Department of Applied Language Studies and Linguistics,
University of Auckland, New Zealand
r.erlam@auckland.ac.nz
The importance of focus on form (FoF) for language learning is widely recognised in Second language acquisition (SLA) research (Norris & Ortega 2000; Ellis 2002; Hinkel & Fotos 2002), the demands which different types of FoF make on teachers' target language knowledge, however, have yet to be addressed. What level of explicit knowledge do TESOL teacher trainees have and how well equipped are they to deliver the range of FoF options available to them? While some researchers (Bolitho, 1988; Andrews, 1994, 2003) report a perceived inadequate grammatical knowledge of English among "native" teacher trainees, this may be less true

of "non-native" L2 teacher trainees because explicit grammar pedagogy is part of their prior education and teacher training programmes (Andrews, 2003; Wright, 1991). This study investigates this claim, first with a group of 61 highly proficient L2 learners of English from Malaysia enrolled in a Foundation program for pre-service teachers and then with a group of TESOL teacher trainees in New Zealand. The trainee teachers took two tests designed expressly to test their ability to recognize error, to formulate rules about the target language grammar and to recognize and use metalinguistic terminology. Results on these tests revealed that while most trainees could readily recognize errors in ungrammatical sentences, their ability to articulate rules and their command of metalinguistic terminology were highly variable. An item analysis also indicated that some grammatical structures were more amenable to explanation than others and may therefore lend themselves better to more explicit approaches to FoF instruction. The paper argues that if FoF interventions are to be effective, teacher education programmes must not only educate trainees about the FoF options available but also help develop strategies to tailor their instructional strategies to their current level of metalinguistic knowledge.

Turn-initial items in casual talk and academic encounters

Jane Evison
School of Education, University of Nottingham
jane.evison@nottingham.ac.uk

This particular study combines insights from conversation analysis into turn construction and sequencing with the computerised search techniques of corpus linguistics. Two subcorpora of CANCODE (The Cambridge and Nottingham Corpus of Discourse in English) were explored: CANCAD, a collection of academic texts and CANCSOC, texts representing the discourse of families and friends, either at home or in social situations. One of the most noticeable features was the regularity of turn-initial items across the corpora. In both corpora, 20 items accounted for 60% of all turn beginnings. This phenomenon of 20 initiators representing 60% of all turns was also reported by Tao (2003). Also in keeping with Tao, the turn initial items in both corpora were predominantly lexical in nature. In the academic corpus, the first five most frequent items (*mm/mhm oh yeah yes ah*), are more likely to occur in a turn-initial position than anywhere else in the turn, and are highly interactional. In CANCSOC, there are ten very frequent items which are primed for a turn-initial position. This is a good indication that our academic data is less interactive than casual talk. In addition, a significant number of items occurring in positions 5 – 20 in CANCAD are related to the management of the discourse by those with authority over it (in most cases the tutors). However, a significant number are turn-initial items uttered by students, and are often hedges or other interpersonal markers reflecting a high level of risk-taking and defensiveness (see Mauranen (2001) on metalanguage in the MICASE corpus of academic discourse). This research has broad implications, firstly it calls for closer examination of what a turn-initial *item* actually is (see Schegloff, 1996), and seems to suggest that notions of phrase and clause less helpful in their identification than a search for pragmatic and semantic independence.

Mauranen, A. (2001) Reflexive academic talk: Observations from MICASE. In Simpson, R. C. & J. M. Swales (eds.) *Corpus Linguistics in North America: Selections from the 1999 symposium,* pp.165-178.

Schegloff, E. (1996) Turn organization: one direction for inquiry into grammar and interaction. In Ochs, E., Schegloff, E. and Thompson, S. (eds.) *Interaction and Grammar*, Cambridge: Cambridge University Press. pp. 52-133.

Tao, H. (2003) Turn initiators in spoken English: a corpus-based approach to interaction and grammar. In Leistyna, P. and Meyer, C. (eds.) *Corpus Analysis: Language Structure and Language Use,* Amsterdam: Rodopi pp. 187-207

The Global Spread of English and Scientific Communication: Issues of Equity and Register Loss

Gibson Ferguson
Department of English Language and Linguistics, University of Sheffield
g.r.ferguson@sheffield.ac.uk

The emergence of English as the international language of scientific communication has been so amply documented (e.g. see Ammon 2003; Sano 2002) that its dominance is hardly disputed empirically even by those most critical of this state of affairs. More contested, however, are the effects of this dominance - with two sets of concerns particularly salient: (i) the potential detrimental impact on other languages - even standardised national languages, which are at risk, so it is argued, of being relegated to a lesser role in an incipient global diglossia and of eventually losing registers; and (ii) the communicative inequality produced by the dominance of English between, in particular, native -speaking scientists/academics and non-native scientists, the latter experiencing relative disadvantage, it is sometimes claimed, when it comes to placing their work in high prestige international journals.

This paper investigates both these concerns drawing on a combination of conceptual analysis, literature survey, and empirical research from Spain and a number of other European countries. The overall purpose is to determine the extent which the criticisms relating to equity and register loss can be sustained, to elucidate the

nature of the putative communicative disadvantage of non-native scholars and the degree to which such disadvantage is a function of language per se or of other factors, and to consider finally to what extent, if at all, inequity and the risk of register loss - where it exists- can be mitigated by language planning interventions.

Word association patterns: unpacking the assumptions
Tess Fitzpatrick
Centre for Applied Language Studies, University of Wales Swansea
t.fitzpatrick@swansea.ac.uk
Research into L2 word associations has conventionally been based on the assumption that patterns of association in the L2 differ in a systematic way from those in the L1. While a number of important studies have revealed apparent differences in L1 and L2 association behaviour, findings which present these patterns in a consistent or reliable way have been elusive. The tendency of some subjects to produce very idiosyncratic responses - the kind which have traditionally anchored word association in the field of psychiatry - means that it is impossible to reliably predict response patterns based on variables such as L1 or L2 use, or L2 proficiency.
Certainly there are a number of cue items (black, bread, news) which provoke predictable responses (white, butter, paper, but these items are usually highly frequent and have an unusually high "strength of association" rating. This study explores the hypothesis that outside this group of cue items, association responses are determined by a tension between the individual word's strength of association rating, and the individual subject's association type preference. A previous study found that some individuals have a strong preference, for example, for collocational responses, whereas others seem to pay more attention to word form.
In this study subjects are asked to give responses to two sets of cue words, both comprising relatively low frequency words. Responses are then categorised into types which broadly correspond to the conventional categories of paradigmatic, syntagmatic and clang. Each set of individual responses forms a response profile, and profiles are then compared to determine whether individual subjects produce a significantly consistent response profile over different word sets.
The findings of this study will identify more clearly the factors which influence association responses, and contribute towards a realisation of the potential of word association as a tool for investigating the L2 lexicon.

'Transforming' Teachers of EAL Learners: investigating the personal and professional impact of postgraduate education
Charlotte Franson
Canterbury Christ Church University
cmf6@cant.ac.uk
This paper will address the professional development and 'transformation' of teachers' cognition and practice through participation in a part-time postgraduate programme which aimed to improve their knowledge and skills in working with the English as an additional language (EAL) learners in their classrooms.   The intention of this study is to reveal the variation in the teachers' appropriation of the knowledge, understanding and skills introduced in the programme, to explore the relationship between continuing professional development and its interpretation in practice, and to examine some of the difficulties in researching this relationship.
An analysis of assignments submitted during the two year programme offers insights into the development of the teachers' thinking. A further analysis of the final assignment, an in-service training package for classroom teachers of EAL learners, presents further evidence of the teachers' interpretation and integration of the programme's content knowledge into their professional knowledge structures. A literature search of professional development for teachers shapes the initial interviews as well as topics and issues arising from the analysis of written assignments. Subsequent classroom observations provide further evidence for analysis as do teachers' narratives of their work.
Professional development, like teaching, is a highly complex endeavour, and outcomes are influenced, amongst other things, by the life narratives, working contexts, social, and cultural experiences of the participants. This study will offer evidence that continuing professional development can provide opportunities for teachers to critically analyse and develop their practice, however 'transformation' may be limited. When one is providing professional development for teachers who are addressing issues of linguistic and ethnic diversity in their classrooms, the question of their transformation may be of particular relevance. Some of the issues in researching language teacher education will also be discussed.

Not-so-close Friends: A study of the idiomaticity of the Spanish dubbing language
Pablo Romero Fresco
Heriot-Watt University, Edinburgh
pr27@hw.ac.uk
This paper sets out to analyse the Spanish dubbing language in two different corpora: 1) a parallel corpus consisting of original scripts of the American TV series Friends and their dubbed versions in Spanish and 2) a

comparable corpus made up of the Spanish dubbed version of Friends and a similar Spanish sitcom (Siete vidas). Recent publications on the Spanish dubbing language describe it as occasionally unnatural and contrived. The most common reasons given for this lack of idiomaticity are the influence of the source language and the source text, the constraints posed by audiovisual translation and the typical prefabricated orality of the audiovisual text. The aim of this study is to ascertain whether the dubbed text has indeed unidiomatic features and, if so, whether this lack of idiomaticity is due to any of the above-mentioned reasons or to any other factor. In order to assess the idiomaticity (regarded here as nativelike selection of expression) of the dubbed text, a characterisation of Spanish colloquial conversation is provided and a third corpus is used -the spontaneous speech section of the Spanish corpus CREA, elaborated by the Real Academia Española. Although more research needs to be carried out with this corpus, the study has shown that there are indeed some unidiomatic features in the dubbed text and that a great deal of this unnaturalness is not due to any audiovisual constraint but rather to what seems to be the translator's personal choice. The main unidiomatic features detected are the use of anglicisms, especially at the pragmatic level, and a certain shift in tone that may cause a variation in the relation among the participants in the dubbed text. Finally, it is argued that, given their lack of idiomaticity, these features may end up undermining the intended humorous effect of the target text.

Promoting Students' Social Interaction with TL Speakers through Qualitative Research Activities (QRAs)

Yoshifumi Fukada
International Studies Department, Meisei University Tokyo, Japan
fukada@eleal.meisei-u.ac.jp

Many theorists including Long (1983) and Tomasello (1999) reiterate the significance of social interactions with skilled partners as the key to improve students' target language (TL) abilities. Their theories have been applied in many learner-centered ESL/EFL classrooms (Verhoeven, 1997), but not so often in the context of TL groups/communities, for various reasons have students' scarce opportunities to meet TL groups. Leading ESOL students from sheltered classroom environments to TL groups/communities is an issue facing many TESOL teachers.

One solution is the adoption of Qualitative Research Activities (QRAs) in ESL/EFL classrooms. These activities promote bothÅ@the students' access to/interaction with TL groups/communities and also the improvement of their English skills in all of the four areas through their data gathering firsthand from the TL speakers utilizing various types of qualitative research techniques including observation and interview. Furthermore, analysis of the collected data in a classroom can facilitate the students' interaction both with their teacher and their classmates.

The presenter, as a pilot study, offered one QRA in his class focusing on foreign English teachers' culture shock/intercultural experiences in Japan. In this activity, each student group (1) read English texts on the theory of culture shock, (2) asked five foreign teachers for permissions of interviewing, (3) searched information on the five teachers' homelands through books and the Internet, (4) developed a list of interview questions, and (5) actually interviewed them, then (6) transcribed/analyzed the collected data using coding techniques, and finally (7) presented information and data findings they collected in this activity utilizing the power-point software.

The presenter will share examples of the students' work made in each step of this activity, and also suggest one QRA-based curriculum model and some tips on conducting QRAs successfully in ESL/EFL settings.

Representation of refugees and asylum seekers in UK newspapers

Costas Gabrielatos and Paul Baker
Department of Linguistics and English Language, Lancaster University
c.gabrielatos@lancaster.ac.uk
j.p.baker@lancaster.ac.uk

This paper reports work on an ongoing project on the representation of refugees and asylum seekers in the UK press. In recent years, the number of refugees and asylum seekers entering the UK has increased: unsurprisingly, these groups have attracted intense media and political discussion. As the representation of these groups in the press can influence the way in which readers perceive them, the discourses surrounding these, and related, groups have been the focus of linguistic studies (e.g. Greenslade, 2005; ter Wal, 2002).

Although the project combines approaches within critical discourse analysis and corpus linguistics, the aim of this paper is to exemplify how corpus-based techniques can contribute to CDA (cf. Hardt-Mautner, 1995; Orpin, 2005; Sotillo & Wang-Gempp, 2004; Wilson, 1993). The study uses a corpus of 150 million words, comprising articles relevant to refugees and asylum seekers from 12 national and 3 local UK newspapers, spanning the last ten years.

Following Baker & McEnery (2005), the paper analyses collocational networks surrounding the terms refugee(s) and asylum seeker(s), that is, the linguistic units which tend to co-occur statistically significantly with these terms in the corpus. The study also makes use of the notions of semantic prosody: the "consistent aura of meaning with which a form is imbued by its collocates" (Louw, 1993: 157), and, more significantly, Stubbs'

expanded notion of discourse prosody: "a feature which extends over more than one unit in a linear string. … [P]rosodies often express the speaker's reason for making the utterance, and therefore identify functional discourse units" (2001: 111-112).

Through the examination of frequent collocates for patterns and systematic associations, elements of the underlying discourses related to, and, arguably, constructing the identities of, the two groups can be revealed. The paper will also compare the corresponding discourses in broadsheets and tabloids.

Baker, J.P. & McEnery, A.M. (2005). A corpus-based approach to discourses of refugees and asylum seekers. Journal of Language and Politics, 4(2), 197-226.

Greenslade, R. (2005). Seeking scapegoats: The coverage of asylum in the UK press. Asylum and Migration Working Paper 5. Institute for Public Policy Research.

Hardt-Mautner, G. (1995). Critical discourse analysis and corpus linguistics. UCREL Tech. Papers, 6.

Louw, B. (1993). Irony in the text or insincerity in the writer? The diagnostic potential of semantic prosodies. In Baker, M., Francis, G. & Tognini-Bonelli, E. (eds.) Text and technology: In honour of John Sinclair, Philadelphia and Amsterdam: John Benjamins, 157-176.

Orpin, D. (2005). Corpus linguistics and critical discourse analysis: Examining the ideology of sleaze. International Journal of Corpus Linguistics, 10(1), 37-61.

Sotillo, S.M. & Wang-Gempp, J. (2004). Using corpus linguistics to investigate class, ideology, and discursive practices in online political discussions: Pedagogical applications of corpora. In Connor, U. & Upton, T.A. (eds.) Applied corpus linguistics, 91-122.

Stubbs, M. (2001). Words and phrases: Corpus studies of lexical semantics. Oxford: Blackwell.

ter Wal, J. (2002). Racism and cultural diversity in the mass media: An overview of research and examples of good practice in the EU Member States, 1995-2000. European Research Centre on Migration and Ethnic Relations (ERCOMER).

Wilson, A. (1993). Towards an integration of content analysis and discourse analysis: The automatic linkage of key relations in text. UCREL Technical Papers, 3.

The language of school communications
Ann Galloway
Edith Cowan University
Western Australia
a.galloway@ecu.edu.au
Much of the communication between schools and parents/caregivers is in written form ('notes'). Extensive anecdotal evidence indicates that these communications have varying degrees of success in achieving their aims. One practical explanation for the messages not reaching their target audiences is students failing to pass them on to parents/caregivers. However, many written school communications that do reach the parents/caregivers may not achieve their goals because the language used is not accessible to the target audience. This is a particular problem where the recipients are not speakers and readers of the standard English of school.

This paper will report the findings from a small pilot study that analysed a variety of school communications that went to parents/caregivers of Australian Aboriginal students whose home language is a dialect of English, rather than the Standard Australian English privileged at school. The study analysed the structure and grammar of school notes to identify features that would be likely to help or hinder the transmission of the intended message to the target audience. The paper will discuss some of the issues that arise from the analysis and conclude with recommendations for practice. While this small study is based on a specific dialect of English - Aboriginal English - the issues involved can be expected to have wider application to communication with speakers and readers of other non-standard dialects.

Gender Variation and Social Distance in Native and Interlanguage Complaints
Ronald Geluykens
University of Oldenburg English Department, Germany
Ronald.Geluykens@uni-oldenburg.de
This paper attempts to investigate variation in the highly face-threatening act of 'complaining' from a contrastive perspective, on two different levels. While there is a mushrooming literature on the influence of gender on linguistic production (see Holmes 1995, and many others), and an equally rapidly expanding body of research in interlanguage pragmatics, not much attention has been paid to the cross-section of interlanguage and gender, especially with regard to complaints (but see Trosborg 1995).

This paper therefore investigates the realization patterns for complaints in native and non-native discourse. The empirical analysis is based on data obtained through DCT (Discourse Completion Task) scenarios, responded to by German-French and German-English interlanguage users, as well as German (cf. Geluykens & Kraft 2003), French (cf. Kraft & Geluykens 2002) and English native speakers. The following research questions were central to the analysis:

[1] In what ways do the interlanguage complaint realizations differ from the native ones, and to what extent can any differences be attributed to transfer from the speakers' L1?

[2] To what extent do gender-related differences exist, and to what extent are existing preconceptions about gender differences in language confirmed?

[3] Are there systematic differences between single-sex and mixed-sex interactions (in other words, is there a correlation between the genders of speaker and addressee)?

Several structural levels were investigated, such as the choice of main complaint strategy, the use of so-called down- and upgraders, and lexical markers such as address terms and swear words. Significant results are found in all three dimensions. First of all, with regard to sex differences, there appears to be a tendency for male speakers to employ more confrontational strategies than females. Secondly, there is strong evidence that the addressee's gender has a significant impact on complaint formulation. Thirdly, there are differences between native and interlanguage realizations. On the whole, the findings emphasize the need for more empirical work in this area, based on both controlled and naturally occurring data.

Geluykens, R. & B. Kraft (2003). Sociocultural variation in native and interlanguage complaints. In: K. Jaszczolt & K. Turner (eds.), Meaning through Language Contrast. Amsterdam: Benjamins, pp. 251-261.

Holmes, J. (1995). Women, men, and politeness. London: Longman.

Kraft, B. & R. Geluykens (2002). Complaining in French L1 and L2: A cross-linguistic investigation. In: S. Foster-Cohen et al., eds., Eurosla Yearbook Volume 2. Amsterdam: Benjamins, 227-242.

Trosborg, A. (1995). Interlanguage pragmatics: Requests, complaints and apologies. Berlin: Mouton de Gruyter.

Methodological Issues in Pragmatics Research - A Comparison of Data Elicitation Methods

Ronald Geluykens
University of Oldenburg, Germany
Ronald.Geluykens@uni-oldenburg.de
and
Bettina Kraft
Modern Languages, University of Southampton kraftbettina@yahoo.de

This paper highlights the enormous methodological difficulties in pragmatics research, where the bulge of the data is still elicited exlusively through questionnaires and role plays. While there is no doubt that these methods can yield interesting and valid results, it seems important to complement them with naturally occurring speech (see also Beebe, 1996; Golato, 2003; Hartford & Bardovi-Harlig, 1992; Kasper, 2000; Yuan, 2001). The paper deals with the realization of complaints in native British English and compares a variety of data collection methods. The corpus under scrutiny here consists of elicited complaints (production questionnaires; role play interactions) and naturally occurring complaints (telephone conversations; material from a fly-on-the-wall documentary). The main research questions include:

1. To what extent do elicited complaints differ from natural complaining behaviour? Is it possible to draw conclusions about speech behaviour from elicited data?

2. Do role plays resemble naturally occurring speech in terms of turn-taking mechanisms and emotional involvement?

3. Quantitative and qualitative analysis - how can pragmatics research benefit from a combination of different methodologies?

A comparison of the four different data gathering methods used here served to highlight the complexity of the speech act complaint. Its realization is dependent on a multitude of variables, such as the situational context, the severity of the offence, the role relationship of speaker and hearer, and the interlocutors' temperaments. The elicitation of data allows the researcher to control these variables, which is especially useful for cross-cultural comparisons on a large scale.

Complaining usually involves a high degree of emotional involvement for the interlocutors. We found that this aspect was not represented realistically enough in the elicited material. Whereas test subjects seemed to be aware of the emotional component, their anger seemed artificial (or was absent) and the reactions of people who the complains were addressed to lacked the kind of involvement that was found in the naturally occurring complaints. However, the role plays were very similar in reference to turn-taking, with only one significant difference, the virtual absence of overlaps. From our analysis we conclude that a combination of role plays (where variables can be controlled throughout) for quantitative analysis and naturally occurring data for a qualitative analysis can yield the best results.

Beebe, L. M. a. C., M. C. (1996). Natural speech act data versus written questionnaire data: How data collection method affects speech act performance. In S. M. a. N. Gass, J. (Ed.), Speech acts across cultures. Challenges to communication in a second language. (pp. 65-86). Berlin/New York: Mouton de Gruyter.

Golato, A. (2003). Studying Compliment Responses: A Comparison of DCTs and Recordings of Naturally Occurring Talk. Applied Linguistics, 24(1), 90-121.

Hartford, B. S., & Bardovi-Harlig, K. (1992). Experimental and Observational Data in the Study of Interlanguage Pragmatics. In L. F. Bouton & Y. Kachru (Eds.), Pragmatics and Language Learning Monograph Series (Vol. 3, pp. 33-52). Urbana: Division of English as an International Language, University of Illinois at Urbana-Champaign.

Kasper, G. (2000). Data Collection in Pragmatics Research. In H. Spencer-Oatey (Ed.), Culturally Speaking. Managing Rapport through Talk across Cultures (pp. 317-341). London/New York.

Investigating Term Acceptance in the Lesser-Used Language: Nuathéarmaíocht na Gaeilge

Helena Ní Ghearáin, University of Limerick
Helena.NiGhearain@ul.ie

Whether a new term is accepted or rejected by speakers can seem a random matter.   For this reason, Pavel (1993: 24) sees "finding out the causes, the patterns or regularities hidden behind such apparent randomness" as one of the new challenges of terminology. The study of the "social life" of terms, i.e. what happens to terms once they are planned and authorised by terminology committees, is one which can only aid the overall effectiveness and success of terminology planning. Fishman (1991: 347) claims that "lulus", "a 'lulu' being a proposed neologism that is so unpopular that it is not only roundly rejected but scornfully laughed out of court" can do serious damage to the status and credibility of the threatened language. Information on the public's attitude to new terms can better inform terminology planners and maybe alert them to potential "lulus". This paper will discuss methodological issues which have arisen in the planning of field work on usage and acceptance in Irish language terminology planning.   This type of study falls under the remit of "socioterminology", a recent branch of terminology which aims at a more (socio)linguistic and descriptive approach to the study of terms.

Fishman, Joshua A., 1991. Reversing Language Shift: theoretical and empirical foundations of assistance to threatened languages. Clevedon/Philadelphia: Multilingual Matters.

Pavel, Sylvia, 1993. 'Neology and phraseology as terminology-in-the-making'. In: Helmi B. Sonneveld and Kurt L. Loening (eds), Terminology: Applications in Interdisciplinary Communication. Amsterdam/Philadelphia: John Benjamins, 21-34.

Fighting or fostering the dominance of English in academic communication?

Claus Gnutzmann
Technische Universität Braunschweig
c.gnutzmann@tu-bs.de

The predominant use of English in academic communication has met with enthusiastic approval but also with strict condemnation. Reactions depend on a number of factors such as subject matter, cultural and political implications and the use of the language by native speakers vs. non-native speakers. In the natural sciences, for example, English is used almost exclusively as a means of communication world-wide. Thus, anglophony is the communicative norm in these disciplines, even for journals published outside English-speaking countries. Since science and scientific discourse are regarded as universal and culture-independent, communication in these fields via a common and universally applicable language is perceived as a positive and desirable development. However, the situation appears to be different with regard to the role of English as a 'universal' language of jurisprudence, the social sciences and the humanities. These subjects are strongly associated with language and culture, i.e. their objects of investigation are embedded in particular languages and cultures. Consequently, these disciplines might be expected to display only a small degree of anglophony. On the other hand, there is considerable evidence that even in these subjects the use of English has been continually increasing.

With reference to the title, this paper will address the following issues:

- Will the use of English, both as a medium of instruction and as the language of academic publications lead to 'cultural imperialism'?

- Will students who learn from texts written by British and American scholars acquire an 'Anglo-Saxon mindset'?

- Will scholars who do not speak and write English proficiently be at a clear disadvantage in relation to those colleagues who are native speakers?

The acquisition order of color words by Japanese children: The linkage with color preference and input frequency

Yukiko Goto
Ohio University Linguistics Department
yg150604@ohio.edu

Color words are often referred to as examples of how language affects perception. Do people perceive colors according to their language, or do they perceive the same colors but simply refer them differently? Whorf's (1956) well-known theory of linguistics relativity claims that language affects people's perception and thinking.

Color terms, they argue, typically frame the colors people perceive. Universal Grammar, conversely, argues for the commonality of languages and downplays the role of culture and language. Thus, linguistic relativity and Universal Grammar make contradictory predictions about the acquisition of color terms.

In relation to color terms, Berlin and Kay (1969) argue that infants acquire color terms in the same order regardless of culture or language influence. They argue for the universal acquisition due to the biological development of color perception, which supports Universal Grammar. Pitchford and Mullen (2002, 2005), on the other hand, conclude that acquisition correlates with preferences and input frequency of color terms, which implies a role for culture and language. Findings from other studies of color word acquisition are, however, mixed and inconclusive concerning the efficacy of universality versus relativity.

The objective of the present study is to test the predictions of linguistics relativity regarding the order of color vocabulary acquisition with Japanese children by exploring the role of preference and input frequency on acquisition. Two tasks, naming and preference, were assigned to young children. In addition, the frequency of input was explored with a corpus of Japanese child-directed cartoons. Results are expected to concur with the findings of Pitchford and Mullen (2005), which suggest a linkage between acquisition and preference and frequency. This study is of importance because it may support linguistics relativity in acquisition of color terms.

Berlin, B., and Kay, P. (1969) Basic color terms: their universality and evolution. Berkeley: University of California Press.

Delgado, A.R. (2004). Order in Spanish colour words: Evidence against linguistic relativity. British Journal of Psychology, 95, 81-90.

Pitchford, N.J. and Mullen, K.T. (2002) Is the acquisition of basic-colour terms in young children constrained? Perception, 31, 1349-1370.

Pitchford, N.J. and Mullen, K.T. (2005). The role of perception, language, and preference in the developmental acquisition of basic color terms. Journal of experimental child psychology, 90, 275-302.

Saito, M. (1996). Comparative studies on color preference in Japan and other Asian regions, with special emphasis on the preference for white. Color Research and Application, 21(1), 1996, 35-49.

Whorf, B.L. 1964. Language, thought and reality. Cambridge MA: MIT Press.

Zentener, M.R. (2001). Preferences for colours and colour-emotion combinations in early childhood. Developmental Science, 4, 389-398.

"That was probably heaps big movie actually": The acquisition of pragmatic markers in a study abroad context
Averil Grieve
Department of Linguistics and Applied Linguistics, University of Melbourne, Australia
a.grieve@pgrad.unimelb.edu.au

This paper focuses on the acquisition of pragmatic markers by German adolescents on a 5-month exchange to Australia. Their acquisitional patterns are compared to Australian adolescent language and German adolescents learning English in Germany.

While much research exists on study abroad (Freed, 1995), pragmatic markers (Aijmer, 2002; Schiffrin, 1987) and adolescent language (Andersen, 2001; Eckert, 2000), very few studies have tied these related aspects together. Additionally, most marker and adolescent language studies do not focus on second language acquisition. This is surprising considering the importance of markers to intercultural communication (Wierzbicka, 2003) and adolescent identity (Andersen, 2001).

The data for the pilot study reported here is from three groups of 16-17-year-olds: four exchange students to Australia (experimental), four German adolescents without study abroad experience (control) and four Australian adolescents (base-line data).

Answering calls for more longitudinal research in developmental pragmatics (Bardovi-Harlig, 1999), data were collected before and after the exchange. These consist of audio-recordings of an unstructured task (informal conversation) and a structured task (retelling of a Mr Bean episode). A language contact questionnaire (Freed et al, 2004) gave information about the experimental and control groups' use of German and English, which helped explain variation in acquisition.

After transcription, markers were coded for type and function using Erman's (2001) categories. Then uses of the two most frequent markers in the experimental group's post-exchange data ('yeah', 'just') were compared within and across the groups.

In line with study abroad and marker research, results showed an increase in exchange student use of pragmatic markers, especially compared to the non-exchange data. However, usage did not reach native-speaker levels and there was a high degree of variation. The questionnaires indicated that this may be linked to initial proficiency, language contact and success of host family relations. Implications for future research are discussed.

The branding of academic knowledge: an archaeological case study
Dr. Trevor Grimshaw and Dr. Anna Simandiraki

Department of Education, University of Bath
T.Grimshaw@bath.ac.uk
pytna@yahoo.co.uk
In this paper we focus on branding as a discursive practice, exploring how this operates in and around the academic discipline of archaeology. For us applied linguistics serves as a 'mediating activity', helping us 'to relate and reconcile different representations of reality' (Widdowson, 2000: 5).

Branding is a key feature of the discourses of late capitalism, its symbolic power being evident in many domains, including commerce, the media and public administration (Chouliaraki & Fairclough, 1999). It is related to struggles over identity and representation, both promoting and exploiting national, ethnic and institutional cultures.

Branding also occurs within academia, where it facilitates the discursive construction of 'scientific' knowledge and communities of practice. We take as a case study the field of archaeology, more specifically the study of the Minoan civilisation (Crete, Greece, 3rd-1st millennium BC). Here the professional-academic community of archaeology is seen to employ a sophisticated range of strategies in order to brand itself as well as the knowledge it generates.

We examine a variety of genres from both academic and non-academic domains, including prospectuses, conference posters, museum guidebooks and media popularizations of archaeology. Proceeding from a Hymesian analysis of the components of communication, we explore how these texts are discoursally realized within their sociocultural settings. We identify the principles, forms and agents of archaeological branding and demonstrate how these interrelate with each other.

Our findings offer insights into the ways in which we produce and consume our knowledge of the past. They also suggest important implications for the relationship between academia and the public domain.

Chouliaraki, L. & Fairclough, N. (1999) Discourse in Late Modernity: Rethinking Critical Discourse Analysis, Edinburgh: Edinburgh University Press.

Widdowson, H. G. (2000) 'On the Limitations of Linguistics Applied', Applied Linguistics, 21/1 (pp. 3-23).

Pragmatic development in advanced L2 learners: the case of interruptive phenomena
Marie-Noëlle Guillot
School of Language, Linguistics and Translation Studies, University of East Anglia
m.guillot@uea.ac.uk
The study to be presented in this paper is part of a project which has investigated factors affecting involvement in multi-party oppositional talk and pragmatic development, with application to FL French, and focus on turn-management and turn-taking processes. The paper will concentrate on interruptive phenomena, to be compared in advanced learners' productions before and after an extended period of residence abroad, in relation to a) NS productions, and b) NS and NNS productions in English in similar oppositional group discussions, i.e. a type of interaction poorly represented in interlanguage pragmatics research, as is the French / English language pair generally. Data comprise twelve 30-minute recordings of same format/same topic discussions involving (5 to 8) participants in three types of groups: native English advanced learners of French a) before, and b) after, a compulsory 8-month stay in France, and c) French native advanced learners of English as a FL - six groups in all, two for each type, each recorded first in the FL then in their mother tongue. Interruptive phenomena will be analysed using a framework differentiating between affiliative and non-affiliative rapport and power interruptions (based on Goldberg 1990; see Guillot 2005), to assess pragmatic shifts and variations. The work will be set against an earlier study of the discourse particles mais and but at the beginning of turns in the same data, which revealed significant, but differential, pragmatic shifts in pre- and post-year abroad data (increased interactional fluency, but also misapprehensions of the pragmatic values of mais, conducive to non-nativeness and distorted perceptions of cross-cultural differences). Whether this extends to interruptive phenomena in the data, and implications as regards the respective benefits of natural exposure and classroom instruction for L2 pragmatic development, will be key questions addressed in the paper.

Goldberg, J. 1990. Interrupting the discourse on interruptions: an analysis in terms of relationally neutral, power and rapport oriented acts. Journal of Pragmatics 14: 883-903.

Guillot M.-N. 2005. Revisiting the debate on interruptions: from measurement to classification in the annotation of data for cross-cultural research. Pragmatics vol 15 no 1, 25-47.

Guillot, M.-N. (forthcoming). Aspects of pragmatic development in advanced L2 oppositional talk: turn-initial NS and NNS mais and but in contrast.

**Bilingual and Biscriptal Slogans: English Language Advertisements
in India**
Renu Gupta
Center for Language Research, University of Aizu, Japan
renu@u-aizu.ac.jp

Bilingual advertisements are a site of language contact (Piller, 2003), providing insights into how language is used in society. In the past 20 years, there has been an increased use of code-mixing in advertisements in countries in Asia (Banu & Sussex, 2001; Bhatia, 1992) as well as Europe (Piller, 2001). These studies examine the insertion of English words in local advertisements and their rationale, such as the desire to sound modern or foreign.

This paper examines recent trends in English advertisements in India; the matrix language of the slogans is an Indian language, such as Hindi, with English words inserted in the matrix. A second feature of these advertisements is that the slogans are not written in Indic scripts, such as Devanagiri, but in the Roman script, and occasionally in two different scripts. A sample slogan is "Hungry kya?" (Are you hungry?") where two languages (Hindi and English) have been mixed in a single slogan; other slogans combine two scripts (Roman and Devanagiri) in one slogan. This trend is seen in advertisements for Fast Moving Consumers Goods (FMCGs) as well as government organizations and small businesses.

The paper presents examples of bilingual/biscriptal advertisements in Delhi and examines the reasons underlying this phenomenon, namely, the multilingual population, code-switching among urban youth, and technological hurdles in using the Indic scripts.

Bhatia, T. K. (1992). Discourse functions and pragmatics of mixing: Advertising across cultures. World Englishes, 11, 2/3, 195-215.

Banu, R. & Sussex, R. (2001). Code-switching in Bangladesh. English Today, 17: 51-61.

Piller, I. (2001). Identity construction in multilingual advertising. Language in Society, 30, 153-86.

Piller, I. (2003). Advertising as a Site of Language Contact. Annual Review of Applied Linguistics, 23: 170-183.

Long-term decline in achievement in spoken Irish at primary level: Implications for language maintenance and revival

John Harris, Ph.D.
School of Linguistic, Speech and Communication Sciences,
Trinity College Dublin
harrisjo@tcd.ie

Irish, a minority language, is the first official language in Ireland. From the beginning of the state, the teaching of Irish at primary level has been central to the larger language maintenance and language revival effort. Presently, Irish is taught to virtually all primary-school pupils. In the vast majority of cases, it is taught as a second language and as a single school subject in 'ordinary' schools. It is also taught in immersion ('all-Irish') schools which, while still relatively small in number, have grown substantially over the last twenty years.

This paper presents evidence for a dramatic and statistically significant long term decline in pupil success in learning Irish (speaking and listening) in ordinary schools and for relative stability in the performance of all-Irish schools. The data comes from a series of national surveys of achievement in spoken Irish in 'ordinary', 'all-Irish' and Gaeltacht schools conducted over a 17 year period (Harris, 1984; Harris and Murtagh, 1987; 1999; Harris, Forde, Archer, Nic Fhearaile and O Gorman, 2006). The findings are also interpreted in the light of surveys of teachers, parents and pupils.

Reasons for the decline, and its implications for the revitalisation of Irish and for language education policy, are analysed. Among the factors examined are curricular and time pressures on Irish, a reduction in Irish-medium teaching outside the Irish lesson, changing teacher attitudes, a lack of engagement with the learning process among parents and the rapid growth in all-Irish education. The changing role of the Department of Education and Science, and the evolution of educational structures generally, have also have had substantial if unintended negative effects. The finding are used to illustrate the complex manner in which language maintenance programmes can be undermined or enhanced by socio-educational processes which can may appear to be quite remote from the teaching and learning process.

A Cognitive Approach to Understanding Issues in Second Language Reading

Ruth Harris
Institute of Technology Blanchardstown, Ireland
Ruth.Harris@itb.ie

Reading in a second language may be seen to be the opportunity for encountering instances of authentic language in a highly contextualised setting (Nagy & Herman, 1987) without the pressures involved in communicative language situations. In theory L2 readers should be engaging in the creation of meaning initially at word level leading to the creation of micro-propositions which in turn leads to the creation of macro-propositions (Kintsch & van Dijk, 1978) and a full mental representation of the ideas conveyed in the text; vocabulary may also be acquired incidentally as learners meet new or partially familiar words in meaningful contexts (Hulstijn, 1992).

The reality for many intermediate level readers of French however is that reading authentic texts remains a struggle where inadequate vocabulary thresholds (Hirsch & Nation, 1992), and lack of awareness of syntax (Grabe, 1999) create processing difficulties which are compounded by the pressure on working memory to hold on to the information gleaned from previous sentences while incoming information is being processed (Walter, 2000, 2004). This study considers how meaning broke down for a set of L2 readers on a range of texts using think aloud protocols with learner dyads. A framework of error types put forward by Laufer (1997) provides a basis for consideration of the effect of low vocabulary thresholds, as well as interlingual and intralingual difficulties. Further analysis of the interaction of learner dyads reveals instances of successful negotiation of meaning which in turn provides insights into useful strategies for L2 reading.

Nursing across cultures: the communicative needs of internationally educated nurses (IENs) working with elders

Margaret Hearnden
Ontario Institute for Studies in Education of the University of Toronto, Canada
mhearnden@oise.utoronto.ca

Internationally educated nurses (IENs) provide valuable resources to address existing/predicted nurse shortages concurrent with the needs of aging and growing multicultural populations in Canada and elswhere (Buchan, 2001). Whilst research indicates that limited language proficiency hinders some IENs entering/staying in the workforce (Munro, 2003), availability of sector specific English as a second language programs is limited.

The aim of this study was to explore the communication skills required of nurses working with elders in Ontario. The specific research questions were: 1) What are the sociolinguistic/sociocultural needs of nurses working with the elderly? 2) What are the strengths and weaknesses in educational opportunities for IENs, in terms of the sociolinguistic/sociocultural needs of geriatric nursing? Using qualitative research methodology involving interviews and questionnaires, data were collected over 9 months from IEN and non-IEN participants. Within a theoretical framework of sociocultural theory, which recognises language as an important cultural artifact and mediational tool, and the concept of legitimate peripheral participation which provides a way of understanding learning as a social practice and of viewing the processes through which new members become initiated into a community (Lave & Wenger, 1991), overt and underlying themes within and across data were identified. Findings indicate that current educational opportunities fall short of providing adequate sociolinguisitc/sociocultural preparation for many IENs to be able to function at the required entry level.

Buchan, J. (2001). Nurse migration and international recruitment. Nursing Inquiry 8(4), 203-4.

Lave, J., & Wenger, E. (1991). Situated learning: Legitimate peripheral participation. London: Cambridge University Press.

Munro, L. (2003). A few good nurses: a forum on best practices for integration of internationally trained nurses. A summary report and recommendations for the Immigrant and Refugee Employment Service Committee Hamilton Training Advisory Board.

'Disunities of practice': humour, topic management and institutionalised conflict in police interviews

Georgina Heydon
Monash University, Australia
georgina.heydon@arts.monash.edu.au

The term 'communities of practice' is commonly used to represent a consensual understanding of discourse practices in socially and culturally constructed interactions, and is of particular relevance to the study of institutional discourse. However, in some institutional interactions, such as police-suspect interviews, there appears to be an absence of such commonality of interactional and institutional goals among participants: a kind of 'disunity of practice' which is observable at the micro level of conversational structure and topic management. This study compares the initiation of topics and the use of humour by participants in two different types of police institutional discourse: evidential interviews with adult suspects and training interviews with child witnesses. Discrepancies in discursive practices between interviews with adult suspects and interviews with child witnesses highlight the institutional consequences of conflictual interactions in the former whilst suggesting that the approach developed in the latter context might provide a framework for police interview practice more broadly.

Altering the Sequence of Acquisition

Kent Hill
Seigakuin University
kentokun@inter.net

This presentation investigates the relationship between the Aspect Hypothesis (Bardovi-Harlig 2000) and its sequence of acquisition in L2 learners. According to Processability Theory (Pienemann 1998), the sequence and rate of acquisition are unalterable in L2 learners; however, this depends on what the sequence has been based. Typically, instructional materials begin with overt grammatical markings for tense-aspect constructions and end

with the inherent semantics of the verb. That is, most L2 materials sequence the future tense first with will, then going to and finally the present tense and progressive aspect uses. Likewise, present perfect aspect is often taught beginning with the durative form using for and since, then experiential and current relevance forms, ending with the resultative (i.e., the main semantic construal). The effect of these sequences is that learners often significantly overgeneralize the first forms to be introduced (i.e., will with future tense and the durative with perfect aspect). In the research conducted in this study, the test group was taught future tense and present perfect aspect beginning with the semantics of the verbs and then the orders of the typical sequences of instruction were reversed. A control group was also taught the same forms but the sequences of instruction were not reversed. Results of the study clearly indicate that the reversed order of the test group significantly reduced overgeneralization of each of the two forms ($p < 0.05$). These results suggest that the reversed sequence of instruction, which analogically extends the semantics of the verbs from the present tense to the future and/or past tense, represents a metonymic tense-aspect construction more closely paralleling its sequence of conceptualization. Additionally, these results indicate that if the sequence of acquisition is based on the complexity of conceptualization, rather than morphological complexity alone, then the sequence and rate of acquisition are significantly alterable.

Examining the Effectiveness of Short-term ELT Teacher Education: An Ethnographic Case Study
Valerie Hobbs
University of Sheffield
vhowardhobbs@hotmail.com
Short-term, pre-service ELT teacher education, such as the four-week CELTA and Trinity London Certificate, is quickly becoming popular around the world, warranting a closer look at these courses and their effectiveness. Past criticism includes an over-reliance on the PPP paradigm, privileging of native speaker teachers, and the lack of professionalism that such a short course lends to the field. However, a more critical and fundamental issue remains. Recent research has shown that pre-service teachers, having already solidified their beliefs about teaching after thousands of hours of classroom learning, often emerge from short-term courses with these beliefs unchanged and unchallenged, calling into question the very idea of such short courses and ultimately begging the question: Is it time for a change?
This presentation will offer the preliminary results of recent ethnographic research conducted at a Trinity College London TESOL Certificate course centre. Using methods of data collection such as field notes, questionnaires, interviews, lectures, journals, and course documents, this research explores both the course participants' experience on the four-week course and that of the researcher herself as well as the perspective of course lecturers to gain insight into what impact this course has on the belief systems of pre-service ELT teachers. Portions of the collected data will be presented, and the researcher will discuss preliminary findings such as the discovery that short-courses such as these are market-driven with little academic justification and that participants wholly disregard the teaching methodology presented on the course in favor of their own previous viewpoints about what constitutes good language teaching. Limitations and obstacles to data collection and analysis will also be discussed with the audience, including overcoming the inability to conduct ongoing analysis of the data during collection due to time constraints and difficulty maintaining contact with research participants.

Task Based Language Teaching in CALL
Junko Hondo
Lancaster University, UK and University of Pennsylvania, USA
j.hondo@lancaster.ac.uk
Following the advances of Communicative Language Teaching in the 1970s, Task Based Language Teaching (TBLT) has thrived from the 1980s to date within the field of applied linguistics. Concurrent with this movement, general innovations in educational technology have engaged academic attention with computer assisted language learning (CALL). Within the framework of these two developments, this presentation reports on the results of a three year project implementing TBLT in a technology enhanced foreign language program.
Limited exposure to the target language outside of the classroom poses pedagogical challenges for the learners and instructors in all foreign language programs. To address these difficulties, web-based tasks were designed for students of the Japanese language to encourage oral production and listening comprehension amalgamated at times with written materials. An assortment of tasks was developed to enhance different aspects of interlanguage modification, such as phonological development and the automatization of non-salient forms. These tasks included monologue, interactional, consciousness raising and structured formats corresponding to developmental objectives in fluency, accuracy and complexity.
Results are presented in four thematic areas: 1) phonological development and self evaluation skills, 2) potential transformation of the nature of feedback: implicitness _ explicitness, 3) effects of synchronous and asynchronous communication and 4) processes regarding the cognitive registration of forms and possible indications of fossilizations. Some additional benefits included the fact that spontaneous output during task completion

provided an abundance of oral and written data to aid the instructor in applying individual attention to the students' developmental linguistic needs.

Although this project at its current stage is intended for incorporation within Japanese language classes, my hope here is to present instructional materials that are readily applicable for all foreign / second language instruction.

* This project was supported in part by an Ivy League Consortium Grant for Language Teaching and Learning.

Intra-task comparison in monologic oral performance test: What makes a task difficult?

Tomoko Horai
CLARe (Centre for Language Assessment Research), Roehampton University
t_horai@msn.com

'Monologue (individual long turn)' is advocated as one of the ideal elicitation tasks for assessing speaking ability in low and high stakes testing. Its practical advantages are that it can be delivered in a variety of formats, e.g. live or recorded. Moreover, as a single speaker produces a long turn without interacting with other speakers, it does not suffer from the contaminating effect of the co-construction of discourse, seen by McNamara as potentially resulting in construct irrelevant variance.

This paper explores how EFL learners' performance on a monologic speaking task is affected by deliberately manipulating tasks, in terms of planning time, the amount of support, and response time. Four monologic speaking tasks, which were demonstrated in an earlier phase of this project to be equivalent from a quantitative and qualitative perspective, were first manipulated and then given to 120 EFL participants. The resulting performances were analyzed using candidates' scores for their performance, results from a cognitive processing behaviour questionnaire (in pre-planning, in planning and during speaking stage), and through a linguistic analysis of the resulting spoken texts

The results show how manipulating the tasks significantly impacted on the scores and cognitive processing while planning, as well as on the language generated. These contribute to our understanding of how task performance can be more accurately predicted and assessed.

Corpora and Readers: What Can They Tell Us about Metaphor?

Ziwei Mimi Huang
Nottingham University
aexzh1@nottingham.ac.uk

Recent studies of metaphor have revealed many important features, including linguistic aspects and cognitive functions of metaphor. There is, however, little research that has explored the linguistic and cognitive natures of metaphor at the same time, especially the use of metaphor in a long discourse context.

This paper will tackle this problem by undertaking two approaches to metaphor: a corpus approach that emphasizes the linguistic features in metaphoric meaning construction, and a case-study approach that focuses on the cognitive process in metaphoric comprehension. Same texts (selected British short stories) will be used in both approaches. The corpus approach will use the BNC corpus as reference to examine the default salient lexical meanings of the metaphoric source and target domains. These default meanings will be checked against the contextual information in the texts to construct the appropriate metaphoric meanings. In the case-study approach, six native English speakers will be interviewed before, during, and after their reading process of the same texts to talk about their comprehension and interpretation of metaphoric target and source domains, and the metaphoric meanings.

The results from the two approaches will then be compared, and features regarding lexical meanings, contextual effect, and metaphoric interpretation will be discussed in further detail. The discussion will also be related to some major metaphor theories, including the conceptual metaphor theory (Lakoff and Johnson 1980; Lakoff 1993), conceptual blending (Fauconnier and Turner 2002), the graded salience hypothesis (Giora 2003), structure-mapping (Gentner, Holyoak et al. 2001), etc. It will be argued that metaphor is constructed both linguistically and cognitively, and a balanced research approach is needed to study the metaphor phenomena.

Fauconnier, G. and M. Turner (2002). The Way We Think. New York, Basic Books.

Gentner, D., J. K. Holyoak, et al., Eds. (2001). The Analogical Mind : Perspectives from Cognitive Science, MIT Press.

Giora, R. (2003). On Our Mind. New York, Oxford University Press.

Lakoff, G. (1993). The Contemporary Theory of Metaphor. Metaphor and Thought. A. Ortony. Cambridge, Cambridge University Press: 202-251.

Lakoff, G. and M. Johnson (1980). Metaphors We Live by. Chicago, III; London, University of Chicago Press.

Developing Writing Models in English for Academic Purposes: Pedagogical Implications of Genre Analysis

Julia Huettner
Department of English, University of Vienna, Austria

julia.isabel.huettner@univie.ac.at
Given the rise of English as the lingua franca of academics, the number of ESL and EFL students who need to become proficient writers of English for academic purposes (EAP) is continually rising. With this increasing need, the demand for EAP instruction in non-English-speaking institutions has also risen and with it, the need of presenting students with clear models for their specific academic writing needs. This question of developing appropriate models is, however, generally not given much attention, either in teaching practice or in applied linguistic research.

The aim of this paper is to present a method of developing suitable models for student academic writing. The theoretical background of this paper is based on an extension of genre analysis, as developed by Swales (1990, 2005) and Bhatia (1993, 2004).

Through an exemplary application of this framework to the introductions and conclusions of non-native student papers clear genre structures emerge, which are also deemed appropriate models by university teachers. The fact that these genre structures are clearly distinct from those established for their expert counterparts underlines the fact that expert papers are not the ideal model for student writing and also points towards the need of describing systematic differences and relations between novice and expert genres.

The data set on which this analysis is based comprises 56 student papers written in English by German-speaking students. The findings from these data are compared with genre structures established through analyses of smaller corpora of English-speaking student papers and expert research articles.

Research findings also suggest that the use of genre-based student writing models is a means towards achieving greater autonomy on the part of the student writers, enabling them also to transfer the genre awareness thus acquired to the writing of other genres.

Bhatia, Vijay K. 1993. Analysing genre: language use in professional settings. Harlow: Pearson Education.
Bhatia, Vijay K. 2004. Worlds of written discourse: a genre-based view. London & New York: Continuum.
Swales, John. 1990. Genre analysis: English in academic and research settings. Cambridge: CUP.
Swales, John. 2005. Research genres: exploration and application. Cambridge: CUP.

The Grammar of Spoken English and the Discourse of Non-Native Speakers
Susan Hunston, Eri Hirata and Yumi Otoshi
 Department of English, University of Birmingham
s.e.hunston@bham.ac.uk
Recent research has highlighted the discoursal and grammatical features that distinguish spoken from written English (e.g. McCarthy and Carter 2001). It has been argued that these features should be taught to learners of English using awareness-raising techniques based on naturally-occurring spoken interaction (e.g. Willis 2003). Such a methodology may be problematic, however, in situations where non-native speaker teachers of English are the only available models of spoken English.

This paper asks the question: to what extent do non-native speakers of English use the discoursal and grammatical features associated with the spoken discourse of native speakers? It reports on two research projects in which pairs of NS and NNS teachers of English were asked to perform equivalent conversational tasks. The conversations were then compared in terms of five features associated with spoken English: discourse markers; backchannelling; position and length of pauses; vague language; situational ellipsis and non-clauses units.

The results of the studies suggest three main outcomes: (i) there is considerable variation between speakers, with the NS pairs being as different from each other as they are from the NNS pairs; (ii) most features are used by the NNS pairs, but often less frequently than by the NS pairs, taken overall; (iii) some features are used by both NS and NNS pairs, but with apparently different functions.

The paper discusses the pedagogical implications of the studies and assesses the extent to which NNS teachers of English might be advised to use their own speech as a model for teaching the discourse and grammar of spoken English.

McCarthy M. and Carter R. 2001. 'Ten criteria for a spoken grammar'. In E. Hinkel and S. Fotos (eds) New Perspectives on Grammar Teaching in the Language Classroom. Erlbaum. 51-75.
Willis D. 2003. Rules, Patterns and Words: Grammar and lexis in English language teaching. CUP.

Group work at university: The good and the bad from learners' perspectives
Radhika Jaidev
Centre for English Language Communication, The National University of Singapore
elcrr@nus.edu.sg
Shaw (1971), defines a small group as, "…units composed of two or more persons who come into contact for a purpose and who consider the contact meaningful" Read (1982:1). Group work, collaborative work and cooperative learning are all terms that have been used, with some variations in conception and execution, to describe the coming together of two or more people with a common purpose of achieving a specified goal. As it stands today, group projects are fairly common across the curriculum in many universities and it is highly likely

that during the course of their undergraduate education, students would have to work in a group to write some kind of research-based academic paper.

This paper describes a study that examined learners' perspectives on the processes involved when small groups of two to three undergraduate students at a university in Singapore worked together to produce a single, 2000-word, research-based position paper. Students wrote on a topic selected from a list provided by the tutor. As the task required them to write an academic paper, they were required to pay attention to audience, purpose, organization, style, flow, and presentation (Swales & Feak, 1994:7). Further, they had to take a clear position or "stance" and develop their argument in defence of this position (Coffin, Curry, Goodman, et al. 2003:19).

Qualitative methods were used to investigate students' decision-making techniques as well as their conflict-resolution strategies in the process of working together to write a research-based position paper. The study also sought to examine students' expectations of what constitutes effective group work and whether their perspectives are necessarily reflected in what actually happened in their group discussions which culminated in their research papers.

Teachers' Autonomy: An Ethical Analysis
Ferdos Jamali
Department of Education, University of New Hampshire
fjamali@cisunix.unh.edu
A group of 30 female high school English teachers, in Kermanshah, Iran, were asked to write three detailed autobiographical pieces about their teaching experiences, covering, as far as possible, three stages in their teaching career. The pieces were analyzed to find out the extent to which teachers' autonomy was reflected in their writings. Not surprisingly, the analysis demonstrated that the teachers involved in the study conceived of themselves as nothing more than practitioners of language teaching theories and methods, and there was no reference which suggested that they thought of themselves as autonomous beings, who have their own wishes, preferences, likes, dislikes, desires, etc., which might affect their teaching and their decision-making. The author argues that the post-method era has not been successful, at least in so far as it pertains to the present study, to develop and maintain the idea of teacher's autonomy in the true sense of the word. It is argued that a better understanding of the concept of autonomy requires an ethical analysis of the term to make it more concrete than what the present understanding of it implies. To this end, the author makes use of a number of philosophical approaches to ethics, including Kant's metaphysics of morals, utilitarianism, feminism, and pragmatism, to come up with a categorization for autonomy to be communicated to teachers so that, as Rich put it, they break those silences, and in so doing, begin to define a reality which resonates to them, which affirms their beings, which allows them to take themselves seriously: meaning, to being taking charge of their lives (1979, p.245, qtd. in Miller, 2005, p. 68).

Shifts of "point of view" in historiographic journal articles? Applying linguistics to a literary concept
Christina Janik
University of Wales Institute, Cardiff
cjanik@uwic.ac.uk
Academic articles are commonly described as a means to convince a specialist audience of the validity of newly gained knowledge (Nash 1990). One of their characteristics is the author's ample use of metadiscoursive comments (Hyland 1998) on how s/he gained the presented information. This paper will present a sample of results from a recent textlinguistic study on 40 Russian and German historiographic articles. While the study primarily focused on language-specific academic styles (Janik in prep.), it could also show that writers of historiographic articles do use techniques (e.g. free indirect discourse, "omniscient" presentation of third persons' thoughts and perceptions) that are mainly associated with literary narrative writing and seem to contradict expectations towards academic texts by shifting the point of view from the academic author to a historical person introduced in the text. They seem to serve as alternative means of convincing the reader, who eventually might find himself wondering, "who speaks?", "who perceives?". These questions refer to a concept of point of view, or "focalisation" (Genette 1980), as literary critics discuss it for literary narrative texts. It is the aim of this paper to show, however, that the problem of "point of view" does not restrict itself to literary narrative texts. Therefore the relationship between this literary concept and linguistic concepts as for example "viewing-arrangement" (Langacker 1990) that capture similar phenomena shall also be discussed.

Genette, G. (1980): Narrative Discourse: An Essay in Method. English translation (J.F. Lewin). Cornell University Press.
Hyland, K. (1998): Persuasion and Context: The Pragmatics of Academic Metadiscourse. In: Journal of Pragmatics 30, 437-455.
Janik, C. (in prep.): Epistemologische Haltungen in geschichtswissenschaftlichen Texten. Zum Gebrauch evidentieller Markierungen in russischen und deutschen wissenschaftlichen Artikeln.
Langacker, R. W. (1990): Subjectification. In: Cognitive Linguistics 1,1, 5-38.

Nash, W. (1990): The Stuff these People Write. In: Nash, W. (ed.): The Writing Scholar. Studies in Academic Discourse. (Written Communication Annual 3) Newbury Park. 8-30.

Speak and speak: Tongan people talking our 'voice' in the National Diploma in Teaching Early Childhood Education (Pasifika)
Dr. Mere Kēpa
Ngā Pae o te Māramatanga/The National Institute of Research Excellence for Māori Development and Advancement, The University of Auckland, New Zealand
m.kepa@auckland.ac.nz
and
Dr. Linitā Manu'atu
School of Education, The Office for Pasifika Advancement
Auckland University of Technology, New Zealand
Linita.manuatu@aut.ac.nz
In this paper, the writers argue that notions of individualism underpinning education development in say Aotearoa-New Zealand marginalize Indigenous ways of knowing and learning in tertiary education. Thus, we have to ask ourselves if education, as it is being communicated in New Zealand, leaves Indigenous peoples vulnerable and marginalized in society. We have to ask ourselves if development refers to capacity building or strengthening the potential of marginalized students' language and culture; rather than only sustaining English domination and technical virtuosity.

Situated within the School of Education of the Auckland University of Technology in the city of Auckland, New Zealand, we will discuss how the dominant worldview grounded on assumptions of individual success and competition marginalizes Tongan language and culture that are grounded on assumptions of collectivity and interrelatedness. For the most part, teachers of the National Diploma in Teaching Early Childhood Education (Pasifika) seem to draw on the prevailing pedagogical approaches that enhance aspects of English language and technical virtuosity to counter the language and culture of the Samoan, Tongan, Niue, Fijian and Cook Islands M_ori, city dwelling, low income, migrant students who, in the main, are mature women students. Specifically, the focus of the presentation is the marginalization of Tongan people's language and culture in the National Diploma.

K_pa, T.M.A. (2001). Language matters: The politics of teaching immigrant adolescents school English. Doctoral Thesis. School of Education, the University of Auckland.
Manu'atu, L. (2000). Tuli Ke Ma'u Hono Ngaahi M_lie: Pedagogical possibilities for Tongan students in New Zealand Secondary schooling. Doctoral Thesis. School of Education, the University of Auckland.
Manu'atu, L. & K_pa, M. (2005). TalanoaM_lie: Transcultural education and peace. In D. Champagne & I. Abu Saad, Indigenous and Minority Education. International Perspectives on Empowerment (pp. 365-374). Negev Center for Regional Development Ben-Gurion University of the Negev: Beer-Sheva, Israel.

Creative Metaphors and Symbolism in British Sign Language
Michiko Kaneko
Centre for Deaf Studies, University of Bristol
edxmk@bristol.ac.uk
This presentation will illustrate how creative metaphors are constructed in BSL (British Sign Language). Since Lakoff and Johnson (1980), the study of metaphor in cognitive linguistics mainly focuses on everyday language. This has been seen as a proof that metaphor is deeply rooted in our daily life. The creative aspect of metaphor is still recognised as something deviant. However, creative metaphors are important part of a language, as they always challenge the margin of a language's capability, trying to extend its limitation. Therefore we can observe the balancing between innovative use of language and maintenance of basic linguistic rules. This is especially important for sign languages, as they have relatively small lexicon, relying on each signer's creativity to add various nuances to one "core" form.

In order to illustrate the nature of creative metaphors in sign languages, I will use the notion of "sound symbolism". Specifically, I will compare sign language metaphors with mimetics in spoken languages. Like creative metaphors, mimetic words are considered to be deviant use of language, but nonetheless they are the integrated part of linguistic system (Kita 1997). Both creative metaphors in sign languages and mimetics in spoken language have roots in our sensory/affective experiences, and these experiences are applied to abstract concepts by creating vivid mental images.

In this presentation, I will use the data from BSL poetry, and the analytic framework provided by Sutton-Spence (2005). Some poetic devices in relation to metaphors, such as handshape, movement, symmetry, and repetition, will be presented and compared with mimetics of spoken languages.

Kita, Sotaro 1997. "Two-dimensional semantic analysis of Japanese mimetics". Linguistics, 35, 379-415.
Lakoff, George and Mark Johnson 1980. Metaphors We Live By. Chicago: Chicago University Press.

Sutton-Spence, Rachel 2005. Analysing Sign Language Poetry. Basingstoke: Palgrave Macmillan.

Staying on Task in the Oral Proficiency Interview
Gabriele Kasper
Department of Second Language Studies
University of Hawai'i at Manoa, Honolulu, USA
gkasper@hawaii.edu
and
Steven Ross
Kwansei Gakuin University
School of Policy Studies, Japan
sross@ksc.kwansei.ac.jp
Research on tasks in instructed L2 learning has pointed out differences between task-as-workplan and task-in-process (Breen, 1989; Seedhouse, 2004, inter alia). Tasks-in-process are jointly constructed between the student participants who collaboratively interpret and negotiate the task. On occasion, the activity and the speech exchange system emerging in student collaboration come out very differently from the teacher's pedagogical intent as embodied in the workplan (e.g., Markee, 2005; Mori, 2002).
In tests of spoken L2 ability conducted in an interview format, such as the Oral Proficiency Interview (OPI), interviewers also set tasks for candidates, such as introducing themselves, providing narratives of daily routines, past events, and future plans, reporting and commenting on current affairs, and describing spaces, objects, or persons. But unlike the peer interaction in language learning tasks, interviewers participate directly in the OPI tasks. Not only do they deliver task instructions, they also act as co-participants while the task is in progress.
This interactional arrangement enables the interviewer to monitor candidates' uptake of the task instructions on a moment-by-moment basis and redirect candidates' actions if they appear "off-task". In a corpus of over 100 OPIs, we see with some regularity that interviewers treat candidates' displayed understandings of the task instruction as problematic and engage in some corrective action. Drawing on the combined perspectives of conversation analysis and discursive psychology, this study examines how misalignments of interviewer task instructions and candidates' handling of the task are interactionally constructed and how "off-task" conduct is addressed (or redressed) in subsequent talk by both participants.
Breen, M. (1989). The evaluation cycle for language learning tasks. In R. K. Johnson (Ed.), The second language curriculum (pp. 187-206). Cambridge: Cambridge University Press.
Markee, N. (2005).The organization of off-task talk in second language classrooms. In K. Richards & P. Seedhouse (Eds.), Applying conversation analysis (pp. 197-213). Houndsmill, Basingstoke: Palgrave Macmillan.
Mori, J. (2002). Task-design, plan and development of talk-in-interaction: An analysis of a small group activity in a Japanese language classroom. Applied Linguistics, 23, 323-347.
Seedhouse, P. (2004). The interactional architecture of the language classroom: A conversation analysis perspective. Oxford: Blackwell.

Developing bilingual learning strategies in mainstream and community contexts
Charmian Kenner, Eve Gregory, Mahera Ruby and Salman Al-Azami
Department of Educational Studies, Goldsmiths College London
c.kenner@gold.ac.uk
This new research project, funded by the ESRC, examines the process of bilingual learning by analysing how children approach a task when using more than one language and working collaboratively with peers. We are looking in depth at particular aspects of the learning process that may be enhanced by working bilingually: conceptual transfer, translation and interpretation, linking new material to familiar worlds, and increasing knowledge about how language works. We are also investigating how children's identities as learners are affected by using their home languages as well as English in the classroom.
For children in Tower Hamlets, East London, where this study is based, opportunities to learn bilingually take place in community language classes organised after-school or at weekends to maintain home languages. The project is investigating bilingual strategies used in particular community classes, and also the potential for the same children to engage in collaborative bilingual learning in their mainstream school classrooms. The aim is to provide a detailed understanding of the strategies used by children when learning bilingually, so that both monolingual and bilingual teachers can develop the knowledge and confidence to promote such activities in mainstream and community contexts.
The study involves 12 children from Years 2-6 at two Tower Hamlets primary schools taking part in the EAL Pilot of the Primary National Strategy, which aims to raise achievement in literacy and mathematics for bilingual learners. The children are being videorecorded performing tasks in literacy and mathematics at community school and at primary school, using Sylheti/Bengali alongside English. They will then be asked to view the videorecordings and comment, through 'stimulated recall', on any bilingual strategies they found helpful. The

children's mainstream and community class teachers are involved in joint seminars discussing the data, to identify strategies that could be encouraged and further developed.

Accurate Perceptions and Active Participation: A study of Corrective Feedback in L2 Classrooms

Al-Khalil, Maymona
Department of Linguistics, Georgetown University. mka26@georgetown.edu
Atanassova, Gergana
Department of Arabic, Georgetown University. gsa4@georgetown.edu
*Hama, Mika (Corresponding Author)
Department of Linguistics, Georgetown University. mh278@georgetown.edu
Logan-Terry, Aubrey
Department of Linguistics, Georgetown University. ael34@georgetown.edu
Nakatsukasa, Kimi
Department of Linguistics, Georgetown University. kimi.nakatsukasa@gmail.com
and
Mackey, Alison
Department of Linguistics, Georgetown University. mackeya@georgetown.edu

Over the past few decades, SLA researchers have debated various aspects of the developmental efficacy of corrective feedback (Carroll, 1999; Krashen, 1982; Long, 1996; Schmidt, 1995; Truscott, 1996). It has been reported that a number of different factors may impact the provision and use of feedback, including the context, setting, and interlocutor (Han, 2001; Mackey, 1999; Mackey, Gass & McDonough, 2000; Philp, 2003). How actively learners participate in the discourse has also been examined in relation to feedback, however, no clear pattern has yet emerged from the literature. Active participation has been examined in terms of whether learners are direct recipients of the feedback, or whether they observe the feedback as it is directed towards other learners. While this distinction appears logical, it fails to distinguish between a range of different levels of participation. For example, learners may be very invested in feedback addressed to their classmates when they feel they will be called on next. Thus, the current study categorizes participation according to the degree of vested interest in the interaction that is displayed and reported by learners themselves.

Data were collected from authentic Arabic and Japanese foreign language classroom interactions. Shortly after the language classes, the teachers and their students viewed video-tapes of the feedback episodes which had occurred in their classroom interactions, and participated in a stimulated recall interview about their perceptions of the classroom interaction. Their comments were analyzed for: 1) evidence as to whether or not the learners were aware of a linguistic problem and/or the intentions of the teachers' corrective feedback, and 2) level of participation in terms of degree of vested interest in the interaction. The results suggest an interesting yet complex relationship between the accuracy of L2 learners' perceptions about corrective feedback and how actively they participate in the interaction.

Examining Data Collection Methods for Identifying EFL learners' task-based Strategies for Speaking

Sarah Khan
Escola d'Idiomes, Universitat de Vic, Barcelona
sarah.khan@uvic.es
and
Mia Victori
Departament de Filologia Anglèsa, Universitat Autònoma de Barcelona
Mia.Victori@uab.es

It has often been claimed that the data collection method influences the kind of data obtained (McDonough, 1999), especially for data collected on mental processes such as language learning strategies (LLSs). This study aimed to explore the extent to which this assumption was true.

LLSs data has been collected using different instruments (Oxford, 1996): questionnaires, observations, interviews, diaries, recollective narratives, think-aloud protocols and strategy checklists. More recently, a task-based approach to LLSs research has been advocated (Chamot, 2004; Cohen, 2003) so that learners can contextualise their strategy use to a recent activity and thereby report their strategy use more accurately.

In this study (Khan, 2005) task observation, a strategy checklist (adapted from Victori, 1992; Victori & Lockhart, 1995) and stimulated recall were the methods of data collection chosen to investigate EFL university students strategy use. Twenty-two learners carried out three different speaking tasks at three different time periods, and immediately after completing each task, they filled in a 37-item checklist on a 4-point Likert scale. Case studies were selected to carry out stimulated recall sessions. These learners were videotaped doing each task and after completing each strategy checklist, they watched their performance and reported on what they had been thinking during the task. The checklist data was analysed statistically whereas task observations and stimulated recall sessions were transcribed and coded for strategies.

The objective of this talk is twofold: to compare the quality of LLSs data obtained using the three different methods and to discuss whether triangulation of data does indeed provide convergent validity for the findings in the context of task-based strategy research.

Chamot, A.U. (2004). Issues in Language Learning Strategy Research and Teaching. Electronic Journal of Foreign Language Teaching, 1, (1), 14-26.

Cohen, A. D. (2003). The learner's side of foreign language learning: Where do styles, strategies and tasks meet? IRAL, 41, 279-291.

Khan, S. (2005). Investigating EFL learners strategy use over three different speaking Tasks. Unpublished Masters Dissertation Universitat Autònoma de Barcelona, Barcelona.

McDonough, S. H. (1999). Learner Strategies. Language Teaching, 32, 1-18.

Oxford, R. L. (1996). Employing a questionnaire to assess the use of language learning strategies. Applied Language Learning, 7, (1&2), 25-45.

Victori, R. M. (1992). Investigating the Metacognitive Knowledge of Students of English as a Second Language. Unpublished Masters Thesis, University of California, LA.

Victori, M., & Lockhart, W. (1995). Enhancing metacognition in self-directed language learning. System, 23, (2), 223-234.

Applied Linguistics Applied: Language Programme Evaluation as a bridge between research and professional domains

Richard Kiely
CREOLE, University of Bristol
R.Kiely@bristol.ac.uk

Some decades ago the main contribution of Applied Linguistics to second language teaching was considered to be teaching methods based on language learning research. This contribution was often framed as an educational intervention which was followed by an evaluation. Such programme evaluations to a large extent failed to either progress theory development in language pedagogy, or inform practice in ways deemed useful to language teachers. In the last fifteen years, new perspectives in second language teaching have been documented in the domain of Applied Linguistics research, for example, Task-based Learning (Skehan 1998), Processing Instruction (van Patten 2002), and Focus on Form (Ellis 2003). Our understanding of these initiatives is based on implementation in experimental or other research-managed contexts, with only limited engagement with professional fields such as teacher education, materials development and syllabus design.

In this paper, I outline a role for language programme evaluation as a bridge between research and professional domains in Applied Linguistics. Programme evaluation, understood as a 'process of mapping the relationships between different programme components, the procedures and epistemologies developed by the people involved in the programme, and the processes and outcomes which are used to show the value of a programme' (Kiely & Rea-Dickins 2005:5) can make a contribution to Applied Linguistics in three ways: i) it can align teaching demands with learning needs in socially complex classrooms; ii) it can document the processes of professional learning and identity formation; and iii) it can inform policy development in the field of second language teaching.

Ellis, R. (2003) Task-based Language Learning and Teaching. Oxford: Oxford University Press.

Kiely, R. & P. Rea-Dickins (2005) Programme Evaluation in Language Education. Basingstoke: Palgrave Macmillan.

Skehan, P. (1998) A Cognitive Approach to Language Learning. Oxford: Oxford University Press.

VanPatten, B. (2002) Processing instruction: an update. Language Learning 52:755-803.

Native Speaker as Narrative of Social Identity

Patrick Kiernan
Tokyo Denki University, Tokyo
patrick@cck.dendai.ac.jp

In applied linguistics and language teaching there are few terms that carry the weight of authority as convincingly as native speaker. However, power attracts envy and accordingly criticisms have been raised regarding the theoretical (Paikeday, 1985), historical (Phillipson, 1992) and ideological (Kubota, 1998) role of the native speaker, particularly in the context of teaching English as an international language (Kachru, 1992). But how do these theoretical debates in applied linguistics relate to those on the front line: native English speaking teachers (NESTs) working abroad? This paper offers some potential answers to this question based on a descriptive analysis of interviews with NESTs based in Japan.

Over a period of a month, 25 NESTs teaching in a variety of contexts around Japan were interviewed regarding their experience of teaching English abroad. The interviews were loosely framed with open questions designed to elicit personal experiential narratives. Incidental topics and experiences arising during the interviews were explored using follow up questions. Interviews lasted for about an hour. Following this, interviews were

transcribed and analysed. The system of analysis draws on an approach developed within appraisal theory (Martin and White, 2005) which focuses on the way interviewees construct an identity for themselves through the use of evaluative language. While the data collected for this project cover a broad range of topics, this presentation focuses on two related issues which occurred throughout the data: (1) personal identity vis-à-vis the local culture; (2) the professional role of NESTs. The social identity of the NEST as it arises from the discussion of these two themes will then be related back to the theoretical concern over the role of the native speaker in EIL.

Kachru, Braj B. (1992) Teaching world Englishes. In Kachru, B.B. (Ed.) The Other Tongue: English Across Cultures. Urbana: University of Illinois.
Kubota, Ryuko (1998) Ideologies of English in Japan. World Englishes. Vol. 17-3: 295-306.
Paikeday, Thomas M. (1985) The Native Speaker is Dead! An informal discussion of a linguistic myth with Naom Chomsky and other linguists, and lexicographers. Toronto: Paikeday Publishing.
Phillipson, Robert (1992) Linguistic Imperialism. Oxford: Oxford University Press.
Martin, J.R. & White, P.R.R., (2005) The Language of Evaluation, Appraisal in English, Palgrave Macmillan, London & New York.

Re-Languaging Experience: Linking theory and practice
Penny Kinnear, M.A., Ph.D.
Professional Writing and Communication Program, University of Toronto at Mississauga
I use Vygotsky's ideas of concept, scaffolding, and mediation to examine the process of re-languaging experiences from my research project with professional writing students at a large, culturally and linguistically diverse Canadian university. Interpreting the writing pedagogy of this undergraduate incident-based non-fiction prose class through a socio-cultural lens, I see a bridge between a socio-cultural theory of language learning and the practice of writing.

Reflecting both the current and historical immigrant population of Canada most of the students enrolled in "Expressive Writing" at a large Canadian university use English as their second or third language. Since students use their own experiences as the content in a course that teaches writing and editing skills, many of the experiences they narrate must be re-languaged. I understand the principles of good writing taught in the course-economy, detail, directness, and voice-focus students' attention on the concept of good non-fiction prose. The exercises and the editing process scaffold and mediate the writers practice and conceptualization of writing. Students attend to grammar, syntax and vocabulary as mediational tools in the process of building meaning in and through their prose and the face-to-face editing sessions with peers and the instructor.

Students volunteered to participate in stimulated re-call interviews and a follow-up focus group discussion. Using pieces students selected from their course writing, they identified places where they made linguistic or cultural decisions about what to include and how to express it. I asked them to explain the reasoning behind those decisions. Students contended with issues of context and the languaculture in which the events originally occurred, the desire to educate, to avoid stereotypes, as well as the desire to take readers "into the scene." They had to "re-language" these events, not simply translate or report them.

Tranferability of argumentative writing competence from L2 to L1: Effects of overseas experience
Kobayashi, Hiroe and Rinnert, Carol
Faculty of Integrated Arts and Sciences, Hiroshima University
Japan
hkobaya@hiroshima-u.ac.jp
rinnert@intl.hiroshima-cu.ac.jp
This study aims to clarify the nature of transferability of writing competence across languages, in particular to examine the effects of Japanese students' L2 (English) instruction/experience in oversea settings on the development of argumentative writing in L1 (Japanese). There is a common assumption that general writing competence exists across languages, and previous studies have shown a positive transfer of writing expertise from L1 to L2 (e.g., Cumming, 1989). However, very few studies have investigated the reverse transfer of L2 to L1. This study proceeds from the interdependence hypothesis (Cummins, 1991) that "adequate exposure" and "adequate motivation" may facilitate transfer of writing skills across languages.

Using a qualitative case-study approach, the study compares L1 and L2 textual features and underlying composing processes by three groups of Japanese writers (N = 22) with varying amounts of L2 writing instruction and experience in overseas settings: (1) none, (2) one year, (3) three or more years. The writing sessions were videotaped, and follow-up interviews were conducted. Data analysis included determination of argumentation structures and elaboration of support (van Dijk, 1999).

The preliminary findings from the cross-sectional comparison suggest that overseas experience affects the transfer of L2 writing to L1 under certain conditions. While many students show a positive interaction between L1 and L2 writing experience in constructing texts, transfer of L2 structural features (e.g., a position followed by

supporting reasons, a counter-argument) to L1 essays occurs most often among students with limited L1 writing experience together with overseas L2 writing instruction/experience or aspirations toward overseas study. When the amounts of L1 and L2 writing experience are similar, individual attitudes and perceptions of L1 and L2 writing tend to affect the writer's structural decisions.

Directives in procedural talk at work
Almut Koester
Department of English, University of Birmingham
a.j.koester@bham.ac.uk
Giving instructions and explaining procedures are among the most frequently occurring workplace activities. From a linguistic point of view, directives would seem to be the most important speech act within encounters involving instructions or procedures. Various studies have examined the nature of directives in naturally-occurring speech situations, including interactions between migrant farm workers and their supervisors (Weigel and Weigel 1985), university office talk (Pufahl Bax 1986), doctor-patient encounters (West 1990) and workplace meetings (Bilbow 1997, Holmes and Stubbe 2003).
However, these studies have tended to examine directives in minimal contexts, rather than in the context of extended instruction-giving discourse. A corpus-based study of British and American workplace conversation (Koester 2006) shows that procedural discourse involves much more than simply giving directives. The study also shows that genre has a significant impact on speakers' lexico-grammatical choices such as modal verbs or adverbial hedges, which play a central role in giving directives.
The research reported in this paper builds on the original study and examines directives in procedural discourse compared to other workplace genres, such as planning and decision-making. The question to be addressed is whether directives which are part of a procedural encounter, for example training a new member of staff, are similar in form and function to directives which occur in the course of other generic activity, such as a collaborative decision-making encounter. It will be argued that both genre and the extended interactive context are criterial in interpreting directives. As will be shown with examples from the corpus, directives are just one of a number of strategies used in procedural talk.
These findings have implications for the teaching of English, particularly for occupational and professional purposes.

The impact of beliefs about native-like English and World Englishes on learning English
Chizuyo Kojima
University of Exeter
C.Kojima@exeter.ac.uk
Many learners of English in Japan naturally tend to think that English is just the language of, for example, the United Kingdom and/or that of the United States. Learners who have this belief are likely to think they therefore need to aspire to native-like English. They hesitate to use English, since they know that they have not learned native-like English yet. This situation can have a negative effect on the learners' learning processes because they may be discouraged from actually using the English they know. Considering that the number of native speakers of English in the world is about 350 million and that of its non-native speakers is about 1.2 billion, which is about four times as large (Crystal, 1995), English can no longer justifiably be considered as the language of native speakers alone, and it is thus open to non-native speakers to develop their own versions of English and identities as English speakers.
This research is being carried out within an interpretive rather than a positivist approach. Firstly, it investigates perceptions of both Japanese professors of English and Japanese learners of English towards native-like English and 'World Englishes'. Each participant was interviewed personally and the findings were analysed qualitatively. Secondly, the research examines whether there is a gap between these professors' beliefs about native-like English and World Englishes and those of learners. If there is such a gap, the possible cause can be probed to make sense of it. Thirdly, the impact of their beliefs on learning English is being explored, since learner beliefs are considered as one of significant factors influencing second language learning. Some implications are drawn regarding ways to encourage beliefs about English which are beneficial for learning the language.
Crystal, D. (1995). Cambridge Encyclopedia of the English Language. Cambridge: Cambridge University Press.

An attempt to create a Business Word List
Nikolaos Konstantakis
Centre for Applied Language Studies, University of Wales, Swansea
nkonst@hotmail.com

Foreign language students preparing to study business at universities rely heavily on business English course books to improve their vocabulary in the field. But which words exactly do they have to be familiar with in order to be able to understand texts of such kind to a satisfactory degree?

Studies on the vocabulary size required for successful reading of academic texts (Liu & Nation, 1985; Laufer 1989) suggest that a minimum of 95% coverage in lexical items is required for a reader to have a reasonable understanding of a text.

So, what happens when this is applied to business English texts? It is thought that a combination of three word lists may give the desired coverage. One is the General Service List (GSL) (West, 1953) which includes the first and second 1000 most common words in English and as a result is indispensable for this cause. The second is the Academic Word List (AWL) (Coxhead, 2000) which is made up of 570 words and provides the words which are most common in academic texts. These two lists give a coverage of roughly 90%.

The present paper describes an attempt to create a third list made up of business English words that will provide the remaining 5% in coverage. The specifications and criteria are analysed and the methodology is presented.

Coxhead, A. (2000) "A new academic word list", TESOL Quarterly, 34(2), pp. 213-238.

Laufer, B. (1989) "What percentage of lexis is essential for comprehension?" In C. Lauren & M. Nordman (Eds.), Special language: From humans thinking to thinking machine, pp. 69-75. Clevedon, UK: Multilingual Matters.

Liu, N., & Nation, I. S. P. (1985) "Factors affecting guessing vocabulary in context" RELC Journal, 16(1), pp. 33-42.

West, M. (1953) A general service list of English words. London: Longman, Green & Co.

Complaints in Service Encounters. A Comparison of Complaints in Role Plays and as Naturally Occurring Data

Bettina Kraft

Modern Languages, University of Southampton

kraftbettina@yahoo.de

Recently an increasing number of people have taken an interest in the speech act complaint (Cupach & Carson, 2002; Geluykens & Kraft, 2003; Kraft & Geluykens, 2002; Laforest, 2002; Ruhil, 1999; Tanck, 2002; Tatsuki, 2000).

This paper deals with the realization of complaints in service encounters. The data consist of naturally occurring complaint episodes, taken from a British fly-on-the wall-documentary, and of role plays, based on the real-life scenarios of the documentary. The role-plays have been enacted in English by native speakers of English, as well as by (advanced) learners of English (and with German as a first language).

Main research questions include the following:

1. Are the data obtained through role play comparable to the naturally occurring complaints?

2. What are the specific properties of complaints in service encounters as opposed to complaints in the private domain?

3. Do proficient learners complain as effectively as native speakers?

The results indicate that role plays do indeed resemble naturally occurring speech events, in so far as they have similar turn-taking mechanisms, and similar verbal strategies. However, they cannot replace naturally occurring data, especially for the study of complaints. Face-threatening acts entail a high degree of emotional involvement for all interlocutors, a facet which is almost entirely absent from role play interactions.

Complaints in service encounters are usually more routinized or scripted than complaints in the private domain. The roles of the interlocutors are more clearly defined and there is a certain set of rules and regulations which can help to resolve the matter at hand. It is crucial for learners to know these conventions and the politenes formulae of the target language in order to keep the balance between cooperative verbal interaction and successful complaining, a task that, if for nuances, was achieved by the learners in this corpus.

Cupach, W. R., & Carson, C. L. (2002). Characteristics and Consequences of Interpersonal Complaints Associated with perceived face threat. Journal of Social and Personal Relationships, 19(4), 443-462.

Geluykens, R., & Kraft, B. (2003). Sociocultural Variation in Native and Interlanguage Complaints. In K. M. Jaszcolt & K. Turner (Eds.), Meanings in Contrast:The Cambridge Papers (Vol. 2, pp. 251-261). Amsterdam: Benjamins.

Kraft, B., & Geluykens, R. (2002). Complaining in French L1 and L2: A Cross-Linguistic Investigation. In S. Foster-Cohen, T. Ruthenberg & M.-L. Poschen (Eds.), EUROSLA Yearbook (Vol. 2, pp. 227-242). Amsterdam: Benjamins.

Laforest, M. (2002). Scenes of Family Life: Complaining in Everyday Conversation. Journal of Pragmatics, 34, 1596-1620.

Ruhil, A. (1999). I Lost the Bus. Can You Give Me a Ride Home? Native and Nonnative English Speakers' Speech Act Production and Metapragmatic Judgments: A Study of Apologies, Complaints and Requests.

Tanck, S. (2002). Speech Act Sets of Refusal and Complaint: A Comparison of Native and Non-Native English Speakers' Production, 2

Tatsuki, H. D. (2000). If My Complaints Could Passions Move: An Interlanguage Study of Aggression. Journal of Pragmatics, 32, 1003-1017.

The Impact of Language Proficiency on Flouting Grice's Implicatures among EFLers
Kourosh Lachini, Ph D
Associate Professor in TESOL, Foundation Program, University of Qatar
klachini@qu.edu.qa
The application of Grice's Implicatures to foreign language pedagogy to reveal some hidden aspects of language communicative property and as a true indication of authenticity of language materials developed is gravely neglected in Applied Linguistics literature. The impetus behind this investigation was to shed some light upon those dimmed facets via a quantitative research to highlight their salient role in language teaching domain. To this end, 120 learners were selected from among 200 university students of English through the administration of a standardized test of language proficiency and were put into two groups of intermediate and advanced levels. Elementary students were deliberately ignored since it was assumed that elementary students are not able to communicate smoothly yet let alone flouting the conversational principles. The design of this study was criterion-group design as an instance of ex post facto design of quantitative research. The instrument of research was oral interview devised to involve the research subjects in a real life authentic situation to trigger their speech to flout Grice's Implicatures rather than to merely violate them. The subjects' speech was recorded and the number of flouts was further counted. The findings of this study based on the statistical frequency-based analysis of chi-square actually confirmed the null hypothesis of this research and it was found that the language learners no matter what their language proficiency level is do not flout these cooperative maxims as much as native speakers do in authentic settings. The reason could be attributed to the EFLers' lack of exposure to the real life language use in an FL situation and also the materials developed without taking this serious matter into consideration.

From Karachi to Tralee: Patterns of Ethnolinguistic Identity and Competence Among 50 Britons of Mixed Parentage
Dr. Iman Makeba Laversuch
English Department at the University of Cologne
mavi.yaz@web.de
The British Isles represents a dynamic kaleidoscope of indigenous peoples whose native cultures and languages have been joined by that of millions of immigrants from around the world. The resulting diversity has been accompanied by a significant increases in the number of UK residents with mixed ethnolinguistic parentage. The proposed paper presents the findings of a multidimensional psycholinguistic investigation of 50 adults with bicultural bilingual parentage who reside in England, Ireland, Northern Ireland, Scotland or Wales.
To qualify for inclusion each of the participants had to match the following selection criteria: 1.) be 18 years or older; 2.) have two parents who represent two different native cultures (i.e. national, ethnic, and/or "racial" groupings); 3.) have two parents who speak two different native languages, irrespective of the language(s) spoken in the home environment. Despite this initial homogeneity, the respondents demonstrated remarkable heterogeneity in their individual and familial patterns of investment, maintenance, competence, and identification.
These differences were identified using not only quantitative analyses (e.g. stepwise multiple regression and cluster), but also semi-structured interviews conducted with select respondents. These interviews were not only instrumental in clarifying many of the striking ethnolinguistic trends and in providing critical insights from that increasing number of UK residents who live their lives at the cross-roads of sociolinguistic identity. The research findings offered in the proposed presentation have implications for research in ethnography, multilingualism, language contact, intergenerational sociolinguistic attrition and maintenance.

Affordances and Literacy Practices: Illustration from Online Instant Messaging
Carmen Lee
Department of Linguistics and English Language, Lancaster University
c.lee3@lancaster.ac.uk
While concerns are frequently expressed regarding the negative impact of Internet chat on language standards, the young seem to be very expressive and eloquent when they communicate online in private. This conflict may be partly due to the insufficient understanding of what new technologies can offer outside the school context. In their discussion of new literacies brought about by technological advances, Bearne and Kress (2001:90) make use of the term affordances, broadly defined as "what is made possible and facilitated and what is made difficult or inhibited". The purpose of this paper is to further explore this concept through an ethnographic study of the

literacy practices (Street 1993, Barton and Hamilton 2000) of private online instant messaging (IM) among a group of young people in Hong Kong. Data was collected using qualitative methods such as observations, logbook keeping, and online/offline interviews. With support from the data, this paper illustrates two salient aspects of affordances: multimodality (Kress 2003) and polyfocality (Scollon et al. 1999). The texts the informants produce and interact with are highly multimodal – there is a combination of different languages (and ways of representing them), symbols, and images. The representational richness of these texts suggests that IM indeed fosters expressiveness and communicativeness and gives rise to writing opportunities for young people. While chatting online, the informants also perform a wide range of activities in parallel, such as writing essays with a word processor, checking email, and writing online diaries. The study also reveals that new practices are not only licensed by technological affordances, but they are also shaped by the contexts in which the informants are situated. One important finding is that the contextual affordances of private online messaging allow young people more power to create their own text-making practices, without feeling obliged to follow any prescribed standards.

Barton, D. and M. Hamilton. (2000). 'Literacy practices', in D. Barton, M. Hamilton and R. Ivanic (eds) Situated Literacies: Reading and Writing in Context, London and New York: Routledge.
Bearne, E. and Kress, G. (2001). 'Editorial'. Reading, literacy and language, 35.3. 89-93.
Kress, G. (2003). Literacy in the New Media Age. London and New York: Routledge.
Scollon, R., V. Bhatia, D. Li and V. Yung. (1999). 'Blurred genres and fuzzy identities in Hong Kong public discourse: foundational ethnographic issues in the study of reading'. Applied Linguistics. 20(1):22-43.
Street, B. V. (1993). 'Introduction: the new literacy studies', in B. V. Street (ed.) Cross-Cultural Approaches to Literacy. Cambridge, UK: Cambridge University Press.

Confessional or contextual? Issues in the interpretation and analysis of text
Malcolm N. MacDonald
School of Education and Lifelong Learning, University of Exeter
m.n.macdonald@ex.ac.uk
Current trends in research into the symbolic mediation of human interaction entails two competing approaches to text. One, more interpretative, approach is derived from ethnography; and one, more analytic, approach is derived from discourse analysis.

Ethnographic accounts often operate on the principle that the attitudes, beliefs and social practices of subjects can be inferred unproblematically from the text. These accounts tend to focus on certain types of text, such as interviews, and diaries, which are often interpreted as if they reveal the 'truth' about the subject and her/his social and cultural habitat.

Discursive accounts come in various shapes and sizes (Pennycook, 1994). The first, more grand-theoretic version (Skinner, 1985) is derived from the legacy of post-structuralist thinkers such as Foucault (1972, 1973, 1977). Unlike ethnography, post-structuralism plays down the role of the subject in textual production and reproduction. A second, more linguistic, account of discourse is derived from systemic-functional grammar (Halliday, 1978, 1985; Martin, 1992). SFG suggests that the generic form and specific linguistic functions realised by texts can be analysed in order to theorise the social conditions of their construction. A third account of discourse is derived more from social psychology (Moscovici, 1984, 2000). Van Dijk (2001) has recently called for the reinstatement of a cognitive dimension to the production, transmission and reception of texts.

This paper will consider some of the issues raised by these competing trends in the context of a small corpus of diary samples. These were collected from a group of international first year undergraduate students attending a British Studies course at a UK university. The central question is: can applied linguistics be deployed to understand human interaction by interpreting the self-disclosure of the subject while at once maintaining a critical perspective on the social conditions of textual production, transmission and reception?

Age, teacher guidance and the linguistic outcomes of task-based interaction
Mackey, Alison
Department of Linguistics, Georgetown University
mackeya@georgetown.edu
and
Oliver, Rhonda
Regional Professional Studies, Edith Cowan University
rhonda.oliver@ecu.edu.au
and
Jenefer Philp
Department of Applied Language Studies and Linguistics, The University of Auckland , New Zealand
j.philp@auckland.ac.nz

Many researchers have advocated tasks for use in language classrooms as a means of promoting interaction facilitative of SLA, including engagement in meaningful interaction and the provision and use of feedback by language learners (Bygate, Skehan & Swain, 2001; Long, 1996). Studies have investigated relationships between variables such as task type and guidance in planning, and the fluency, accuracy, and complexity of learners' linguistic output (see Ellis, 2003). Research to date suggests that the linguistic outcomes of tasks may vary according to the context, the presentation and the instructions provided. The age of the learner and the type of learning environment are also likely to affect the linguistic outcomes of tasks. Despite general agreement that age plays an important role in SLA and that context can influence interactional processes (e.g., Mackey, Oliver, & Leeman, 2003), there is relatively little research on the impact of teachers' instructions, guidance and modeling of tasks on children's production.

The current study examines children's dyadic task-based interactions in the context of lessons in authentic L2 classrooms. Two groups of learners, 5-7 year olds and 11-12 year olds (n=40) each carried out 5 communicative tasks over a 3-week period under 3 conditions: no guidance, pre-task modeling and on-task pair guidance. Results showed that different types of guidance impacted the processes and products of task-based interaction for the younger group, in terms of linguistic accuracy, fluency and complexity as well as their modified output. By contrast, guidance made little difference to the production of the older group. The children rarely provided corrective feedback to each other regardless of age, or the type of guidance they received. These findings have implications for understanding the potential benefits of tasks for L2 production and interaction in children's language classrooms.

Investigating the relationship between beliefs about foreign language writing and composing strategy implementation. The effect of instruction and practice
Rosa M. Manchón and Liz Murphy
Departamento de Filología Inglesa
Facultad de Letras, Universidad de Murcia
and
Julio Roca de Larios
Departamento de Didáctica de la Lengua y la Literatura
Facultad de Educación, Universidad de Murcia

This study is part of a programme of research aimed at investigating (i) the relationship between beliefs about foreign language (FL) writing and composing strategy implementation; and (ii) the dynamics of beliefs and strategy use after a period of instruction that included (i) an attempt to change students` unproductive beliefs about FL writing; (ii) a course in academic writing; and (iii) plenty of practice in writing, including academic texts.

To do this we have collected different sets of data from three groups of university EFL learners doing a degree in English studies. This study focuses specifically on the data collected with one of these groups. In this particular case, the research design included the following stages: (i) identification of learners´ beliefs about writing and strategy use; (ii) instructional period over 4 months in 2 courses (one in Second Language Acquisition and another one in EFL writing); and (iii) evaluation of degree of change in both beliefs and strategy use after the instructional period. Steps 1 and 3 entailed the completion of 2 questionnaires (one about beliefs in writing and one about writing strategy use), together with a letter advising a lower grade student of how best to approach the writing on an essay in English (their L2). Step 2 entailed both writing instruction and training following the principles of the "cognitive conflict" instructional strategy.

In our presentation we will describe the research design, justify the methodological decisions taken regarding the theoretical basis, describe the qualities of the research instruments used, and present the rationale behind the adoption of cognitive conflict as our instructional strategy. The results of the comparison of the data obtained in Steps 1 and 3 will be presented and discussed in the light of the theoretical and empirical strategy research in the field of second language acquisition, as well as in socio-cognitive oriented second language writing research.

Rethinking writing apprehension and performance
Fahimeh Marefat
English Department of Allameh Tabatabaii University
Iran, Tehran
fmarefat@gmail.com

With the advent of process studies, one issue getting attention was the difficulty the writers experienced composing a piece. One such difficulty was attributed to writing apprehension or anxiety. Daly and Miller (1975) coining the term defined it as " the tendency of a person to avoid the process of writing - particularly when it is to be evaluated in some way" (244). Learners experiencing this feeling often find it difficult to express themselves, avoid writing as much as possible and find such classes unfavorable. Over-anxiety often impairs and hinders performance. The issue deserves investigation as this totally affects the self confidence of the learners.

So it is the purpose of the present study to discover the relationship, if any, between writing apprehension and student performance. Taking their writing course with the researcher, eighty-six Iranian graduate male and female students majoring in TEFL, Regional Studies and Arabic literature in Allameh Tabatabaii University participated in this study. The Daly-Miller Writing Apprehension Inventory was administered. The average of their writing scores of mid term, final, in-class and out-of- class writings was used as an index of writing ability. Indeed the correlation between anxiety and proficiency was curvilinear. The learners were also asked to share with the researcher their feeling about writing. Students reported that group work very much minimized their apprehension. Individual teacher-student conferences also declined apprehension. Interestingly the assigned topic as well as the situation under which they wrote greatly influenced their anxiety.

Students teachers' practices and beliefs in relation to use of the target language (TL) and the L1 when teaching German communicatively

Jacinta McKeon.
Department of Education, University College Cork
jmckeon@education.ucc.ie

This qualitative study explores the developing understandings and classroom practices of four student teachers of German throughout a teacher education course in relation to TL and L1 use. The student teachers completed a one year post-graduate Higher Diploma in Education (the national teacher education qualification to teach in an Irish second level school) in University College Cork from September 2005 to May 2006. The purpose of the study is to track the student teachers' developing theoretical understanding and their classroom practices so as to better understand their use of the TL and the L1.

Through use of semi-structures interviews, classroom observations and portfolio entries the student teachers' initial beliefs and classroom practices will be contrasted with their understandings and classroom practices at the end of the course. The key issues addressed are: how much target language is used and how the quantity changes over seven months, what aspects of practice are done in the TL and in the L1 and how this changes over time and factors prompting or inhibiting TL and L1 use.

There has been a relatively small amount of research done into TL use and use of the L1 in foreign language classrooms in second level schools. Such studies include Macaro (1997) and Mitchell (1989). There is a need for more research relating to factors which prompt teachers to speak in the TL or the L1 when teacher guidelines often recommend one hundred percent TL use. This study provides such a research focus.

Talking 'white', talking 'black': 'race' and language practices of South African youth in desegregated schools

Carolyn McKinney
School of Education, University of the Witwatersrand, South Africa
cmckinney@languages.wits.ac.za

This paper presents data drawn from a larger research project which explores the relationship between language, identity and conditions for learning in four urban, racially desegregated schools in Johannesburg, South Africa. The paper is concerned with the role language plays in constructing and performing youth identities, as well as analysing how language practices intersect with other aspects of learners' identities such as 'race', social class and 'taste'. Data were collected using an ethnographic approach: non-participant observation in the classroom, individual audio-tracking as well as semi-structured group and individual interviews. Interview data tells of the creation of new labels such as 'coconuts' (people perceived to be "black on the outside but white on the inside") and 'model-c kids' (or bana ba di model c) to describe African learners who attend previously white suburban and city schools and who speak a particular brand of English. The extent to which these learners are perceived as 'other' and as 'becoming white' or 'being white' is an interesting, but at the same time disturbing, phenomenon. On the one hand it destabilises traditional, apartheid race categories, problematising what it means to be 'white' and 'black' in South Africa. On the other hand it points to problems around acceptance and belonging for young people both within desegregated schools and in township and rural environments. The paper explores the tension between learners' rejection of perceived 'black' ways of speaking English and valuing of what is perceived as 'white English', with their labeling of black learners who 'speak like a white person' or who no longer speak African languages (through lack of proficiency or choice) as 'coconuts'. It aims to open up a long overdue debate on race and varieties of English in South Africa.

Building Virtual Classes for Sign Language Learning Purposes

Maria Mertzani
PhD Candidate, Centre for Deaf Studies, University of Bristol
M.Mertzani@bristol.ac.uk

Today, the Internet is a major source of educational information for Deaf people. As bandwidth networks become more developed, online Deaf and sign language communities are being formed, by transmitting sign

language communication using video and/or high quality animation (e.g., signing avatars). This online communication is based on sign language use in its own right rather than on text (written language), which constitutes a second language for Deaf users and poses potential literacy barriers. Again, Deaf individuals can communicate visually across long distances by using their own language, which consequently decreases their social and demographic isolation and increases their self-esteem.

Advances in CMC videoconferencing have enabled its use in online distance education, even for sign language learning purposes. In this context, the learning takes place when teachers and students are separated by physical distance and computer desktop videoconferencing is used to bridge the instructional gap. The learning setting built by this interaction consists a virtual classroom. In the Centre for Deaf Studies (CDS) of Bristol University, U.K. videoconferencing has been applied to sign language learning for online asynchronous communication between Deaf and hearing individuals. By using Panda, software exclusively developed in the CDS, tutors and students are able to transmit their signing through an asynchronous video virtual classroom.

However, for an effective use of Panda networking we need to consider how hearing students learn sign languages through digital video transmission. In this paper I will present some recent results of an online sign language videoconferencing communication between first year undergraduate students and their Deaf tutor in order to highlight some important features of this type of interaction and its implications to the learning of British Sign Language. The findings will be discussed in comparison with previous results from a preliminary study conducted in the same learning setting.

ESL in an Irish context: conversation resource books as an aid?

Róisín Ní Mhocháin
Mary Immaculate College, University of Limerick
roisin.nimhochain@mic.ul.ie

This study proposes to look at teaching conversation in an ESL context. In order to do this it is necessary to look in detail at what comprises conversation in an ESL classroom context. It will involve a case study of approximately 10 students and their teacher who will be engaged in conversation classes using resource books currently available for this aspect of language learning, over a ten-week period. In this way, it will look at a group of language users in the social microcosm of the classroom, who build up a shared environment over time. The language generated will be used to form a corpus of learner classroom conversation and will then be examined and compared to a selection from LCIE (The Limerick Corpus of Irish English). Exploring the relevance conversation-based resource books, have towards assisting learners in acquiring casual conversation competence is one of the aims of this longitudinal study. In particular do the resource books which set out to develop conversation skills really succeed in their aim? When students take part in these 'conversations', is the language natural and equivalent to what native speakers actually say? This will be examined specifically from the point of view of English language learners in Ireland. The research will include a pilot phase and focus groups comprising both teachers of English as a foreign language and genuine learners of English. This paper will give the tentative results of the pilot study, which is to be completed in the coming months, and will also outline the future direction of the study.

The study overall aims to inform class practice in the area of conversational fluency and competence in an Irish learning context.

Title Sensitivity to emotional expressions in both L1 and L2

Megumi Kawate-Mierzejewska
University Japan Campus
mierze@tuj.ac.jp

This paper attempted to examine to what extent Japanese English speakers (JESs) are sensitive about the use of English swear-expressions. In addition, the paper tried to investigate whether or not a negative effect in their first language (Japanese) would transfer to English when producing and hearing the English swear-expressions.

Participants of the study were 94 native speakers of Japanese studying English at the American and Japanese universities in and around Tokyo, Japan. Many participants had lived in the English speaking communities by the time the study was conducted.

The data were gathered by distributing a questionnaire consisting of two parts, demographic information and questions such as "Have you ever used English swear-expressions?," "Which expression did you use?," "How did you feel about it when using such expressions?" and the like. It should be noted that this study mainly focused on the use of S/F swear-expressions used as exclamations of annoyance and of surprise.

In analyzing the data, three categories, sensitive, neutral, and non-feeling, were created. A non-parametric statistical test was used to discover the overall picture of sensitivity indicated by JESs towards the use of the English swear-expressions. The data were also qualitatively analyzed to introduce participants' voices on the issue.

The results indicated that even though the participants never think about using an utterance that would create more or less the same emotion as one generated by the English swear-expression in Japanese, this sensitivity does not transfer to English. The issue of teaching pragmatics will be briefly discussed as well.

Language testing and citizenship: Post-structuralist perspectives on a language ideology in Sweden
Tommaso M. Milani
Centre for Research on Bilingualis, Stockholm University
tommaso.milani@biling.su.se
The present paper sets out to explore an aspect of a public debate which broke out in Sweden in 2002 in relation to the Swedish Liberal Party's proposal to introduce a language test for naturalisation. On the basis of textual analysis of relevant newspaper articles and policy documents, the paper seeks to examine the explicit and implicit facets of what I propose to call the ideology of language testing and the potential tensions and discrepancies between these two dimensions. Essentially, the argument is that an apparently liberal, anti-racist, and anti-discriminatory ideology, which, in its explicit facet, claims that a language test would enhance integration between immigrants and ethnic Swedes, thereby reducing social differences, implicitly contributes to the symbolic reproduction of social differentiation, and to the exclusion of certain groups of people from some domains of the nation-state.

"Learning Outcomes" Versus "Second Language Development": A Case Study in Struggles over Equality
Helen Moore
Independent Researcher
Australia
helenmmoore@optusnet.com.au
During the 1980s and 1990s, reforms orienting education to "outcomes," "standards" and benchmarks" occurred in many industrialised countries. This way of governing education remains dominant. My paper deals with how these reforms played out in relation to teaching ESL in Australian schools in the early 1990s. The particular focus is a dispute over whether a project directed to profiling ESL development should be included within national work on outcomes-based curriculum. The dispute was significant, not just in relation to outcomes-directed education, but in exemplifying on-going arguments about how equity goals might be achieved in relation to policies and provision for minority groups (see also Leung, 2001; Platt, Harper, & Mendoza, 2003).
The history of these arguments over what constitutes equity first gained momentum in the 1960s. The arguments persist to this day. Exploring data from interviews with key players in this particular dispute, I show how it embodies two views of teaching. One side argues that specialist ESL provision promotes equity goals by assisting learners' development in English. Its "pedagogic imaginary" (Bernstein, 1990) posits a process in ESL learners that is distinctive. This process is susceptible to observation and influence by those with relevant expertise. This imaginary is realist and pluralist in its methods, approach to equity and implications for provision. The other side sees specialist provision as stigmatising and proposes that mainstream provision should accommodate all groups. Its imaginary embraces teaching directed to outcomes as a means of transcending the differences between learners and the situations in which they learn. It is idealistic and universalist in its methods, approach to equity and implications for provision. I conclude that these two views of teaching exemplify fundamentally antagonistic approaches to ESL provision in particular and achieving educational equity in general.
Bernstein, B. (1990). The structuring of pedagogical discourse: Class, codes and control. (Vol. 4). London: Routledge.
Leung, C. (2001). English as an additional language: Distinct language focus or diffused curriculum concerns. Language and Education, 15(1), 33-55.
Platt, E., Harper, C., & Mendoza, M. B. (2003). Dueling philosophies: Inclusion or separation for Florida's English language learners? TESOL Quarterly, 37(1), 105 - 133.

Hedges and boosters in research articles from a social science: An intercultural (English-Spanish) analysis
Pilar Mur Dueñas
Universidad de Zaragoza (Spain)
pmur@unizar.es
When writing their research articles, scholars need to keep a balanced degree of (un)assertiveness. On the one hand, new disciplinary knowledge needs to be tentatively presented, acknowledging the readers' role in the negotiation of meaning and maintaining appropriate social interactions; on the other hand, scholars need to show conviction so that their statements are taken to be reliable and valid. In academic writing that balance can be attained by means of a judicious inclusion of hedges and boosters in the discourse. It is generally argued that their extent of use, their particular realisations and their distribution along the research article is not only dependent on the disciplinary domain but also on the cultural context in which they are produced and the type of

readership they are intended for. It is the aim of this paper to shed some light on how academic knowledge is negotiated in a social science, business management, by analysing the frequency of use and most common types of hedge and booster in a corpus of research articles published internationally in English. Further, a comparison of results is carried out with those obtained from a comparable corpus of research articles written nationally in Spanish. The differences that arise should be borne in mind by Spanish business management scholars when writing their research articles in English for an international readership in case they find it necessary to adjust their writing conventions to those most commonly found and accepted in the new socio-cultural academic context.

Giving opinions in public: conflicting values and attitudes
Kumiko Murata
School of Education, Waseda University
murata@waseda.jp

This paper deals with difficulties Japanese students tend to experience in giving opinions in public, both in their mother tongue and target language situations, but more so in the latter, partly through lack of proficiency multiplied by differing communicative conventions expected in different cultural contexts and also by cultural assumptions and values in their mother tongue situation affecting their communicative behaviours in the target one, where different assumptions and values may be applicable and thus they may be assessed on that basis.

The paper specifically focuses on giving opinions in class, which is the area often pointed out as culturally marked according to the judgment based on the target (mostly Western) cultural and communicative values and conventions. In the increasingly globalised or Westernized world where students and business people often find themselves needing to communicate in English with accompanying communicative conventions and values in order to be successful, it is essential that they have an ability to switch to the expected conventions in a specific target context if they so wish and if their interactants are unaware and unable to do so.

The rationale for this investigation is based on the belief that in order to empower learners in intercultural communicative situations it is important to investigate the background to the difficulties they experience by actually introducing learners' perspectives; otherwise, superficially teaching techniques and strategies will not be very effective in empowering them since they could always resist to conform to the target norms if they judge that the trade-off of changing their values and conventions deeply seated in their own cultural identity is not worth in exchange for efficiency or worldly success in intercultural settings. The paper bases its discussion on the results of open-ended questionnaires supported by some interviews.

Foreign Language Teaching in Irish Schools: An Endangered Practice?
Dr. Brian Murphy
Education Department, University College Cork
bmurphy@education.ucc.ie

The early years of the twenty first century have seen Ireland experiencing an era of unprecedented growth in immigration into the country and a corresponding rapid ethnic, cultural and linguistic diversification of its population. Coupled with growing economic ties with countries worldwide, it would appear that the need for provision for teaching and learning of a variety of languages in Irish schools has never been greater. However in spite of this reality, a concurrent growth in globalisation has resulted in the proliferation of English as the lingua franca of the world community and a concurrent questioning of the need to learn foreign languages in Irish schools, especially in a linguistic context where English is the mother tongue.

This paper examines the language teaching and learning debate in Ireland. It outlines the current status of language teaching and learning in the country and in so doing exposes the current vulnerability of its position and deficiencies of overall language learning policy and practice. The reality emerges that the position of foreign language learning in school curricula at both primary and post-primary level in Ireland remains tenuous, especially in light of the absence of any official national languages framework or policy to guarantee that position or any official requirement to study modern foreign languages. The overall picture to emerge is one where modern foreign language teaching and learning is under considerable pressure to maintain its current unprotected position in the school curriculum and where its ultimate survival is in question. The paper concludes with some suggestions as to what needs to be done to guarantee and improve the position of language teaching and learning in Irish schools in order to protect and secure it from the challenges and threats of advancing linguistic homogenisation.

Laughing at catastrophe
Greg Myers
Linguistics and English Language, Lancaster University
g.myers@lancs.ac.uk

Recent studies of laughter have treated it as part of a complex interaction in which participants signal an orientation to an utterance as potentially laughable (Glenn 2003; Osvaldsson 2004). This approach enables us to look beyond studies of humour and the causes of laughter to the ways it can function with other cues in keeping talk going and signalling stance. In this paper, I analyse instances of laughter in group discussions where the topic is some sort of potential catastrophe, such as global warming, nuclear waste emission, or pandemics. I consider the ways the laughability is marked, the ways it is taken up, or not, the way rhythms are established in the overlapping talk, and the ways participants move on from this orientation to 'serious' ways of looking at the imagined event. I argue that laughter does not necessarily mark a dismissal of the potential threat, but functions with other pragmatic signals to allow discussion of sensitive topics while constantly monitoring the orientations of other participants. My data are drawn from focus group transcripts of social science research projects concerned with risks. But I argue that the same careful transcription and analysis of the sequential stages of laughter are necessary in studying other sorts of interactions, such as classrooms, broadcast discussions, and informal conversations among friends, and in studying other sorts of potentially sensitive topics. In terms of the conference themes, I see this as an exercise in applied conversation analysis as applied linguistics.

Glenn, Phillip (2003). Laughter in Interaction. Cambridge: Cambridge University Press.
Osvaldsson, Karin (2004). 'On laughter and disagreement in multiparty assessment talk', Text 24/4: 517-546.

Can ESL Writing Assessment Be Applied to Japanese L2 Writing Assessment?

Akemi Nagasaka
Keisen University, Tokyo, Japan
nagasaka@keisen.ac.jp
and
Mari Tanaka
The University of Electro-Communications, Tokyo, Japan
mari@fedu.uec.ac.jp

The number of international students studying at Japanese universities, etc. reached approximately 117, 000 in May 2004. In addition, Examination for Japanese University admission for International Students (EJU), which includes essay writing, was initiated in 2002. Under these circumstances, writing Japanese as a second language (JSL) has received increasing attention. This paper presents our survey on ESL and JSL writing assessment at university levels, discusses whether ESL writing assessment can be applied to JSL, and proposes our new JSL writing assessment rubric.

First, we review writing assessments in large-scale standardized tests. ESL proficiency tests such as IELTS, CPE, and TOEFL, all require demonstrations of writing proficiency: while in JSL, only EJU requires writing performance. EJU is different from ESL tests in assessing criteria, levels, etc.

We further examine writing assessments in institutional tests, classroom assessment and research projects. Compared to ESL writing assessment rubrics, JSL rubrics (1) have been developed for diagnostic and achievement tests in class or placement tests, (2) assess not specific traits but the whole writing ability, (3) use only analytic scoring which puts different weight on each criterion, (4) focus on grammar and language use, and (5) lack reader awareness. From these findings, it is necessary for JSL writing to develop a well-balanced rubric.

ESL writing assessment rubrics are informative and some of them can be applied to JSL. However, we have to consider some specific characteristics in JSL writing; for instance, three different types of writing systems (Hiragana, Katakana, and Kanji), formal and informal styles, polite expressions, and different kinds of rhetorical organization from English. These characteristics should be included in JSL writing rubrics.

Finally, we propose our new JSL writing assessment rubric that adapts multiple trait scoring, providing a new perspective on ESL writing assessment.

Impact of candidate personality, gender and proficiency-levels on conversational style in group oral tests

Fumiyo Nakatsuhara
University of Essex
fnakat@essex.ac.uk

Peer-peer interactive formats, where non-native candidates are paired or grouped while being examined, have become popular tools to assess communication ability. The growth of these formats, however, have also caused concern about how the pairing/grouping of test-takers should be dealt with, without irrelevant influences of candidate characteristics on one's performance.

Thus, my research explores if the following three candidate characteristics have any impact on conversational style in group tests: personality (extraversion-introversion), gender and proficiency-levels. This study examines these impacts across three different tasks and two different group sizes. Data were collected from 27 group test sessions, where five groups of three and four groups of four performed 1) information-gap, 2) ranking and 3) free-discussion tasks. All sessions were video-taped and transcribed following Conversation Analysis conventions, and analysed in terms of three components of conversational style: goal-orientation (measured by

topic initiation), interactional contingency (measured by topic ratification) and quantitative dominance (measured by the amount of talk).

The result firstly showed that personality could affect these interactional features in favour of extraverted students, only when candidates were in groups of four, but not three. Secondly, gender itself did not seem to have a major influence on the discourse. Thirdly, proficiency-levels affected all the interactions by quantitatively benefiting advanced-proficiency students, except for the ranking task performed by groups of three. These findings could provide some suggestions for grouping and task choices. Grouping students into three rather than four gives candidates fairer chances to display their speaking ability, regardless of their personality and proficiency-levels, and the ranking task seems to be the most robust to these variables. This could be because turn-taking in groups of three and the ranking task is more sensitively exercised towards equally distributed rights to talk.

Can Cognitive Linguistics Be Applied? The Case of English Verb Particles and their Acquisition

Mariana Neagu

University of Galati, Romania

This paper revisits the issue of English phrasal verbs from the perspective of particles and the meaning they contribute to the composite meaning as a whole. The question it addresses is whether particles are purely idiomatic (i.e. arbitrarily or chaotically used) or whether they rather consist of clusters of related and transparent meanings so that they can be used in a quite motivated, logical way.

Following the cognitive linguistic approach, the paper will consider the spatial domain as the source for a large variety of semantic extensions to non-locative domains through metonymy and metaphor and will analyze the meanings of two of the most frequently used particles in English: OUT and UP.

Therefore, the analysis is meant to demonstrate that English verb particles disclose figurative related meanings derived from a central/prototypical locative meaning. The abstract senses did not develop at random but systematically, and this systematicity should not be disregarded if we really want to reduce the amount of memory work that learners of English (including non-native speaking teachers and translators) must invest in learning how particles and phrasal verbs are used.

Hartmann, D. 1999. "Particles". In Brown Keith and Jim Miller. eds. The Concise Encyclopedia of Grammatical Categories. Oxford: Elsevier, pp: 271-277.

Langacker.1987, 2001. Foundations of Cognitive Grammar. Stanford, California: Stanford University Press.

Lindstromberg, Seth. 1997. English Prepositions Explained. Amsterdam/Philadelphia: John Benjamins.

Lindner, Susanne. 1983. A Lexico-Semantic Analysis of English Verb Particle Constructions. Bloomington, Indiana: Indiana University Linguistic Club.

Neagu Mariana. 2005. Cognitive Linguistics. An Introduction. Bucuresti: Editura Didactica si Pedagogica.

Pena Cervel, S. 1998. The Prepositions IN and OUT and the trajectory-landmark distinction. RESLA 13: 261-271.

Dictionaries

Macmillan Phrasal Verbs Plus, 2005.

Oxford English Dictionary (OED), the 1989th Edition, Oxford: Oxford Clarendon Press.

Handling requests and complaints in Italian L2. A longitudinal case-study

Elena Nuzzo

Università di Verona, Italy

elena.nuzzo@fastwebnet.it

Studies investigating the development of pragmatic competence in interlanguage are rapidly growing (Kasper and Rose 2002). Yet this field is still largely unexplored, especially with reference to the acquisition of Italian as a second language (Bettoni 2006).

This paper presents the results of a longitudinal case-study which examines the development of requests and complaints in the interlanguage of a German female learner of Italian residing in Italy. Unlike other studies which focus mainly on strategies and modifiers comprising the speech act set (Trosborg 1995, Barron 2003), this study investigates the whole interaction, and focuses in particular on the development of the learner's ability to negotiate the outcome in order to reach her goals.

The data were collected at six distinct points in time over a period of four months by means of interactive open role-plays elicited with everyday-life situations. Italian native speakers' data were collected as a baseline.

During the observation period the learner shows an increasing ability to support effectively her speech acts, and becomes a more successful interactant. At the beginning she seems unable to argue persuasively her claims and to hold her ground. Furthermore, she appears insecure and hesitant, thus inducing the interlocutor to lead the conversation. Then gradually she becomes more effective, approximating the native-speakers' behaviour especially in the choice of the types of supportive acts, and in the lexical and grammatical modulation.

Barron, A. (2003), Acquisition in interlanguage pragmatics. Learning how to do things with words in a study abroad context, Amsterdam-Philadelphia, Benjamins.

Bettoni, C. (2006), Usare un'altra lingua. Guida alla pragmatica interculturale, Roma - Bari, Laterza.

Kasper, G. and Rose, K.R. (2002), Pragmatic Development in a Second Language. Oxford: Blackwell.

Trosborg, A. (1995), Interlanguage pragmatics. Requests, complaints and apologies. Berlin - New York: Mouton de Gruyter.

Creating and sustaining participation frameworks in spoken media discourse
Anne O'Keeffe
Department of English Language and Literature, Mary Immaculate College, University of Limerick
anne.okeeffe@mic.ul.ie
Spoken media discourse, that is interactions such as political interviews, chat shows and radio phone-ins, involves an interviewer and an interviewee and it takes place in the presence of an audience. Within this triad of interviewer, interviewee and audience, at least one 'participant' is not co-present. This makes for conversational conditions which are very different to those found in other types of talk. Much research into spoken media interactions ignores the role of the non-present audience; very often listeners/viewers are cast as eavesdroppers. In this paper, Goffman's notion of participation framework will be applied to this type of discourse and it will be argued that it offers a more inclusive model as it goes beyond the dyadic speaker-hearer construct by distinguishing between hearer and addressee. Media interactions, therefore, comprise a speaker (either interviewer or interviewee), an addressee(s) (either interviewer or interviewee) and hearers (the audience). This paper will illustrate how this is a defining feature of media discourse, accounting for features such as footing changes (e.g. 'now we go to our Europe correspondent), deictic centring (e.g. 'increasing restlessness about the possibility of war here at home') and othering ('they should let the government over there know', pragmatically specialized language use (e.g. 'thank you very much for talking to us'). Data for this paper will be drawn from a corpus of over 200,000 words of media interactions from around the English-speaking world. The corpus has been designed to represent three speaker relationships/interaction types in spoken media discourse: known personae interactions (e.g. chat shows where the presenter and guest are known in the public sphere), unknown personae (e.g. radio phone-ins, where the interviewee is from the private sphere), and political interviews.

Task Specificity in Language for Specific Purposes
Barry O'Sullivan
Centre for Language Assessment Research (CLARe), Roehampton University
b.osullivan@roehampton.ac.uk
In terms of the assessment of language for specific purposes (LSP), the notion of specificity, if it is to be of practical use to the test developer, must be tied to an understanding of test validity. One perception of test validation is suggested by the socio-cognitive frameworks for test validation presented by Weir (2004). In outlining a theoretical basis for LSP tests, this paper demonstrates how the frameworks can be used to clarify the differences between general proficiency and specific purpose tests.

Test specificity is expressed as the degree to which the operationalisation of each of the parameters highlighted in Weir's frameworks can be considered to be uniquely related (or not) to a specific language use domain. In practice, this entails making value judgements of the degree of specificity along a continuum for each aspect of both task demands and text demands. A group of language specialists were asked to take two test papers (of reading) designed to test language at the same Common European Framework of Reference for Languages (CEFR) level and to make judgements on the test papers based on a Likert scale-based instrument. The evidence from this study, suggests that judgements on the degree of specificity of an LSP test task can be made in a systematic way. It also suggests that the notion of test specificity is closely linked to that of authenticity, seen as reflecting both situational and interactional perspectives.

Implications of this approach for task development in assessment, as well as in learning and research contexts will be outlined and discussed.

Browsing & Texting for Liberation Literacy: Linguistics Applied in Nigeria
Tope Omoniyi (PhD)
School of Arts, Roehampton University
t.omoniyi@roehampton.ac.uk
The deregulation of the telecommunications sector in 1999 in Nigeria has had the impact of de-elitizing telephony and constituting computers and IT into a potential tool for use in the packaging of liberation literacy (see Omoniyi 2003) as a social and democratic agenda. Although we have witnessed a growth in the number of internet cafés, especially in metropolitan areas, institutional recognition of the potential of computers and the www to facilitate the delivery of literacy in particular, and educational development in general is slower in coming. To a large extent, the theory and practice of computer education still separate private and public

providers of education and the former have a fairly elite clientele (see Omoniyi 1994, In press). Thus the cybercafés are more or less informal social spaces where students go to 'browse' and meet up with real and virtual friends for 'chats', with education and literacy as lesser motive for internet café patronage. Within the framework of 'linguistics applied', I shall discuss the ways in which the world-wide-web potentially challenges the traditional boundaries set by school curricula and therefore challenge classroom teachers at the point of delivery. I shall present a critical assessment of texting and browsing as 'web literacy' practices (Hawisher and Selfe, 2000) and argue that teacher training curricula need to address this aspect of social development in order that they can adequately support their clientele.

Hawisher, Gail E. And Selfe, Cynthia L. (2000) Global Literacies and the World-Wide Web. London: Routledge.

Olawole, Oladele (2004) CEO, D-Net Communications in response to my email inquiry (www.dnetcom.com).

Omoniyi, T. (1994). Price-Tagging Child Bilingualism: An Evaluation of Policy and the Socio-economic and Political Implications of Commercialisation of Nursery Education in Nigeria. Eric Document Reproduction Service No. ED 365 160. Chicago, IL: Central University, pp1-21.

Omoniyi, T. (2003) Local policies and global forces: Multiliteracy through Africa's indigenous languages. Language Policy 2: 2, pp133-152.

Omoniyi, T. (in press). 'African city-scapes, schools and imagining multilingual education'. In M. E. Torres-Guzmán and J. Gomez (eds.) Imagining Multilingual Schools: Global Perspectives on Language in Education. Clevedon: Multilingual Matters Ltd.

Constructing Professional Identity in an Evolving Profession: Business Mediators about Business Mediation

Margit Ozvalda
English Business Communication, Vienna University of Economics
ozvalda@isis.wu-wien.ac.at

Business or commercial mediation has been around for some twenty years in the US and the UK, while it is still a fledgling in most of continental Europe. A survey to track the development of this form of alternative business resolution was commissioned by the Austrian Ministry of Economics and Labour two years ago, with the intent to provide role models for Austrian business mediators. For this comparative project, about 50 interviews with mediators in Austria, France, Germany, Great Britain, Ireland, and Scandinavia were conducted in 2004/05.

Those carried out in English (i.e. about half of the interviews) have attracted my attention as regards linguistic manifestations of identity, which here encompasses above all professional identity. I have analysed it in terms of related concepts such as biography, roles assumed (e.g. expert status), self-reflexion, and the question of the ideal practitioner. Finally, I have compared these results with instances of institutional identity, which is defined as people primarily representing their institution and its image.

My qualitative pilot study, supported by concordances for use of personal pronouns in combination with verbal processes thus seems to confirm the following hypotheses, which I wish to elaborate in the present paper:

- Even with mediators engaged in professional associations (sometimes as co-founders), professional identity constructions are foregrounded at the expense of institutional identity.

- The topics the interviewees are asked about did not affect the mediators' self-representations greatly: Questions aiming at activities in the mediator's professional life are met with agentive self-references as expected, but so are the more reflexive questions such as "What makes a good mediator?", which ties in with Robert and Sarangi's view of identity as "something people do" (1999:229).

Roberts, Celia, and Srikant Sarangi (1999): "Introduction: Negotiating and legitimating roles and identities" in Robert, Celia, and Srikant Sarangi, eds.: Talk, Work and Institutional Order (Berlin: Mouton de Gruyter), 227-236.

L2 Listening and Hong Kong students: problems, causes and possible solutions

Richard Pemberton
School of Education, University of Nottingham
richard.pemberton@nottingham.ac.uk

A series of six experiments in Hong Kong investigating the ability of Intermediate-level learners of English to recognise words when listening to BBC news broadcasts showed that Hong Kong learners had worryingly high levels of difficulty. Even with relatively slow speech rates, they consistently recognised at most only three out of every four of the 1,000 most frequent words of English - making successful comprehension extremely unlikely. The results suggest that the ability to recognise words (especially frequent ones) in connected speech is a vital prerequisite for comprehension and that too little attention is paid to developing spoken word recognition skills in Hong Kong.

In this talk I will describe the transcription-based methodology used in the experiments (among the first to focus specifically on the spoken word recognition of L2 listeners), report the results, illustrate the likely effects of the

recognition rates obtained on comprehension, discuss the factors that contribute to the situation and recommend steps towards improving the spoken word recognition of Hong Kong learners of English.

Re-Locating L2 Motivation In Classroom Interaction: A New Methodology?
Anne Preston
PhD student, University of Southampton, UK
aep104@soton.ac.uk
As an area of SLA where both researchers and practitioners share an interest there is an abundance of research studies on L2 motivation. These are shaped by traditional theoretical approaches from social psychology, cognitive and motivational psychology and more recently by process-oriented conceptualisations of L2 motivation. These conceptualisations owe much to Dörnyei and Otto (1998) and Ushioda (2001) which, as well as acknowledging environmental and contextual influences, offer a way of viewing L2 motivation from dynamic and temporal perspectives. Growing interest in the temporal dimensions of L2 motivation has given more importance to the role and contribution of L2 classroom processes and interaction, both as units of analysis for tracing L2 learners' motivational experience and as sites of potential influence for improving motivational experience in L2 classroom learning and teaching practice itself.

However, addressing how classroom interaction can contribute positively to learner motivation in the moment-to-moment dynamics of language learning is not straightforward. This is due in part to the limited amount of empirical evidence on the relationship between L2 motivation and classroom interaction as well as the lack of development in methodological approaches alongside the recent process-oriented conceptualisations of motivation. The paper therefore focuses particularly on the formulation of a reliable and transversal methodology for exploring L2 classroom interaction from the point of view of process-oriented motivation theory.

This not only involves a change in focus from traditional approaches to motivation research but also carries further implications for the position of L2 motivation within SLA and the wider domain of applied linguistics. Exploring the classroom behaviours of L2 learners, using methods similar to those of interactionist SLA research, provides scope for integration between motivation theory and SLA theory, which have traditionally remained epistemologically and methodologically quite separate.

Language assessment as policy instrument - contradictions and capacities
Pauline Rea-Dickins
Graduate School of Education, Bristol
P.Rea-Dickins@bristol.ac.uk
and
Constant Leung
Dept of Education and Professional Studies, Kings College London
constant.leung@kcl.ac.uk
The raising of standards has been a strong theme in school education reforms in England and Wales in the past fifteen years. Achievement targets or benchmarks are used as a form of public accountability measure; they have also been designed to push up expectations of student, teacher and school performance. Assessment, particularly standardized testing, has been assigned a very powerful role in this standards-benchmarks-achievement educational policy package. After a decade of heavy investment in standardized national testing of school students, there now appears to be a policy shift and the value of teacher assessment is being re-emphasized. The re-positioning of teacher assessment raises interesting questions about the relationships between target-oriented educational reform and different types of assessment. The aim of this paper is two fold:

- to provide a brief account of the shifting roles assigned by policy-makers to standardized testing and teacher assessment as policy instruments to 'lever up' school, teacher and student performance
- to examine some of the unresolved theoretical, conceptual and practice-related issues that are at the heart of teacher assessment in the light of the emerging policy initiatives; these issues include multiplicity of assessment criteria (validity), conflicting/competing demands of student learning and reportable achievement (role conflict), and reliability of evaluation.

We will discuss these issues with reference to English literacy and English as an Additional Language within the National Curriculum.

New concepts or new paradigms for English as an international language
Paul Roberts
University of Hertfordshire
p.roberts@herts.ac.uk
This paper concerns English as an International Language and in particular the calls for reconceptualising English in order to close the gap between the way English is increasingly used (i.e. globally) and the way it is taught (i.e. with predominant reference to American or British standards and norms).

The paper examines the traditional division of language users into two (native/non-native) or three (ENL, ESL, EFL) groups, which has led to perceptions of inequality and asymmetry in English use in international settings, and aims to show how these categories, paradoxically, continue to inform reconceptualisation endeavours.

The paper goes on to consider doomed attempts at viewing the international use of English as constituting a variety of the language, to be considered alongside other 'World' varieties.

It is argued, then, that by continuing to rely on traditional paradigms in which language users are divided according to their learning geography and history and in which all language uses must be accounted for under a 'variety' heading, the whole reconceptualising project may well fail. The concluding suggestion is that English used internationally may be better accounted for by considering Communities of Practice as the paradigm for grouping users and by focusing on factors of use rather than of usage in order to achieve a pedagogically helpful description.

The paper refers to a wide range of scholarly writing and to well-known EIL data-collection projects undertaken in the U.K. Austria and Finland, as well as to the author's own EIL data.

Overseas students' differentiation of their assessments during a language and study skills programme: a preliminary study
Jon Roberts
(with Bruce Howell, Ros Richards and John Slaght, Project Team, Centre for Applied Language Studies, University of Reading)
Associate Fellow, Centre for English Language Teacher Education, Warwick University
jonrr45@btinternet.com

Assessments of the CALS Pre-sessional programme have been designed to prepare students for degree level study. They consist in: continuous formative and summative assessments replicating academic tasks likely to be encountered in their subsequent studies; a 3,000 word project; and the University's Test of English for Educational Purposes (TEEP). In spite of briefings, practice and individual feedback, students tend to prioritise TEEP over the other forms of assessment. This limits the developmental benefit of these assessments, and risks students' under-performance on them.

This pilot study, conducted by the lead researcher in collaboration with the CALS project team elicited the personal constructs on which a small sample of students differentiated a set of assessment tasks that were known to them and were selected as representative by staff. Individual grid-based interviews and a group discussion were used to uncover their assessment-judging constructs and the consequences for their approaches to assessment. Constructs were pooled and reduced using collaborative content analysis. Parallel elicitations explored constructs on which a sample of staff differentiated the same set of assessment tasks.

Anticipated outcomes of the pilot were:

a) a methodology for a follow-up study designed to elicit 200-300 personal constructs (approx. 20 participants);

b) a pilot briefing tool in the form of a rating scale using student constructs and one high-importance staff construct;

c) clarification of staff criteria on assessment types, and their improved understanding of students' approaches to assessment;

d) improved briefing and support of students on course assessment as a result of b) and c).

The study team report the findings of the pilot, and implications for subsequent assessment design and research.

The Contribution of Content Classes to the Development of Bilingual Critical Skills among Language Students in Higher Education
Patricia Romero-Mills
University of Southampton
lpr103@soton.ac.uk

The skill-based versus knowledge-based learning debate in higher education has given rise to a double agenda which is clearly observable in current Modern Languages degrees (Assiter, 1995), where what are sometimes called "content units" (knowledge-based learning) form one dimension, and "language units" (skill-based learning) form the other. The claimed rationale behind this structure is that knowledge-based courses provide students with the necessary tools (i.e. information) for them to make informed judgments of the different contexts and situations where their skills could be potentially applied (Barnett, 1994). In a UK context where MLs degrees are commonly delivered bilingually, the transference of knowledge, critical thinking skills and language proficiency cannot be taken for granted but has been little researched.

The present study looks at the contribution of knowledge-based seminars taught in English to the development of analytical and critical skills among undergraduate students of Spanish as a foreign language. It seeks to observe whether the knowledge and critical skills taught in English-medium content units are transferred to language units, and more specifically whether and how students exploit these skills and/or information when performing tasks in Spanish. This investigation is mostly based on the qualitative analysis of a collection of English-medium

and Spanish-medium oral presentations given by students in content seminars and language units respectively. Supplementary evidence comes from a series of interviews with students and tutors of both language and content units, as well as from class observations, and analysis of course documents such as descriptors and grading criteria.

Assiter, A. (1995) Transferable Skills in Higher Education, Kogan Page, London.
Barnett, R. (1994) The Limits of Competence: Knowledge, Higher Education and Society, Society for Research into Higher Education & Open University Press, Buckingham.

Objectivity versus persuasion in technical writing

Hazel Sales
English Language and Linguistics, College of St Mark and St John
HSales@marjon.ac.uk

There are times when engineers are caught between two stools. They hold firm views about writing, aspiring to write clearly and objectively, and baulk at the slightest hint of 'subjectivity' in technical documents. However, particular writing tasks require them to step outside their culture zone. When writing engineering proposals, they find themselves in the curious (and uncomfortable) situation of having to be persuasive without being too obvious about it. They are not alone. There are others in the scientific field who have the same burden of having to write 'rhetorical appeals' (Myers 1990:42) to ensure the continuation of their livelihoods and professional practice. In my paper, I try to pin down the rather slippery notion of persuasion and describe the stylistic and cultural conflicts facing engineers when writing proposals. Like Myers, who writes about biologists, and Winsor (1996:12) who also notes engineer antipathy towards persuasive language, I describe how engineers succeed in creating persuasive texts that are stylistically acceptable to their peers. These usually happen to be engineers themselves representing the Customer, who determine the success or otherwise of the proposal submissions. I discuss the rhetorical features of these texts from an ethnographic perspective, describing their communicative function and stylistic features, which are markedly different from those usually associated with the engineering workplace (Fear 1977, Hicks 1961, Kirkman 1992, Pauley 1973 et al).

Participation in literacy events involving textbooks: definitions, engagement with the textbook and the Disneyfication of experience

Dr Denise Santos
Department of Applied Linguistics, University of Reading
d.m.d.santos@reading.ac.uk

In times when literacy gains visibility in educational discourses, it is surprising that teacher-student interactions mediated by the textbook remain relatively underexplored. On the one hand, studies into the textbook tend to be carried out through content analyses focussing on structural and/or discoursal aspects of the text proper; on the other hand, research into classroom literacy practices tends to disregard the role of the textbook in teacher-student joint construction of meanings.

In this paper I will look at the interplay of these key participants (i.e., teachers, students and textbooks) in classroom literacy events and examine how teachers and learners in an educational community conceptualised their EFL textbooks in and through their discourses. Key to this exploration is how participants framed (Goffman, 1974) the textbook in these events and in what ways their discourses about the textbook revealed "echoes and reverberations" (Bakhtin, 1986:91) of different discourses.

The results of this study suggest that these individuals describe and define their textbook as holders of inherent attributes revolving around notions of affection, entertainment and fragmented content. Also, people in the text are predominantly conceptualised as tasks to be accomplished and learning tends to be associated with outcomes rather than processes. Finally, textbooks are tacitly understood as important elements for the establishment of bureaucratic activity during these literacy events.

I shall argue that this emphasis on taken-for-granted (and devoid of reflection) entertainment, lack of conflicts, reified perceptions of the world and standardised action in it could be interpreted as a Disneyfication of experience during literacy events involving textbooks. I conclude this paper by making connections between these points and other (complementary as well as conflicting) issues in both micro and macro contexts of this investigation and by discussing the implications of these conclusions for applied linguistics.

Bakhtin, M. M. (1981). The dialogic imagination: Four essays by M. M. Bakhtin. (M. Holquist, ed., C. Emerson and M. Holquist, trans.). Austin, TX: University of Texas Press.
Goffman, E. (1974]). Frame analysis: an essay on the organization of experience. Harmondsworth: Penguin Books.

Computer-mediated corrective feedback and L2 learning

Shannon Sauro
Graduate School of Education, University of Pennsylvania

totoro2@dolphin.upenn.edu
Corrective feedback, in its role of enhancing perceptual salience may assist in the acquisition of certain hard-to-learn forms by increasing the likelihood that they will be noticed. In addition, different types of corrective feedback have been hypothesized to facilitate varying degrees of L2 processing. For instance, corrective feedback such as recasts, which contains positive evidence about the target language may be useful for the internalization of new forms (Panova & Lyster, 2002) and may allow learners to potentially notice the gap between their interlanguage and the target language (Schmidt & Frota, 1986). In contrast, corrective feedback that contains only negative evidence (e.g. elicitations, metalinguistic clues, etc.) provides learners the opportunity to modify their output, a process which may enhance their control over already internalized forms by requiring deeper processing of already acquired L2 knowledge (Panova & Lyster, 2002).

Limited research exists which compares the effectiveness of different feedback types in facilitating second language acquisition. However, in light of the increasing use of technology in adult foreign language learning (e.g., chat programs, voice-boards, discussion boards, interactive software, etc.), what remains to be investigated is whether these beneficial aspects of corrective feedback are similarly salient or useful when provided during written synchronous computer-mediated communication (text-chat).

This paper reports on an experimental study of learning outcomes following two computer-mediated corrective feedback treatments (recasts and metalinguistic clues). American university learners of German were randomly assigned to one of three (two treatment and one control) conditions and paired with a German native speaker. Focused corrective feedback was provided for case-marking errors following prepositions that require either or both the accusative and dative cases. Results reveal the potential that different types of computer-mediated corrective feedback hold for facilitating second language learning.

Regulating Language Use in a Multicultural Playground

Livia Sophie Schanze (PhD student)
Modern Languages Discipline, School of Humanities, University of Southampton
l@schanze.com

In 2002, former British Home Secretary David Blunkett suggested that immigrants should speak English in their homes to help prevent 'schizophrenic' rifts between generations of their families (Observer, 15.9.2002) This is one of many examples of how European governments have been seeking to regulate language use throughout the last decade. In my paper, I shall exemplify this trend through an analysis of the current fierce debate surrounding the decision of the Berlin 'Herbert-Hoover Oberschule' ('Herbert-Hoover secondary school') to permit no other language but German in its playground.

For more than 90% of the students attending this school German is not their mother tongue and in every class students speak approximately 8-10 different languages (FAZ, 25.1.2006). The controversial debate following the democratic decision of students, teachers and parents to use German as a common language during school breaks raises questions mostly about two points: first, it addresses the values the students of this school associate with the German language and secondly, it relates more broadly to issues surrounding the concepts of language ideologies and social identities. While some argue that using German is a sign of mutual respect, others challenge it as unconstitutional.

Inspired by Blommaert's (2005) multidisciplinary approach to Critical Discourse Analysis, I intend to approach the debate from two different angles, combining CDA methods (Wodak, 1996, 1999, 2001, 2005) with a Case Study approach (Stake, 1995; Yin, 1989). The data will be drawn from the official documentation surrounding the topic (e.g. newspaper articles, political speeches) as well as interviews. By choosing a multidisciplinary approach to this highly topical issue I anticipate making an original contribution to the debates around current European language policies.

Reading is FUNdamental: the effect of a reading programme on vocabulary development in high poverty schools

Ruth A Scheepers
ESP Unit, Department of English Studies, University of South Africa
scheera@unisa.ac.za

This paper discusses a literacy project which is currently underway in two schools in Atteridgeville, a township on the outskirts of Pretoria, South Africa, where a holistic approach to literacy is followed. The project targets literacy in the Foundation Phase (Grades 1 to 3) in both English and two indigenous languages, Zulu and Sepedi, as well as in the senior phase (Grade 6 and 7). Libraries have been established at the schools and teachers throughout the schools attend workshops designed to heighten their awareness of the importance of reading, the importance of vocabulary and strategies to deal with these issues. I am assessing vocabulary development of grade 6 and 7 learners - they are in the senior phase of primary school and will soon be entering high school where they will be faced with more academic vocabulary in context-reduced textbooks. Their vocabulary is

tested early in the year and then again towards the end, to assess whether access to books and extensive reading has had an effect on vocabulary growth.

The focus of this paper will on vocabulary development and is based on prior research on the effect of immersion on vocabulary size of Grade 7 ESL learners' English vocabulary in South African schools. Research has shown that learners= vocabulary size in the language of learning and teaching plays a crucial role in reading and academic success, whether they are studying through their mother tongue or not. The issue of vocabulary development will be further explored against the backdrop of the current literacy projects.

The effects of high-stakes testing on classroom interaction with EAL learners

Catriona Scott
Graduate School of Education, University of Bristol
Katie.Scott@bristol.ac.uk

Guidance on the teaching of learners with English as an Additional Language (EAL) advocates collaborative learning in promoting language development alongside cognitive development (NALDIC 1997, 1999; TTA 2000; DfES 2001, 2001), emphasising a number of key functions, namely that it can:

- aid comprehension of input;
- provide opportunities for focused attention to form;
- improve output through teacher and peer modelling;
- provide opportunities for teacher and peer scaffolding.

The above reflects interactionist and sociocultural perspectives on learning in the field of second language acquisition and the role of negotiation of meaning, focus on form and scaffolding in language development (Long 1996; Donato 2000; Swain 2001).

This paper focuses on the modes of analysis and the findings of a study into the effects of high-stakes national curriculum testing on the teaching of EAL learners in the UK primary context. The findings are based on qualitative analysis of transcripts from video recordings of literacy, numeracy and science lessons in Years 2 and 6, in which there is statutory testing of pupils, and samples of EAL learners' work. These were analysed to explore opportunities for negotiation of meaning, focus on form and scaffolding, and take-up of feedback by learners.

The findings suggest that the effects of testing may be positive in encouraging practices congruent with guidance on the teaching of EAL learners and yet have concurrent negative effects, with time constraints militating against teachers and pupils fully exploiting the potential benefits. In addition, there would seem to be a tension between the testing component of statutory assessment and the collaborative teaching and learning environment considered especially beneficial to EAL learners by requiring independent performance which necessitates the removal of scaffolding perhaps before EAL learners are ready.

Re-Examining the Role of Recasts in L2 Acquisition

Younghee Sheen
University of Nottingham
aexyhs@nottingham.ac.uk
and
Rod Ellis
University of Auckland
r.ellis@auckland.ac.uk

Recasts have been defined as "a reformulation of all or part of a learner's immediately preceding utterance in which one or more non-target like (lexical, grammatical etc.) items are replaced by the corresponding target language form(s), and where, throughout the exchange, the focus of the interlocutors is on meaning not language as an object" (Long, 2006). Long proposes that recasts constitute an ideal means of focusing learners' attention on form in communication and thus of facilitating L2 acquisition. The purpose of this paper is to examine this claim critically by discussing a number of problems with recasts as a tool for mediating acquisition:

1) recasts can take many different forms and perform a variety of functions (not all of which are corrective), making recognition of their corrective force problematic for learners;

2) recasts, when corrective, can vary in terms of whether they constitute an implicit or explicit corrective strategy and in whether they afford negative or positive evidence;

3) recasts have been viewed almost exclusively in terms of their linguistic/cognitive impact on acquisition. However, recasts do not occur in a social vacuum, and their efficacy may be influenced by socio-psychological factors that determine learners' receptivity to them;

4) learners can adopt either a 'learner orientation' or a 'communicative orientation', influencing the extent to which they respond to recasts;

5) the significance of learner response to recasts (uptake/repair) is controversial;

6) little is currently known about the role that the learner's developmental readiness plays in determining whether recasts work for acquisition;

7) the acquisitional value of recasts in comparison to other forms of corrective feedback has not been clearly demonstrated.

The paper concludes by proposing that corrective feedback of a more explicit kind that develops learners' metalinguistic understanding of the errors they make may be more effective in promoting acquisition.

A new model of washback

Chih-Min Shih
National Chin-Yi Institute of Technology, Taiwan
dominiqueshih@hotmail.com

On the basis of empirical studies, this paper proposes a new model to describe the washback of tests on learning. It argues that three broad categories of factors will determine the extent of tests' washback on students' learning: extrinsic, intrinsic, and test factors.

First, extrinsic factors encompass socioeconomic factors (e.g., mass media), school factors (e.g., teachers), family variables (e.g., parents), and personal obligations (e.g., jobs). Second, intrinsic factors include individual differences, personal characteristics, and personal perceptions of tests. Individual differences cover students' varied reactions to tests. Personal characteristics denote the impact of people's personalities or some inherent characteristics. Perceptions of tests refer to the impact of students' perceptions on their test preparation. Lastly, test factors comprise ten components (e.g., the relative difficulty of a test in relation to students' proficiency). Extrinsic, intrinsic, and test factors will affect one another and will determine the degree of washback on students' learning including content of learning, total time on learning, learning strategies, learning motivation, and test anxiety. This washback on learning will determine the results of tests that may, in turn, affect students' subsequent learning. In addition, the model recognizes that washback may evolve over time.

The model, for the first time in washback literature, describes in detail the complexity of washback of tests on learning. It compliments previous washback theories by categorically identifying the impact of the broader society, family and sibling, classmates, and personal affairs on students' learning. This model also contributes to washback theories by pointing out that oft-neglected intrinsic factors play a role in the washback of the test on students' learning. Moreover, it also indicates that the results of the test will have an impact on students' subsequent learning, so the potential aftermath of the test should be taken into account.

Flexibility and Stability in Reading Speed: Can they be Additional Indices of L2 Reading Ability?

Toshihiko Shiotsu
Institute of Foreign Language Education, Kurume University, Japan
ts@jp.org

Conceptualisations of L2 reading ability have depended largely on measures of comprehension, and relatively little has been researched on L2 reading speed, which by no means develops automatically with L2 proficiency (Segalowitz, 1991). Reading time data may help distinguish L2 readers who might otherwise appear comparable if only assessed on comprehension (Shizuka, 2000), and investigating aspects of reading speed may add useful insights into the way L2 reading ability can be characterised.

The present research has evaluated the L2 readers' flexibility in adjusting their reading speed as well as its stability to explore whether these variables can be additional indices of L2 reading ability.

Reading time data from EFL learners at two different levels of reading ability (n=44 and 38) were collected through a speeded test of sentence comprehension administered individually on computer. Flexibility was assessed by recording the changes in reading time between items with successful and unsuccessful comprehension results and stability by obtaining the variability of reading speed across items.

Results of the two separate two-way ANOVAs indicated that both groups read at almost constant speeds regardless of success in comprehension and that the more proficient readers read with smaller cross-item variability than their less proficient counterpart. The presentation will detail the results and discuss their implications for the theory and research on L2 reading ability. (218 words)

The ESOL Effective Practice Project: Findings and implications for policy and practice

James Simpson
School of Education, University of Leeds
j.e.b.simpson@education.leeds.ac.uk

The ESOL Effective Practice Project is the first major classroom-based study of the teaching of English to immigrant and refugee adults in England. The purpose of this paper is to report and discuss findings from the project and their implications for ESOL pedagogy and policy.

The project employed a multi-method approach to the research, combining correlational work with analysis of classroom discourse and in-depth interviews with learners and tutors. Data was collected from over 400 learners

in 40 classrooms in a range of settings, including FE, community, workplace and voluntary providers. The quantitative side of the study correlated progress with several learner variables. The qualitative aspect shed light on the detailed processes which explain how effective practice is realised in classrooms. This allowed for a holistic account of features of classroom strategies and teacher qualities, providing fine-grained detail of how teachers and learners jointly construct interaction within the wider context of their theories and experiences

The study shows that what happens in ESOL classrooms is highly contingent and there is no uniform recipe for effective practice. What is effective for some may not be for others. Yet it also indicates that in order to be effective ESOL practitioners need to develop what Goodwin calls 'professional vision' (Goodwin, 1994). There are implications for both policy and practice. ESOL teaching in England comes under the umbrella of the Skills for Life policy. The research demonstrates the distinctiveness of ESOL in the Skills for Life agenda; we argue that a one-size-fits-all policy does not adequately discriminate or fine tune provision for particular groups of learners. What is more, encouraging and sustaining professionalism amongst ESOL practitioners requires the right conditions to be in place in terms of support, training and professional recognition.

Standard Modern Greek and the Greek Cypriot Dialect in Education: Language practices and dialect use in secondary state classrooms

Andry Sophocleous
Intercollege, Nicosia, Cyprus

In the GC community in Cyprus, the two varieties employed by Greek-Cypriots (GCs) in their daily interactions are Standard Modern Greek (SMG) which is the official language of Cyprus and the Greek-Cypriot Dialect (GCD) which is the first variety GCs are exposed to at home before attending pre-kindergarten. Being the official language, SMG is regarded by GCs as more prestigious than GCD and recent empirical evidence has demonstrated that GCs characterise their peers as being more educated and intelligent when they use SMG. The negative associations that GCs make about the dialect and its speakers are largely influenced by education, as the language of instruction in all state schools is SMG.

However, research in GC classrooms illustrates that this language policy cannot be easily applied in GC classrooms, as students are observed to employ GCD in class to express themselves clearly, and teachers use it to enhance students' understanding.

This paper reports the findings of a study carried out in a number of secondary schools investigating students and teachers' language use in class, examines teachers' views regarding the language of pedagogy, and explores several factors which make theory difficult to apply.

Corson, D. (2001). Language Diversity and Education. London: Lawrence Erlbaum Associates Inc.

Papapavlou, A. N. (2004). Verbal fluency of bidialectal speakers of SMG and the role of language-in-education practices in Cyprus. International Journal of the Sociology of Language, 168: 91-100.

Pavlou, P. and Papapavlou, A.N. (2004). Issues of dialect use in education from the Greek Cypriot perspective. International Journal of Applied Linguistics, 14, 2: 243-258.

√«∑º±ƒ± out of scheme. Gestures and sounds in touretters

Silvia Sottofattori and Florida Nicolai
Department of Linguistics, Pisa University
ssotto23@libero.it

Motor tics are defined as sudden, involuntary and non-rhythmic muscle contractions causing purposeless motor actions. Motor tics can be accompanied by phonic tics, that are contractions of respiratory musculature which produce sudden sounds. Tics can be either simple or complex. Simple motor tics involve isolated muscles belonging to the upper parts of the body. This kind of tics includes eye blinking, grimacing and shoulder shrugging. Complex motor tics consist of contractions of different muscle groups organized in sequence; these may be hopping, touching objects and copropraxia. The same classification can be used to describe phonic tics. Simple phonic tics are inarticulate sounds, such as coughing or barking, while complex phonic tics are composite vocalizations, such as echolalia or coprolalia. All these kinds of tics represent defining symptoms of a chronic neurological disorder, the Tourette syndrome.

We are deeply convinced that this syndrome could contribute to the theoretical debate in a seriously way, considering the recent theoretical approaches such as the introduction of the language inside the "motor theory", the "mirror system hypothesis", the "neurogestural system" (McNeill), and the hypothesis which considers Broca's area as the linguistic and gestural translator into oro-laryngal and manual actions.

To value these hypothesis ten subjects with diagnosed TS were evaluated. The subjects have been video-recorded with a digital camera. The data have been analysed with the software "Windows Movie-Maker".

The linguistic literature related to Tourette syndrome is poor. Our preliminary analysis shows an important relation between motor tics and stereotyped vocalizations suggesting that these two involuntary manifestations could have their source in the same neural circuits. Further analysis could identify other specific aspects of these different motor and phonic stereotypies.

Can class position at school predict achievement at university?
Megan Southey
The John Povey Centre for the Study of English in Southern Africa
University of South Africa (UNISA)
poveycentre2@unisa.ac.za
At the beginning of their first year at the University of Pretoria (UP) all students have to write their Test of Academic Literacy Level (TALL) to determine their academic preparedness and literacy skills. Students who fail this test attend an intervention programme during their first year. This intervention consists of a one-hour class twice a week for approximately 28 weeks. This course aims to develop the necessary academic skills by focusing on vocabulary, comprehension and writing. At the end of the programme the students write a similar test to the test they failed at the beginning of the year.
Some students showed no improvement whatsoever on the post-test whereas others improved by up to 30%. How can one account for this variability?
My main hypothesis is that this variability is mainly a matter of academic aptitude, defined here as the capacity to benefit from learning interventions.
Academic aptitude is obscured in our first-year intake by differences in the performance of the schools the students come from. Most of the failing students have an African language as their first language and use English as their language of learning and teaching. These students take English 2nd Language Higher Grade as one of their subjects. In 2004, of the 5543 schools offering this subject, only 746 (13%) achieved an average of 50% or more.
It follows that in the poorly performing schools the national school leaving examination reveals much about the school and little about the individual student. The crucial constant that I expect to identify in those who benefit from the learning is that they outperformed their fellow students in even the worst schools. A correlation of class position at school with improvement in the UP programme will verify this.

Promoting Communication through Empathy and Collaborative Engagement
Hiroko Suzuki
Research Institute of Educational Development, Tokai University
hsuzuki@ried.tokai.ac.jp
and
Miho Fujieda
Foreign Language Center, Tokai University
mfj11@keyaki.cc.u-tokai.ac.jp
Analysis of students' classroom interaction protocol captures the developmental process of their communication. This paper attempts to define the communication ability of EFL learners in Japanese high school and university settings. Except for occasional trips to foreign countries, these students have rarely been exposed to social communities of native English speakers. The paper discusses when and how they learn "communication" (Sperber and Wilson, 1986) in terms of cognitive development (Tomasello, 2004).
An educational model based on activity theory (Engestrom, 1987; Cole, 1996) was implemented in an integrative, project-based learning program for high school and university EFL classes. The model features carefully sequenced tasks guiding students toward completion of a final project. In this project, students experience authentic and interactive activities using linguistic and background knowledge mastered in the previous phases (Gaynor & Suzuki, 2002). Two EFL classes based on this model were videotaped. The authors employed micro-ethnographic research (Shimizu, 2002) to observe how teacher-student and student-student interaction developed over the semester. These videotapes were analyzed along with the teaching materials, student feedback, and teacher's field notes.
The authors found that designing and implementing a project-based syllabus empowered classroom communication. That is, peer collaboration (Lave and Wenger, 1991) helped learners recognize the importance of their roles and of verbal communication in sharing and exchanging the information and ideas obtained in class. ICT also played a significant role in the various stages of learning. PowerPoint was especially effective, given the students' limited English proficiency. A class website served as a communication hub for students, teachers and outside communities. Exchange logs and digital survey results were also valuable resources for teacher reflection and planning.
The paper concludes by describing the positive changes in the classroom communication, incorporating the concepts of "empathy" (Baal, 2002) and "collaborative engagement" (Tomasello, 2004) into the field of teaching EFL.

Discourse choices and shifting identities in medical students' reflective writing
Dilys Thorp

Peninsula Medical School, Universities of Exeter and Plymouth
dilys.thorp@pms.ac.uk
This paper reports on a research project which analysed a small corpus of reflective writing by second year medical undergraduates. Learning to be reflective is seen by the General Medical Council (2002) as a vital aspect of learning to be a professional, and is now therefore an assessed part of the curriculum. The paper looks at the ways in which these student writers present themselves (or are positioned) through particular discoursal and linguistic choices, and elaborates Ivani's (1998) concept of the 'discoursal self'.

The tension between the two genres of academic, assessed writing, v personal, reflective writing, is revealed in a paradox: the students skilfully meet the assessment criteria for reflective writing, yet do not engage in any risky self exposure. Although they closely follow the structure and content of an exemplary model text, their discoursal choices give an appearance of detachment and objectivity that is strikingly different from it. I argue that this does not in itself indicate that the students are not being reflective, as we cannot infer that they are actually distancing themselves from their writing.

Interestingly, in a few cases where the students reflect on work experience and seem to see themselves as professionals rather than as students, their writing displays honesty and recognition of feelings; this is in marked contrast to the rest of their texts where they write with an objective detachment. In each case the extract represents a shift of identity within the overall reflective piece from which it is taken.

The paper illustrates the different student identities and 'voices' that emerge in the texts.

GMC, 2002 Tomorrow's Doctors (2nd Edition) London: GMC Publications

Ivani_, R., 1998 Writing and Identity: the Discoursal Construction of Identity in Academic Writing. Amsterdam: John Benjamins Pbl.

Exploring hypermodality: the hypertextual construction and mediation of a prison institutions 'virtual-self' in cyberspace

Lee James Tipton
PhD Student, Lancaster University
l.tipton1@lancaster.ac.uk

This paper is part of a broader exploration of prison as a textually mediated institutional space. The main focus of the research is an investigation of how an institutions identity and authority (power) and that of its members can be, amongst others means, generated and sustained through the mediation of text in institutional space/s. Throughout this work text will be conceptualised in its broadest multimodal instantiation as encompassing a wide variety of semiosis including visual image, symbols, icons as well as the (re)production of the written word.

Drawing on the concept of hypermodality (Lemke, 2002) and Lemke's taxonomy for analysis of hypertext this paper will demonstrate how an institution such as prison reaches beyond its traditional literal and textual boarders and reality by creating and sustaining an institutional identity of its 'self' in cyberspace. In effect a 'virtual-self'. The work will expose, through a comprehensive analysis of hypertext taken from the UK Prison Service web site, how the institution utilizes the affordances (Lemke, 2002) of hyperspace and hypertextuality to create a sanitized, idealized 'virtual-self'. This 'virtual-self' as created in cyberspace is remote, in effect far removed, from the reality of its 'real' or 'non-virtual self'.

How the institution influences the website reader's journey or traversals (Lemke, 2002) through its cyber-hypertextual institutional self will be investigated as will the consequences this influence and control has for the readers' experience and possible perception of the prison institution and its population. The paper will then conclude by addressing the potential political and ideological implications the discordance between the institutional 'virtual' and 'real' self may raise.

Lemke, J. (2002) 'Travels in Hypermodality', Visual Communication 1:299-325.

Students' Experience of Blended Learning in Light of Individual Differences Theory

Dr. Ruth Trinder
Department of English Business Communication, Vienna University of Economics and Business Administration
rtrinder@isis.wu-wien.ac.at

Even amongst the computer-literate 'next generation' of learners, there will be those who react negatively to the introduction of technology into their language courses. This paper attempts to identify the factors dominant in shaping learners' attitudes.

I'd like to start from the premise that the two most obvious variables - computer experience and quality of language learning software employed - are only two amongst a host of factors determining students' experience of Computer-Assisted Language Learning (CALL). Explanations for students' diverse perceptions of self-access online learning may be found in Individual Differences Theory, a research area drawing on neighbouring disciplines such as psychology and Second Language Acquisition Theory, which basically posits that students' experience of learning events and learning environments will be shaped by their innate or acquired preferred

approaches to learning. In other words, individual learner characteristics such as personality, learning style, proficiency, anxiety, and motivation may be just as influential in determining students' attitudes. Furthermore, experience with independent learning and the way the online mode is integrated into the overall blended learning context can be expected to have impact on patterns of use, too.

I explored these questions empirically in the context of a large-scale blended learning project currently running at the Vienna University of Economics. Employing questionnaires, interviews and screen recordings as instruments, I collected data on students' perceptions and habitual use of blended learning components through a mix of quantitative and qualitative research methods. In this talk, I will present some of the results obtained, in particular those relating to students' expectations of and interaction with the online resource in light of learner factors (individual learner differences; first year versus more experienced students), software intrinsic differences (focus on general language versus focus on Business English) and curriculum parameters (distribution of content; obligatory versus optional class attendance).

Reading methodologies and the linguistic realities of African languages
Barbara Trudell, PhD and Leila Schroeder, M Ed.
SIL International Africa Region, Kenya
barbara_trudell@sil.org
leila_schroeder@sil.org

Learning to read and write is a psycholinguistic process - and a social process as well. This is why mother-tongue speakers of minority African languages, whether adults or children, find that learning to read in the language they speak is a qualitatively better learning experience than is learning to read in a language they are not familiar with.

However, the reading methodologies used for teaching reading in sub-Saharan Africa are usually borrowed from other linguistic environments. Having been developed and tested on learners in the West, in European languages, these methodologies reflect their linguistic origins in a way that disadvantages the African who attempts to use them for mother-tongue literacy learning.

This paper argues for the importance of matching reading methodologies in Africa to the linguistic characteristics of the learners' languages. Particular language families have linguistic distinctives that need to be taken into consideration; orthographic distinctives of the various languages must also be considered for the most effective choice of literacy learning methods. These complexities are often ignored in the formal school environment, where the influence of European languages and traditional Western reading methods is strong. The emergence of adult-oriented literacy methods which include no prepared text materials has also highlighted the importance of this critical issue, as these methods fail to address particular linguistic features which are in fact likely to be very challenging for new literacy learners.

For those African citizens who cannot read or write, literacy instruction in their mother tongue is immensely advantageous to the learning process. However the use of reading methodologies which are based on the linguistic characteristics of European languages, ignoring those of African languages, only serves to further disadvantage people who are already marginalized where literacy learning is concerned.

An evaluation of pedagogical practice: teaching the writing of literature reviews at graduate level
Elizabeth Turner and John Bitchener
School of Languages, Auckland University of Technology, Auckland, New Zealand
elizabeth.turner@aut.ac.nz

Research suggests that in addition to problems at sentence and paragraph levels, difficulties experienced by EAL students in writing at graduate level relate to a lack of rhetorical skills and genre knowledge (Bitchener & Basturkmen, 2006; Dong, 1998; Parry, 1998; Swales, 2004), a lack of a clear understanding of academic conventions and expectations (Paltridge, 2002), and in the case of the literature review, low levels of understanding of its functions and characteristics (Bruce, 1992; Turner, 2005). Although the literature that advises students on how to write a dissertation or thesis has been reviewed (for example, Paltridge, 2002 and Basturkman & Bitchener, 2005), there is a dearth of research into the effectiveness of such advice. Furthermore, although studies such as Allison, Cooley, Lewkowicz and Nunan (1998) and Silva, Reichelt and Lax-Farr (1994) have described writing programs designed for graduate students and students' evaluations of these programs, there has been little research into the effectiveness of teaching methodologies in this area. This paper presents key findings from an exploratory study that evaluates the effectiveness of an approach to teaching the writing of literature reviews on a graduate writing paper at a New Zealand university. The approach attempts to address issues related to genre knowledge and the characteristics of the literature review, macro-level writing skills and related cognitive skills, as well as local writing abilities. The study involved: a questionnaire investigating students' perceptions of the functions and characteristics of a literature review, a diagnostic pre-test involving the production a short literature review, treatment of relevant features (including an adapted form of a published 'Reviewing the Literature' task (Swales and Feak, 2004, pp. 251-254), an immediate post-test, and a delayed

post-test. Literature review texts produced by eight students in the three tests were analysed for features of organisation and for local features, including accuracy and form of citations and tense use.

Beyond linguistics applied: using I-statement analysis to explore teacher development

Ema Ushioda
Centre for English Language Teacher Education, University of Warwick
e.ushioda@warwick.ac.uk

The starting point of Widdowson's (2000) position paper 'On the limitations of linguistics applied' is that the field of applied linguistics may be losing its territorial claim to dealing with real-world language issues, since its parent discipline of linguistics has moved beyond analysis of language as abstract system to concern itself with analysis of language in use in real-world contexts. At the same time it is clear that applied linguistics, as the mediating interface between academic inquiry and real-world domains of language use, has also moved beyond linguistics as the main body of academic inquiry it draws on, diversifying its scope to include fields such as psychology, education, social science, gender and political studies. In short, what applied linguistics brings to the exploration of real-world language issues will surely always be more than linguistics applied. In this sense, the encroachment of the latter on the former is hardly a matter of concern.

By way of illustration, I report on a study that applies linguistic tools of analysis to the exploration of the real-world issue of language teacher development. The specific tool I use is I-statement analysis, a form of discourse analysis that examines how people speak or write in the first person to describe their actions, feelings, abilities, goals and so on, and how they thus construct particular socially situated identities for themselves (Gee 2005: 141). The linguistic data I analyse comprise reflective writing gathered from beginning teachers enrolled in an MA programme. I hope to show that I-statement analysis offers a valuable and systematic method of inquiry for exploring teacher learning, but that ultimately the interpretation of findings must draw on a more complex relational view of language, people, context and process, and thus must look well beyond linguistic inquiry.

Gee, J. P. 2005. An Introduction to Discourse Analysis: Theory and Method. New York & London: Routledge.
Widdowson, H. G. 2000. On the limitations of linguistics applied. Applied Linguistics 21/1:3-25.

Caring and sharing?: Power and politeness in the ELT staffroom

Elaine Vaughan
Mary Immaculate College, Limerick
elaine.vaughan@mic.ul.ie

Although English Language Teaching (ELT) has a rich research tradition in terms of studies that look at interaction in the language classroom, research based on the interaction that occurs outside of the classroom is, relatively at least, fairly thin on the ground.

This study focuses on English language teacher meetings recorded in two different settings: 1) the English department of a public university in México and 2) a private language school in Ireland. In all, approximately 3.5 hours of data, or just over 40,000 words, were transcribed and analysed.

To conceptualise the ELT school or department as an organisation invariably leads to the assumption that it engenders some sort of hierarchical structure - despite the fact that this structure may not always be transparent, or even officially ratified. This paper presents examples of exchanges from the discourse and analyses the occurrence of pragmatic markers - hedges and discourse markers - that are prevalent in the interaction in terms of function, how they contribute to either maintaining power relations or emphasising solidarity, and whether control or collaboration is the dominant interactional pattern. It is suggested that even though institutional talk is by its nature asymmetrical, collegiality is more emphasised than power. For example, in a preliminary analysis, it was found the chair in a meeting is likely to hedge his/her utterances more than those with nominally less power in the organisation. The reasons for this and other findings will be discussed.

Early lexical development in English as second language in an instructional setting: Is there a noun advantage?

Vijaya
Central Institute of English and Foreign Languages, Hyderabad, India.

It has been found that early vocabularies of children consist primarily of nouns. The first words uttered by infants are names of concrete physical entities. The phenomenon is referred to as 'noun advantage'. The explanation for the noun advantage proposed by Gentner (1982), termed as Natural partitions Hypothesis and later extended by Gentner and Boroditsky (2001), is arguably based on a perceptual-cognitive distinction between concrete object concepts and relational concepts, which is reflected in the linguistic distinction between nominals and predicates. Nominals are considered to be "conceptually simpler" and hence acquired earlier than predicates. Predicates are more complex because they vary across languages and their referents are spread across the perceptual field.

The noun advantage has been considered to hold true universally. This brings us to our question: Is there a noun advantage in second language? This paper reports the findings of an ongoing cross-sectional study that investigates the acquisition of nominals and predicates by 30 second language learners of English who range in age from 11 to 13 years. A set of four wordless picture books were used to elicit spontaneous speech data. The audio recordings of the story-telling task were transcribed in the CHAT format, and analyzed using VOCD to arrive at lexical diversities using the measure D (Richards, McKee, and Malvern, 2000). The transcripts with low lexical diversities were compared with the ones with high lexical diversities vis-à-vis the frequencies of nouns, verbs, and other open and closed-class items. Our study showed a noun advantage in the second language instructional context. Since the argument of early acquisition of nominals based on the individuability of a concept does not hold for the second language learner who is no longer grappling with cognitive-perceptual development, the question then is: What is the explanation for noun advantage in second language?

Gentner, D. 1982. Why are nouns learned before verbs: Linguistic relativity versus natural partitioning. In S. A. Kuczaj (Ed.), Language Development: Language, Thought and Culture, Vol. II., London: Erlbaum.

Gentner, D. & Boroditsky, L. 2001. Individuation, relativity and early word learning. In M. Bowerman, & S. C. Levinson (Eds.), Language Acquisition and Conceptual Development. Cambridge: Cambridge University Press. 215-256.

Richards, B. J., McKee, G. & Malvern, D. 2000. Measuring Vocabulary Diversity Using Dedicated Software. Literary and Linguistic Computing 15:3, 323-337.

Interpersonal Aspects of Linguistics Journal Articles in English-speaking and Greek- speaking Academic Communities
Dimitra Vladimirou
Department of Linguistics and English Language, Lancaster University
d.vladimirou@lancaster.ac.uk

As Hyland and Hamp-Lyons (2002) suggest, the field of English for Academic Purposes 'seeks to provide insights into the structures and meanings of academic texts, into the demands placed by academic contexts on communicative behaviours, and into the pedagogic practices by which these behaviours can be developed' (Hyland and Hamp-Lyons 2002:3). This study, situated within the fields of pragmatics and EAP and, thus, within the wider field of Applied Linguistics, investigates the use of personal deixis in the writings of English and Greek-speaking academic communities.

The corpus consists of 30 Linguistics Journal articles, 15 by native English-speaking and 15 by native Greek-speaking writers. The frequencies, forms and functions of personal reference will be explored.

The main questions that this paper will address are:

1) What are the referents and the pragmatic functions performed by personal reference in the journal articles examined for this study?

2) What are the differences and similarities in the writing of English-speaking and Greek-speaking academics and how can these be explained and explored in relation to their interpersonal function?

The findings suggest that there are both similarities and differences in the writing of English-speaking and Greek-speaking academics. A closer qualitative study of the pragmatic functions of 1st person singular pronoun, and inclusive or exclusive we reveals how writers express their voice, the ways in which they negotiate their relationship with their material and their audience, and reflects the distinctive characteristics of different academic traditions. Particular attention will be given to the discussion of the functions of ambiguous references, shifts between 1st person singular and 1st person plural inclusive and exclusive references, and to the concept of multifunctionality (Halliday and Hasan 1989, Hyland 2005) - issues relatively neglected in the literature. Finally, I will discuss the implications of the findings for the teaching of English for Academic Purposes.

Halliday, M.A.K. and R. Hasan. (1989) Language, Context and Text: Aspects of Language in a Social-Semiotic Perspective. Oxford: Oxford University Press.

Hyland, K. (2005) Metadiscourse: Exploring Interaction in Writing. London: Continuum International Publishing Group.

Hyland K. and L. Hamp-Lyons. (2002) 'EAP: Issues and Directions'. Journal of English for Academic Purposes 1: 1-12.

Analyzing classroom discourse: a variable approach
Steve Walsh
Queen's University Belfast
s.walsh@qub.ac.uk

In this paper, the second language classroom is characterized by the ways in which teachers and learners jointly construct meanings through the 'talk' which they produce. Understanding and language acquisition do not simply 'happen', they are negotiated in the give-and-take of classroom interaction. In order to gain an understanding of classroom discourse, a variable approach is proposed, which views any lesson as a series of complex, dynamic

and inter-related micro contexts. There are three reasons for adopting a variable stance. Firstly, all L2 classroom discourse is goal-oriented and related to teachers' unfolding pedagogic goals; secondly, the prime responsibility for establishing and shaping the interaction lies with the teacher; thirdly, pedagogic goals and language use are inextricably linked.

By considering the relationship between pedagogic actions and the language used to achieve those actions, a more realistic perspective of classroom discourse can be attained. A variable view of classroom discourse recognizes that interaction patterns change according to the different agendas and social relationships of the participants and according to teachers' linguistic and pedagogic goals. This view contrasts starkly with the more traditional description which utilizes a single, simple exchange structure: IR(F), where teacher Initiates, learner Responds and teacher offers Feedback. It is suggested here that a variable approach offers the potential for greater understanding of the finer variations which make up the different contexts, or modes, (Walsh, 2006) under which L2 classrooms operate.

Walsh, S. (2006) Investigating Classroom Discourse. London: Routledge.

Simultaneous Sentence-level Alignment Between One Source Text And TwoTranslation Texts
Weiqun Wang
Department of English, The University of Birmingham
w.wang.2@bham.ac.uk
Multiple parallel corpora which contain one source text and two or more translation texts are becoming more and more popular. However, most of these parallel corpora have not been fully explored because their alignment method is confined to the binary alignment of two texts. This essay suggests a method of simultaneous alignment allowing three texts to be juxtaposed at sentence level on the basis of existing bilingual alignments. Unlike the previous multilingual alignment proposals, this method is based on the assumption that all the different texts are translated from the same source text; therefore, the source text is the link between the simultaneous alignments. This method is implemented on a multiple parallel mini-corpus which is made up of one English text from Chapter 2 of the English novel Harry Potter and the Philosopher's Stone and its two Chinese translations from both the Mainland and Taiwan.
Key words: Multiple parallel corpora, simultaneous alignment, English-Chinese parallel corpora

Applied Linguistics issues in Japanese students' understanding and use of vague language in spoken English
Tomoko Watanabe
University of Edinburgh
S0561223@sms.ed.ac.uk
This study will deal with the use of English vague language used by Japanese students. The problems that Japanese students have are the lack of English expressions showing implicitness, and therefore the use of 'bookish' expressions in English conversation (Brown 1979; Cutting 2000a), and the lack of understanding of what is implied in vague language by native speakers of English. In order to find the solution to these problems, I analyse how Japanese students use English vague language and what makes it difficult for them to understand it, and I explore approaches to encourage them to appreciate its function.

In this research, firstly, I compare English vague language with Japanese, focusing on general nouns with implicit non-anaphoric definite reference (e.g. 'the thing') (Halliday and Hassan 1974: 274; McCarthy 1991: 66; Cutting 2000a: 59) and vague fillers or tags (e.g. 'or something') (Cutting 2000a: 59; Channell 1994: 119), and Japanese words corresponding to them (e.g. 'koto/mono' for 'the thing', 'ka nanika' for 'or something'). Then I examine how Japanese students use general nouns and vague fillers in English conversation and when they have difficulty in appreciating the meaning implied. The data for this study is extracted from conversations between Japanese students and students of native speakers of English.

English course books rarely comprise exercises for training students in an appreciation of vague language used in casual conversation (Cutting 2000b: 49). This study would be helpful for teachers of English with Japanese students, when explaining the function of vague language, designing materials and planning exercises for its acquisition.

Brown, J. Vocabulary: learning to be imprecise. Mod. Eng. Teacher. 1979, 7/1, 25-7.
Channell, J. Vague Language. Oxford: Oxford University Press, 1994.
Cutting, J. Analysing the Language of Discourse Communities. Oxford: Elsevier, 2000a.
Cutting, J. Vague Language and International Students. In: Cutting, J. (ed.) The Grammar of Spoken English and EAP Teaching. Sunderland: University of Sunderland Press, 2000b.
Halliday, M.A.K. and Hasan, R. Cohesion in English. London: Longman, 1976.
McCarthy, M. Discourse Analysis for Language Teachers. Cambridge: Cambridge University Press, 1991.

Attitudes towards regional varieties of English in the Inner Circle

Goodith White
School of Education, University of Leeds
A.G.White@education.leeds.ac.uk
and
Julia Sallabank
University of Lancaster
Julia@torteval.co.uk
This paper examines attitudes towards regional varieties of English in two 'Inner Circle' countries (in the somewhat problematic terminology of Kachru 1986): the Republic of Ireland and Guernsey. Both Guernsey and the Republic of Ireland have experienced language shift to English over the last 200 years. In the Republic this has been from Irish to English, and we will argue that attitudes towards a particular variety of Irish English (a standardising form) in a wide number of contexts of use are more favourable than towards Standard British English. In Guernsey the shift has been from Standard French as the High variety and Guernsey Norman French as the Low, to Standard British English as the High variety and Guernsey English and Guernsey Norman French as Low varieties. In the last 10-20 years attitudes towards Guernsey Norman French have become more positive, but Guernsey English remains a stigmatised variety. Why does it seem that a local variety of English is unstigmatised in Ireland and may even be acting as a marker of Irish identity (White, forthcoming) while Guernsey English is not valued in this way and is used by a diminishing group of elderly speakers?

The research which examines this question uses a combination of matched guise and personal construct psychology (PCP) techniques to compare attitudes towards standard English and regional varieties of English. The use of PCP avoids criticisms that the results of language attitude research using matched guise may be skewed by dominant evaluations and stereotypes, by allowing respondents the 'freedom to choose' their own ways of describing and reacting to different varieties.

Kachru, Braj B. 1986. The Alchemy of English : The Spread, Functions, and Models of Non-Native Englishes. Oxford: Pergamon.

White, G. Forthcoming. 'The case for Irish English as a marker of Irish identity' in Omoniyi, T. and White, G. (eds) The Sociolinguistics of Identity. London: Continuum.

Language and citizenship: the role of language testing in naturalization
Professor Sue Wright and Dr Szilvia Papp
University of Portsmouth
sue.wright@port.ac.uk
szilvia.papp@port.ac.uk
Language and citizenship have been closely linked in the history of European nation building. The congruence of territory, people and language has been pursued as a political ideal for much of the past three centuries. This paper first explores the different language requirements that different European states make of those who would be naturalized. In the second part of the paper there is a discussion of the advantages and disadvantages of language testing for citizenship. It concludes with recommendations for policy makers and bureaucrats, drawing on what we, as Applied Linguists, know about language testing.

Writing History: genre-based pedagogy for discipline-specific purposes
John Wrigglesworth
School of Languages and Area Studies
john.wrigglesworth@port.ac.uk
This paper describes an interdisciplinary project at the University of Portsmouth that brought together a historian, a linguist, and an academic skills specialist to develop materials that helped integrate the teaching of academic writing into the first-year history curriculum.

The project was informed by applied perspectives on genre (see Lewin, Fine, & Young, 2001; Paltridge, 2001; Hyland, 2004) particularly the work underpinned by Halliday (1994) and Martin (1992), which defines genres in terms of social purpose and staged discourse. Current research suggests that disciplines vary considerably in the type of texts they value and their stages (Hyland, 2002; Martin & Rose, 2003). Work by applied linguists on history texts (Coffin, 1997) and historians on writing texts (Karras, 1995) reinforce the idea of a marked variation in the requirements of different disciplines.

To unpack the types of writing used in the history department a methodology of linguistic analysis backed up by interviews was developed. First-class History assessments were compiled into a corpus and analysed as genres. Four particular genres were selected: Document Commentary, Critical Review, Documentary Essay and History Essay. The stages of the genres were matched to their academic purpose(s) in interviews with a member of the history department. The interviews provided a bridge between the discourse community (Swales, 1990) and the linguists which produced the core of the precisely-targeted curriculum. The paper looks at this methodology and how it can be replicated for other departments.

The teaching materials were evaluated in workshops with history students and developed into objects for blended learning, films of history lecturers discussing the genres, the use of elearning activities and classroom-based teaching.

Applying linguistics at work: Helping learners negotiate difficult requests
Lynda Yates
School of Educational Studies, La Trobe University, Melbourne, Australia
l.yates@latrobe.edu.au
and
Gillian Wigglesworth
Department of Linguistics and Applied Linguistics, University of Melbourne
gillianw@unimelb.edu.au
This paper reports on a linguistic study designed to result in direct, practical applications for teachers.
Although requests have been much studied from a range of perspectives, there is still little practical information that teachers can use to advise learners on how to successfully negotiate complex requests in the workplace. Such negotiations are commonplace and can be problematic for adult second language learners entering the work force in Australia as elsewhere, since the pragmalinguistic forms used and the sociopragmatic values which underpin their use are not always salient for learners socialised into another language and culture.
In this study, we analysed data from 120 role play tasks in which 30 native speakers (NS) and 30 non native speakers (NNS) took the role of a subordinate negotiating two different complex request tasks: a change of interview, and a request for leave at a difficult time. The requests were coded for level of directness and the use of mitigating devices, allowing both a quantitative and qualitative comparison of the ways in which NS and NNS negotiated their requests.
The findings revealed considerable pragmalinguistic and sociopragmatic differences between the two groups. While they were similar in the level of directness of their requests, NNS used only a limited range of syntactic, propositional and lexical mitigation, even though many were well within their level of grammatical competence. It appeared that they had not acquired an understanding of their pragmalinguistic function. On a sociopragmatic level, the way in which requests were approached and realised by the NNS appeared to draw on different understandings of the roles and obligations the parties, and of approaches to communication in the workplace. We conclude by making some practical recommendations for the likely issues for learners at both the pragamalinguistic and sociopragmatic level, and how they may be addressed in the classroom.

Reading in a Foreign Language: A Case Study of Korean primary students
Su Yon Yim
PhD candidate, University of Leeds
This talk presents key findings of a study to explore the reading processes in English of some primary school students in Korea from psycholinguistic as well as socio-cultural perspectives. Reading is considered as a complex process, demanding pupils to use many kinds of knowledge interactively and simultaneously.   The main concern of my study was to explore more precisely the ways in which the reading processes of Korean primary EFL students are more complex.
Miscue, translation and interview data were gathered from 12 EFL readers in primary schools in Korea. Miscue analysis was adapted to reflect my research context. Students were asked to read the same text twice without any significant pause between the two readings and they were asked to translate what they read during the second reading. The miscue analysis and translation data were used to identify the areas where students experienced difficulties in their reading.   Interview data were analyzed to understand the students' own awareness of their difficulties and metacognitive strategies. The miscue data show that most students decode unknown words based on graphophonic clues rather than syntactic or semantic clues and some students are affected in their oral reading by the layout of the texts. The translation data reveal that many students have difficulties using syntactical clues. The mismatches between miscue and translation data show that the students' decoding difficulties do not necessarily reflect their reading comprehension difficulties and vice versa.   The interview data show that many students consider assume as oral reading and associate reading difficulties mainly with pronunciation and vocabulary. The mismatches amongst the three types of data suggest that Korean primary students seem to use graphophonic clues for decoding words and semantic clues during their translation. They seem not to integrate graphophonic and semantic clues in an organic way to facilitate their meaning construction.

Integrating Computer Technologies in Developing Listening and Speaking Skills in ESL Teaching and Learning
Bin Zou
Graduate School of Education, University of Bristol, UK

bin.zou@bristol.ac.uk

With the rapid development of technology, the need to integrate computer technologies into teaching and learning English as a foreign language (EFL)/ English as a second language (ESL) has increased. Much research has been conducted into the use of computers in the area of EFL/ESL (see Warschauer and Meskill 2000; Gamble, 2000; Chapelle 2001; Chapelle, 2003). As Chapelle (2001) points out, the application of computers in EFL/ESL language teaching and learning not only motivates language learning, but also increases learners' cultural awareness and develops their social identity in the target culture. However, while many studies in using computer technologies in EFL/ESL are based on developing reading and writing skills, not much research has focused on the practice of listening and speaking skills, particularly the latter. With the increasing variety of software and online programmes for EFL/ESL teaching and learning, and the increasing speed of broadband available, there has recently emerged interest in the ways in which computer technologies can be used to support EFL/ESL learners to promote listening and speaking skills (see Butler-Pascoe and Wiburg, 2003; Hegelheimer and Tower, 2004; Wang, 2004 and Egbert, 2005).

This paper reports an investigation into how computer technologies, including computer software and online programmes, can be used to develop listening and speaking skills in ESL teaching and learning in the UK. The possibilities of using computer technologies as supplementary tools, for developing listening and speaking skills will be discussed with reference to participating teachers and students' perspectives and observation in computer rooms for ESL teaching and learning at two UK university language centres. Two case studies are described with similar examples of using technology in promoting listening and speaking skills in ESL teaching and learning.
Keywords: computer technologies, ESL, case studies, listening and speaking

POSTERS

Is frequency of words related to difficulty of words?
Kazumi Aizawa
Department of English, Tokyo Denki University, Japan aizawa@cck.dendai.ac.jp
It is generally agreed that frequency of the word is a yardstick for determining difficulty of the word. However, there are few empirical data for establishing this. The purpose of this study was to compare the difficulty of a word and its frequency by using the JACET 8000 (2003) list to offer insightful information to lexicographers. This study was designed (1) to examine learners' word knowledge of each frequency-band, and (2) to find any discrepancies between performance in vocabulary tests and the frequency of the test items.

The subjects were 350 Japanese university students studying at an engineering university. The tests adopted the test format used in the Vocabulary Levels Test (Schmitt, Schmitt & Clapham, 2001). There are eight levels (from Level 1 to Level 8) for this test. At each level, learners are presented with ten clusters of questions consisting of 60 words and 30 definitions. At each cluster, a group of six words and three definitions in Japanese were presented. Learners were supposed to click the button that had the meaning of the definitions given in Japanese. They were asked to complete three sets of web-based vocabulary tests on three different occasions within three months.

The study yielded some interesting results. It showed that there exists some discrepancy beyond the 4000-word level. The determination of the difficulty of words is not straightforward among the 5000, 6000, 7000 and 8000 frequency-bands. This allowed us to conclude that a threshold exists around the 4000 word level: below this level learners need to know words as core vocabulary, while beyond this level word frequency is of less importance. It appeared that the frequency of a word was not the decisive factor in predicting whether a learner knows a word or not.
JACET 8000 (2003). JACET List of 8000 Basic Words. Tokyo. JACET.
Schmitt, N., Schmitt, D. & Clapham, C. (2001). Developing and exploring the behaviour of two new versions of the Vocabulary Levels Test, Language Testing, 18, 55-88.

"A Camel Is a Horse Designed by a Committee" or are team meetings venues where decisions do take place and the job gets done?
Helena Blazkova
Department of English, University of Birmingham
helena.blazkova@quick.cz
Issues, practices and trends in Applied Linguistics of the 21st century increasingly address day-to-day communication in professional settings in economies which are predominantly service-oriented and therefore as such live from information. Information acquisition, processing and transfer are a prerequisite for success to all companies providing public services or consultancy of some kind. As their 'products' (McCarthy, 1960) are exclusively intangible, these organisations compete in the market by proving their ability to make informed

decisions about their internal mechanisms as well as about their external interaction with the rapidly changing business environment. Decision-making processes increase in complexity and individuals rarely act as their sole executors. On the contrary, it is teamwork and communication that companies perceive instrumental in meeting the corporate objectives.

My interest lies in the discourse of team meetings and in finding out more about communication strategies facilitating the process of decision-making. In May 2005 it will have been exactly one year since I started to regularly attend and record team meetings in two departments of one large public service organisation in West Midlands. Although it is true that team meetings fall into the category of internal meetings, they differ from more structured meetings, e.g. committees, operational meetings or SMTs, in a number of ways. Analysis of 'frequent interactional asymmetries' (Drew & Heritage, 1992) in my data supports the argument that knowledge and experience sharing represent two key purposes underlying the sub-genre of team meetings. By applying methodologies of Swales (1994) and Bhatia (1993), I will aim to map these purposes on instances of real interaction and outline prevalent language strategies contributing to the process of decision-making.

The poster will hopefully be of interest to those working in the area of workplace discourse, in particular business meetings, as investigated for example by Boden (1994), Bargiela-Chiappini (1997) and Holmes & M. Stubbe (2003).

A Comparative Study between the British and the Japanese on Evaluation of Politeness
Saeko Fukushima
Tsuru University, Yamanashi, Japan 402-8555
saeko@tsuru.ac.jp

The tendency in politeness research in the past was to focus on speaker. I have maintained that in politeness research it is important to include hearer (Fukushima, 2004), as politeness is interpreted from both S and H perspectives. Evaluation is made by H and this paper investigates evaluation of politeness, specifically evaluation of attentiveness by the British and the Japanese. Through the circumstance, verbal cues or non-verbal cues, someone had inferred people's wishes and did something for them. That is attentiveness. In other words, attentiveness is demonstrated without being requested. There are occasions in which people evaluate attentiveness positively and negatively. Evaluation may be influenced by cultural norms, conventions, and values.

First, naturally occurring data, containing attentiveness were collected. Based on those data, a questionnaire was prepared with six situations of attentiveness. 74 British and 138 Japanese university students, representing different cultural backgrounds, evaluated those situations on a five-point Likert scale. The informants were also asked to give reasons for their evaluation.

A three-way ANOVA (nationalities (2) x gender (2) x situations (6)) was conducted. The results showed that there were significant differences in the evaluation of attentiveness in four situations out of six, the British having evaluated attentiveness in two situations higher than the Japanese and the Japanese having evaluated attentiveness in two situations higher than the British. The reasons for evaluation, which were classified into positive, negative and neutral, were also considered.

Fukushima, S. (2004). Evaluation of politeness: The case of attentiveness. Multilingua, 23 (4), 365-387.

The Use of Epistemic Modality in MA Dissertations by Native and Non-native Speakers of English
Costas Gabrielatos and Tony McEnery
Department of Linguistics and English Language, Lancaster University
c.gabrielatos@lancaster.ac.uk

This paper reports on the ongoing investigation of the use of epistemic modality by native and advanced non-native speakers of English (henceforth NS and NNS respectively) in a corpus of MA dissertations. The paper expands on a published preliminary study, which compared a small number of frequent epistemic types: the central modals can, could, may, might and would, the adjectives likely, possible and potential, and the adverbs perhaps and probably. The choice for examining the above types was dictated by the predominantly automated procedures used in the preliminary study, namely semantic annotation according to the USAS category system (Archer et al., 2002), using the Wmatrix tool (Rayson, 2001, 2003).

In order to establish whether, and to what extent, the similarities and differences revealed by the preliminary study were specific to the students' L1, the paper examines four subcorpora: NS of English and the three largest L1 groups in the NNS sub-corpus (Chinese, Greek, Japanese). However, this time automated procedures were used only as support for the manual semantic annotation in order to expand the comparison to include a much larger number of epistemic types. Specifically, the paper focuses on 30 types which, both on their own or within expressions or constructions, have epistemic uses (e.g. I believe that …, it appears to/that …). In fact, the comparison is further expanded to some 70 types, by examining the 20 most frequent word-families which include types with epistemic uses morphologically related to the top 30. Word families comprise all words produced by a base form through morphological and derivational affixation (Bauer and Nation, 1993). For

example, since certainly is a top 30 type, the epistemic uses of the types certain, uncertain and certainty were also considerd. The paper also briefly discusses the implications of the findings for EAP teaching.

Archer, D., Wilson, A. & Rayson, P. (2002, October). 'Introduction to the USAS Category System.' Benedict project report. Available online: http://www.comp.lancs.ac.uk/ucrel/usas/usas%20guide.pdf

Bauer, L. & I.S.P. Nation. 1993. Word families. International Journal of Lexicography, 6(4), 253-279.

Rayson, P. (2001). 'Wmatrix: a web-based corpus processing environment.' Software demonstration presented at ICAME 2001 Conference, Université Catholique de Louvain, Belgium, May 16-20. Available online: http://www.comp.lancs.ac.uk/computing/users/paul/publications/icame01.pdf.

Rayson, P. (2003). 'Matrix: a statistical method and software tool for linguistic analysis through corpus comparison.' Unpublished PhD thesis, Lancaster University. Available online: http://www.comp.lancs

Questioning in Malaysian Classrooms: Unresolved Dilemma?
Habsah Hussin
CELTE, University of Warwick
H.B.Hussin@warwick.ac.uk
Since time immemorial, questioning has been acknowledged as the technique most used by teachers in their teaching. Effective questioning by the teacher is believed to focus students' attention to understand lesson content, arouse their curiosity, motivate them to seek out new knowledge and enhance their thinking ability. Yet effective questioning does not always happen, even among teachers with considerable experience in teaching. This fact has given rise to the following issues: are teachers aware of the principles underlying their techniques of questioning? to what extent teachers' knowledge and beliefs about questioning influence their techniques of questioning? what are the constraints teachers face in their questioning? Teachers may be aware of what are stipulated within the curriculum and syllabus pertaining to questioning; they are also aware of the ability and needs of their students and try to accommodate to these needs; at the same time they have to teach (and pose questions) in a way that can ensure their students' success in the National examinations since the education system of Malaysia is very much examination-oriented: students are categorized as good or weak students based on their academic performance. How do teachers teach then, to reconcile the disparity between expectations and practice, of what are expected of them and the reality of their classroom context pertaining to questioning? This poster presents some of the findings from a qualitative study on questioning in Malaysian classrooms, conducted at a secondary school in Malaysia. It presents the issue of questioning from teachers' perspectives in relation to their knowledge, beliefs and the constraints they have in questioning, and their ways of rationalizing their actions pertaining to questioning in their attempt to solve the dilemma.

Use of an Irish-English lexical decision task to examine children's word recognition as a function of language context and language background
Fiona Lyddy, Bryan Roche and Helen Ambrose
National University of Ireland, Maynooth
fiona.lyddy@nuim.ie
This study utilised a lexical decision task involving cross-language (Irish-English) homographs (words which are lexically identical but yield different meanings and pronunciations in the two languages) to examine the effects of language background and context on children's word recognition. Participating primary school children (aged 10-11 years) from Gaeltacht and non-Gaeltacht regions formed three language groups; English-speaking children from outside the Gaeltacht, bilingual children living in a Gaeltacht region with English as the primary home language, and bilingual children living in a Gaeltacht region with Irish as the primary home language. The children completed a computerised lexical decision task which involved categorising presented stimuli as 'Irish', 'English', 'both' or 'neither'. The stimuli were Irish words, English words, homographs and nonsense words. The language of the task was manipulated so that the children completed the task within an Irish or English language context.
The results showed an advantage for the Gaeltacht groups for Irish words, particularly within the Irish task context. No group differences emerged for English and nonsense words. While performance was poorest on the homograph stimuli, the English-speaking group did significantly better than the Gaeltacht groups in recognising that these stimuli could be 'both'. However, recognition of this ambiguity may not be advantageous for reading development. Where errors occurred on these stimuli, the Gaeltacht groups were more likely to see the words as Irish, while the non-Gaeltacht group produced more English errors on the homographs in the congruent language context.

"Because I can make you look good between the sheets", says the printer. Persuasive strategies in sixty-second business presentations
Hana Milotova
Department of English, University of Birmingham

kosmato@yahoo.com
Prior to the presidential election in 1992, Bill Clinton delivered a speech which has since then been presented in numerous textbooks as the epitome of persuasion in practice. This powerful address lasted just one minute and fifty seconds. Election campaigns rely extensively on carefully crafted spots of just thirty seconds on average. Whenever given a chance, I warmly recommend printing services of a Birmingham based company. My firm belief in the outstanding quality of their products is built on sand, on my memory of an excellent presentation delivered by the owner. I recorded it last spring at a business networking event and it lasted mere sixty seconds.

It was then that I realised that sixty-second rhetoric was a fascinating and ubiquitous linguistic resource that has not received its due attention from applied linguists. With my focus in the field of business English, I started systematically collecting data at various business networking events. The poster presentation relies on transcripts of forty sixty-second slots delivered by different speakers on four occasions. The poster focuses on persuasive resources presenters typically draw on under very tight time constraints when they attempt the impossible: build rapport with their audience, establish their credibility and leave a trace of informational value.

Leading sociologists look with contempt at this new abbreviated communication and maintain that the last aspect, i.e. information or rational argument, is virtually non-existent in sixty second rhetoric. Mayhew (1997) speaks of hyperinflation of rhetoric and mourns the reliance on mere strategies, mere poetry, and mere words. Mere words are the chief interest of this poster presentation. Guided by Tannnen's (1989) classification of involvement strategies used in conversation and Carter's latest book on creativity in everyday language, attention is paid to the three following features prevalent in sixty-second speeches: the use and function of repetition, use of tropic language and also the role of narrative.

Carter, R. (2004) Language and creativity: The Art of common talk. Routledge.

Mayhew, L. (1997) The New Public. Professional Communication and the means of social influence. Cambridge University Press.

Mc Carthy, P., Hatcher, C. (2002).   Presentation skills. The essential guide for students. Sage Publications. Australia.

Tannen, D. (1989) Talking voices: repetition, dialogue, and imagery in conversational discourse. Cambridge University Press.

From Isolation to Interaction: Asynchronous Computer-Mediated Communication in a University ESL classroom

Zairus Norsiah Azahar

Graduate School of Education, University of Bristol, UK

Zairus.Azahar@bristol.ac.uk

Globalization and communication have become inseparable in today's life of rapid expansion of scientific and technological innovation. In line with these developments of globalization, this paper discusses first, the significance of the social dimension in Second Language Acquisition (SLA) studies (Block, 2003) highlighting socio-constructivism and sociocultural theory of learning (Lantolf, 2000, Wertsch, 1997). From the perspective of sociocultural SLA, language learning is viewed as a socially mediated process that takes place through interactions between the novice (the learner) and the expert (the teacher and more competent peers). It also implies that learning is a form of language socialization (Kramsch, 2003) between individuals and not merely information processing carried out solo by an individual. This entails the need to move from isolation to interaction in the learning of English as a second/foreign language. Next, this paper reports university ESL learners' and teachers' experience of learning and teaching the language through a communicative task in an asynchronous computer mediated communication environment. Their online learning experience highlighted the potential of CMC to enhance and empower the learning process as the learners become active and creative user of the language. The learning of the language has become an active cognitive and social activity (Swain, 2000). This in turn leads to the teacher playing the role of a facilitator or a guide instead of the more traditional transmitter of knowledge.

Differential noticing task effects on EAL writing abilities

Fujiko Sano

Surugadai University (visiting researcher at the University of Auckland)

fsano@surugadai.ac.jp

Previous research demonstrates the importance of focus on form, but much of the research has dealt with syntactic features of oral data. This poster investigates the differential effects of implicit and explicit focus-on-form tasks on the development of Japanese learners' use of written discourse features. This study addresses learners' noticing and use of the location and functions of topic sentences under three conditions: input only, implicit focus on form and explicit focus on form. This was examined in a pretest-immediate posttest-delayed posttest design, in which requirements of reading and its focus-on-form tasks were systematically varied. In one treatment session students (N=8) either received implicit or explicit focus on form during a reading task, and a

control group (N=3) read the same passage with comprehension questions and vocabulary practice. The 11 Intermediate level participants wrote three expository texts and responded to three questionnaires. The written texts were analyzed in terms of function-form relationships, and the questionnaires were analyzed qualitatively. The results suggest that: (a) comprehensible input alone did not draw learners' attention to the location and the functions of the topic sentence of the English paragraph; and (b) learners benefited most from explicit focus-on-form, both in terms of noticing and of subsequent use of the target form. Furthermore, comprehensible input alone was sufficient for learners to notice surface-level features, such as discourse markers and syntax. It is suggested that implicit focus-on-form tasks may not necessarily facilitate the development of certain second language writing skills and that explicit focus-on-form tasks could be an alternative way

English as a brand in Japan

Ayako Shibata
Goldsmiths College
ayakko114@hotmail.com

In this poster presentation, I would like to suggest that a new social phenomenon is emerging in Japan: English has become a powerful brand. This brand is designed to attract Japanese people and to affect their motivations of English learning as if it were indispensable for their self-esteem and their quality of life. The concept that English satisfies its learners' self-esteem is the same as the idea from brand theory that the products of a brand represent 'users' personalities' (Chernatony, 2001: 4). As customers purchase a Mercedes to identify themselves as rich, sophisticated, and well-educated, Japanese people tend to 'buy' the product of a brand, 'English', to represent themselves as internationalised and sophisticated people. I also found that this power of English to please Japanese people exactly equates to the power of a brand as 'intangible, magic, mysterious - but enormously powerful' (Bird, 1998, cited from Adcock, 2000: 202).

This social trend of English as a brand may derive from one metaphorical concept of English: English as clothing. Japanese metaphorical expressions such as 'Eigo o mi ni tsukeru (Put on English)', 'Eigo-ryoku o mi ni tsuketai (I want to put on English ability)' show a metaphorical concept that Japanese people tend to regard English (and English ability) as something to wear (clothes, accessories, make-up, etc) and English acquisition as wearing. This superficial value of English to adorn its owners is the fundamental idea of English as a brand.

In order to identify how English has become a powerful brand rooted in Japanese society, I focus on the images of English as a brand because 'what motivates consumer behaviour is not the "true" attributes of products but rather mental images in the minds of consumers' (Jaffe and Nebenzahl, 2001: 12). In other words, created images of a brand manipulate the customers' motivations to purchase by constructing customer loyalties towards the brand, and stabilise in the customers' minds as the real objects. Here, I will point out three images of English, all of which are created and emphasised in various contexts: (1) the image of usefulness for their benefit, (2) the international image and (3) fashionable image. The last two images involve the representations of people's identity. I have arrived to these images of English by looking at how English represents high social status and how the language is represented in various advertisements from social and educational contexts. Each of them has created different but interrelated images of English as if it were a powerful and attractive brand product, which is necessary for Japanese people, especially young female customers. Visual images from these contexts will be displayed on the poster.

In this presentation, therefore, I will firstly identify how I have reached the position that English has become a brand in Japanese society by applying the brand theory. Secondly, I will uncover the three images of English pointed out above by critical discourse analysis. Thirdly, I will discuss the superficiality of this conceptualisation of English as a brand to motivate Japanese people's English learning.

Reliability Assessment for Two Versions of Vocabulary Levels Tests

Peiling Xing
School of Applied Linguistic and Language Studies, University of Dundee
p.xing@dundee.ac.uk

This article reports a reliability study of two versions of the Vocabulary Levels Test at the 5,000 word level. One problem highlighted by a longitudinal study was that Version A and Version B of Vocabulary Levels Test at the 5,000 word level were not parallel. In order to investigate this issue, Version A and B were combined to create a third version, C. This was administered at one time to discover whether score differences found in the longitudinal study were present once the variable of time was removed. The data was analysed using correlation. To find out if there was a significant difference between the two means of Version A and Version B, a t-test was used. Following that, a further examination of item facility values was conducted. The data analysis showed that Version A and Version B at the 5,000 were highly correlated and highly reliable. However the item analysis shows that the facility values of Version B contain a number of more difficult items. While versions of the Vocabulary Levels Tests at the 2,000, 3,000 and Academic levels may be treated as parallel for longitudinal

studies, this does not hold at the 5,000 word level. We suggest changes that need to be made to the test before it is used in future longitudinal vocabulary growth studies.
Key words: Vocabulary Levels Test; reliability.

Sociocultural Competence and Language Transfer: The Case of Indirect Complaints
Ming-chung Yu
National Chengchi University, Taipei 22050, Taiwan
hgse@nccu.edu.tw
Speech act behavior has been a central concern for researchers in the field of cross-cultural pragmatics. This paper investigated the interlanguage behavior of adult Chinese learners of American English, focusing on the ways in which they performed the speech act of "indirect complaints" in a second language (L2). By comparing Chinese English-as-a-second-language (ESL) learners' indirect complaint behavior with that of both native Chinese and English speakers in naturally occurring contexts, this study was designed to detect the pragmalinguistic and sociopragmatic difficulties that distinguished these learners' behavior from that of native English speakers and to see if these difficulties could be related to features of their native language (L1).

 The present study used an experimental paradigm to generate data through eliciting indirect complaints under conditions in which the participants were not aware that the object of study was their conversational contribution. In other words, the corpus of indirect complaints was collected in contexts that were controlled from the investigator's perspective, but spontaneous and natural from the participants' perspective. The data gathered were, thus, representative of the types of indirect complaints that naturally took place in everyday occurrence. To the best of the investigator's knowledge, no research in interlanguage studies thus far has tried to collect data this way. It is hoped that the way data were collected in the present study could contribute to the concern about the appropriateness of data collection method for cross-cultural research of authentic language use in this field (e.g., Golato, 2003).

The results showed that the native Chinese speakers were much less inclined to offer indirect complaints than the native English speakers. In addition, surprisingly, contrary to what seems to be suggested in scholarly literature regarding L2 learners in naturalistic settings, this tendency was also visible in the L2 of the Chinese ESL speakers. Further, although there were some similarities between the learners and the target language speakers, the performance of the former, in terms of the use of strategies, linguistic options, and supportive moves and/or small talk, could be seen to reflect L1 communicative styles and transfer L1 sociocultural strategies in L2 behavior.

This study extended the scope of interlanguage studies to the indirect complaint behavior of Chinese L2 learners, which had never been specifically examined in naturally occurring contexts in cross-cultural pragmatics. In addition, the findings contributed substantially to a better understanding of what role sociocultural factors could play in the acquisition of L2 pragmatic behavior; more importantly, these findings had practical implications for L2 teaching and learning.

Golato, A. (2003). Studying compliment responses: A comparison of the DCTs and recordings of naturally occurring talks. Applied Linguistics, 24 (1), 91-121.

Dr. Christian Abello-Contesse	University of Seville
Dr. Mercy Adesanya	Rivers State College of Education
Dr. Svenja Adolphs	University of Nottingham
Dr. Guadalupe Aguado	Universidad Politecnica de Madrid
Maria Pilar Agustin Llach	University of La Rioja
Dr. Kazumi Aizawa	Tokyo Denki University
Professor Riikka Alanen	University of Jvyäskylä
Dr. Salman Al-Azami	Goldsmiths College, London
Dr. Eva Alcon	Universitat Jaume I
Rachel Allan	University College Dublin
Dr. Inmaculada Alvarez-de-Mon	Universidad Politecnica de Madrid
Dr. Carolina Amador-Moreno	University of Extremadura/CALS
Gergana Atanassova	Georgetown University
Dr. Richard Badger	University of Leeds
Dr. Hossein Barati	Esfahan University, Iran
Dr. Fiona Barker	Cambridge ESOL
Professor David Barton	Lancaster University
Dr. Marie-Therese Batardiere	University of Limerick
Professor Roger Beard	University of London

Michael Beaumont	University of Manchester
Dr. Alessandro Benati	University of Greenwich
Professor Malcolm Benson	Hiroshima Shudo University
Professor Camilla Bettoni	University of Verona
Simon Bewick	Oxford University Press
James Binchy	Mary Immaculate College
Julie Blake	Sheffield University
Helena Blazkova	University of Birmingham
Dr. Natalie Braber	Nottingham Trent University
Edward Bressan	Oxford Brookes University
Kristin Brogan	IT Tralee
Professor Michael Byram	University of Durham
Professor Julie Byrd Clark	OISE/University of Toronto
Professor Lynne Cameron	The Open University
Luke Carson Kanda	University of International Studies
Professor Ronald Carter	University of Nottingham
Lilian Ya-hui Chang	University of Warwick
Yu Lin Cheng	University of Newcastle-upon-Tyne
Gordon Chi	University of Cambridge
Brian Clancy	Mary Immaculate College
Simon Coffey	King's College London
Dr. Caroline Coffin	The Open University
Alessia Cogo	King's College London
Nora Condon	Université Catholique de Louvain
Dr. Maeve Conrick	University College Cork
Dr. Jean Conteh	University of Manchester
Professor Guy Cook	The Open University
Fiona Copland	University of Central England
Isabel Corona	Universidad de Zaragoza
Tracey Costley	King's College London
David Cox	Center for Advanced Study of Language
Michael Cribb	Oxford Brookes University
Dr. Joan Cutting	University of Edinburgh
Dr. Esther Daborn	University of Glasgow
Irina Dahlman	University of Nottingham
Dr. Natalia Dankova	Universite du Quebec en Outaouais
Professor Alan Davies	University of Edinburgh
Dr. Chris Davison	University of Hong Kong
Ping Deters	University of Toronto
Doris Dippold	University of Southampton/University of Plymouth
Dr. Hannele Dufva	University of Jvyäskylä
Martin Edwardes	University of East London
Professor Rod Ellis	University of Auckland
Dr. Rosemary Erlam	University of Auckland
Dr. Lynn Erler	University of Oxford
Dr. Edith Esch	University of Cambridge
Jane Evison	University of Nottingham
Dr. Gibson Ferguson	University of Sheffield
Dr. John Field	University of Reading
Dr. Tess Fitzpatrick	Swansea University
Dr. Janna Fox	Carleton University
Dr. Charlotte Franson	Canterbury Christ Church University
Miho Fujieda	Kyoto College of Medical Technology
Dr. Yoshifumi Fukada	Meisei University
Dr. Saeko Fukushima	Tsuru University
Costas Gabrielatos	Lancaster University
Anne Gallagher	NUI Maynooth
Dr. Ann Galloway	Edith Cowan University
Dr. Zhengdong Gan	University of Hong Kong
Michael P. Geary	University of Warwick

Andy Gillett	University of Hertfordshire
Professor Claus Gnutzmann	Technische Universität Braunschweig
Dr. Ross Graham	Coventry University
Averil Grieve	University of Melbourne
Dr. Trevor Grimshaw	University of Bath
Dr. Marie-Noelle Guillot	University of East Anglia
Dr. Renu Gupta	University of Aizu
Mika Hama	Georgetown University
Professor Elizabeth Hamp-Lyons	University of Hong Kong
Dr. John Harris	Trinity College Dublin
Margaret Hearnden	University of Toronto
Heather Hewitt	University of Edinburgh
Dr. Georgina Heydon	Monash University
Kent Hill	Seigakuin University
Valerie Hobbs	University of Sheffield
Dr. John Holmes	University of Leeds
Tomoko Horai	Roehampton University
Dr. Martin Howard	University College Cork
Ziwei Huang	University of Nottingham
Professor Susan Hunston	University of Birmingham
Professor Lawrie Hunter	Kochi University of Technology
Stella Hurd	The Open University
Habsah Hussin	University of Warwick
Dr. Julia Hüttner	University of Vienna
Roz Ivani	Lancaster University
Christina Janik	University of Wales Institute, Cardiff
Dr. Verena Jung	Heriot-Watt University
Professor Paula Kalaja	University of Jvyäskylä
Professor Gabriele Kasper	University of Hawai'i
Dr. Megumi Kawate-Mierzejewska	Temple University Japan Campus
Dr. Charmian Kenner	Goldsmiths College, London
Dr. Mere Kepa	University of Auckland
Sarah Khan	Universitat de Vic
Dr. Richard Kiely	University of Bristol
Patrick Kiernan	Tokyo Denki University
Dr. Penny Kinnear	University of Toronto
Dawn Knight	University of Nottingham
Professor Hiroe Kobayashi	Hiroshima University
Dr. Almut Koester	University of Birmingham
Chizuyo Kojima	University of Exeter
Dr. Veronika Koller	Lancaster University
Nikolaos Konstantakis	University of Wales, Swansea
Michelle Laufer	University of Westminster
Dr. Iman Laversuch	University of Cologne
Carmen Lee	Lancaster University
Dr. Adam Lefstein	King's College London
Professor Constant Leung	King's College London
Dr. Tim Lewis	The Open University
Dr. Lia Litosseliti	City University, London
Dr. Fiona Lyddy	NUI, Maynooth
Dr. Malcolm MacDonald	University of Exeter
Dr. Gee Macrory	Manchester Metropolitan University
Pinky Makoe	University of London
Dr. Rosa Manchon	University of Murcia
Dr. Linita Manu'atu	Auckland University of Technology
Otilia Marti	Universitat Jaume I
Barbara Mayor	Open University
Dr. Carolyn McKinney	University of Witwatersrand
Maria Mertzani	Bristol University
Hana Milotova	University of Birmingham

Professor Rosamond	Mitchell University of Southampton
Dr. Helen Moore	Independent Researcher
Jackson Kizza Mukasa	Makerere University
Pilar Mur	Universidad de Zaragoza
Professor Kumiko	Murata Waseda University
Brona Murphy	Mary Immaculate College
Dr. Greg Myers	Lancaster University
Professor Akemi Nagasaka	Keisen University
Fumiyo Nakatsuhara	University of Essex
Marion Nao	Cardiff University
Dr. Mariana Neagu	University of Galati
Dr. Hilary Nesi	University of Warwick
Helena Ní Ghearín	University of Limerick
Róisín Ní Mhochain	Mary Immaculate College
Professor Florida Nicolai	Universita di Pisa
Dr. Sarah North	The Open University
Dr. Elena Nuzzo	University of Verona
Dr. Kieran O'Halloran	The Open University
Dr. Anne O'Keeffe	Mary Immaculate College
Professor Rhonda Oliver	Edith Cowan University
Dr. Tope Omoniyi	Roehampton University
Bárbara Orfanò	Mary Immaculate College
Dr. Breffni O'Rourke	Trinity College Dublin
Dr. Barry O'Sullivan	Roehampton University
Dr. Margit Ozvalda	Vienna University of Economics
Dr. Richard Pemberton	University of Nottingham
Dr. Jenefer Philp	University of Auckland
Dr. Anne Pitkänen-Huhta	University of Jvyäskylä
Alastair Pollitt	University of Cambridge
Anne Preston	University of Southampton
Patricia Pullinstark	University of Zurich
Professor Carol Rinnert	Hiroshima City University
Dr. Jonathan Roberts	jonrr45@btinternet.com
Dr. Paul Roberts	University of Hertfordshire
Pablo Romero Fresco	Heriot-Watt University
Patricia Romero-Mills	University of Southampton
Professor Steven Ross	Kwansei Bakum
Dr. Sarah Rule	University of Southampton
Kimberly Safford	Roehampton University
Dr. Hazel Sales	College of St. Mark & St. John
Julia Sallabank	Oxford University Press
Hania Salter-Dvorak	University of Westminster
Fujiko Sano	Surugadai University
Dr. Denise Santos	University of Reading
Candice Satchwell	Lancaster University
Shannon Sauro	University of Pennsylvania
Livia Sophie Schanze	University of Southampton
Ruth Scheepers	University of South Africa
Leila Schroeder	SIL Africa
Dr. Catriona Scott	University of Bristol
Dr. Alison Sealey	University of Birmingham
Ayako Shibata	University of London
Dr. Chih-Min Shih	National Chin-Yi Institute of Technology, Taiwan
Dr. Toshihiko Shiotsu	Kurume University
Tim Shortis	London University
Dr. Anna Simandiraki	International Baccalaureate Organisation
Dr. James Simpson	University of Leeds
Professor David Singleton	Trinity College Dublin
Dr. Richard Smith	University of Warwick
Andry Sophocleous	Intercollege Nicosia

Dr. Silvia Sottofattori	University of Pisa
Megan Southey	The John Povey Centre, UNISA
Dr. Jane Sunderland	Lancaster University
Hiroko Suzuki	Tokai University
Professor Michael Swan	University of Surrey
Dr. Mari Tanaka	University of Electro-Communications
Dr. Lynda Taylor	Cambridge ESOL
Roy Taylor	Kingston University
Dr. Paul Tench	Cardiff University
Dr. Paul Thompson	University of Reading
Dilys Thorp	University of Exeter
Dr. Ruth Trinder	Vienna University of Economics
Dr. Barbara Trudell	SIL International, Africa Area
Lydia Tseng	Lancaster University
Elizabeth Turner	AUT University
Professor Graham Turner	Heriot-Watt University
Dr. Ema Ushioda	University of Warwick
Elaine Vaughan	Mary Immaculate College
Vijaya	Central Institute, Hyderabad
Dimitra Vladimirou	Lancaster University
Dr. Steve Walsh	Queen's University Belfast
Jane Walsh	Cambridge University Press
Dr. Catherine Walter	University of London
Weiqun Wang	University of Birmingham
Tomoko Watanabe	University of Edinburgh
Dr. Goodith White	University of Leeds
Cristina Whitecross	Oxford University Press
Dr. Melinda Whong	University of Leeds
Dr. Eddie Williams	University of Wales, Bangor
Mary Williams	Sheffield Hallam University
Jules Winchester	Middlesex University
Catherine Xiang	The Open University
Peiling Xing	SALLS, University of Dundee
Dr. Minako Yamada	The University of the Air
Dr. Lynda Yates	La Trobe University
Su Yon Yim	University of Leeds
Ming-chung	Yu Zhengzhi University
Huahui Zhao	University of Bristol
Bin Zou	University of Bristol