

## Language teaching

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**06-433 BERRY, VIVIEN** (U Hong Kong, China; vberry@hku.hk) & **ARTHUR MCNEILL, Raising English language standards in Hong Kong. *Language Policy* (Springer) 4.4 (2005), 371–394. doi:10.1007/s10993-005-2887-z**

Despite the return of sovereignty to China in 1997, the Hong Kong government acknowledges that a high level of English language ability is still required among the workforce in order to maintain Hong Kong's position as an international commercial centre. Although there is no shortage of willingness on the part of the government to introduce measures to improve worrying English language standards, implementing such innovations has proved difficult. After briefly outlining several measures introduced over the past 20 years, we examine two specific language policy innovations: the introduction of a public examination format designed to have a beneficial washback effect on teaching and the employment of hundreds of native English speakers to teach English in the primary and secondary sectors. We conclude that although both measures are potentially valuable means of bringing about improvements in language learning, they need to be handled with caution if they are to form part of strategic language policy.

<http://www.springer.com>

**06-434 CALLOW, JON, Images, politics and multiliteracies: Using a visual metalanguage. *Australian Journal of Language and Literacy* (Australian Literacy Educators' Association) 29.1 (2006), 7–23.**

A year 6 class in south-western Sydney is learning about the theme of democracy, both, the Australian systems of government and also in their own school context, where they were promoting themselves for election in the role of school Environmental Officer. Part of their studies focused on, the question asked about the types of pictures politicians select for their advertising.

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

**06-435 CHEN, RUNYI** (South China Normal U, China; chenry@scnu.edu.cn) & **BERNARD HIRD, Group work in the EFL classroom in China: A closer look. *RELC Journal* (Sage) 37.1 (2006), 91–103. doi:10.1177/0033688206063476**

Small group work in EFL classrooms has been largely accepted as an effective strategy in the development of students' communicative proficiency in English. This acceptance has occurred despite a lack of research in

key areas about what actually happens when students work in groups in real classrooms. This study examines both quantitative and qualitative data relating to student behaviour in groups collected in EFL lessons in China. Tape recordings of group discussions were analysed and data dealing with turn taking and length of turns were calculated. Interview data were also collected and student perceptions of their contributions to the discussions are presented. Results highlight the complexity of what happens when students work in groups in EFL lessons. The study shows that it is difficult to generalize about student behaviour in group work and though there are some aspects of how students behave in groups that are well understood, there are still many questions that remain unexplored regarding how group work functions in the EFL setting.

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**06-436 CROZIER, NICOLA** (Sophia U, Japan; Nic\_j\_c@yahoo.com) & **ROBERT KLEINSASSER, Home country teachers' advice to non-home country teachers: Some initial insights. *RELC Journal* (Sage) 37.1 (2006), 27–45. doi:10.1177/0033688206063471**

This study explores educational and sociocultural advice home country teachers offer non-home country teachers instructing English. It reviews various professional literature including documents (e.g. news releases), websites, and books, journals and journal articles pertaining to the preparation of teachers who plan to teach English in non-home country learning environments. The 30 participants representing 14 countries completed a written questionnaire and provided advice on the personal qualities and L1 abilities of non-home country teachers, English language teaching, English home country students, preferred variety of English, and sociocultural challenges.

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**06-437 DANIELS, HARRY** (U Bath, UK; sh.r.j.daniels@bath.ac.uk), **The dangers of corruption in special needs education. *British Journal of Special Education* (Blackwell) 33.1 (2006), 1–9.**

This article is based on the text of the Gulliford Lecture given by Professor Harry Daniels at the University of Birmingham in October 2005. Professor Daniels takes, as his starting point, Ron Gulliford's assertion that teachers need to learn from their experience of trying to teach children who are 'hard to teach'. He goes on to look at the process of categorisation, which he identifies as a sociocultural and highly context-dependent process.

Harry Daniels explores the pressures in favour of categorisation experienced by parents and professionals alike and notes some of the uses to which categorisations of learners are put. In concluding his article, Harry Daniels contrasts the current rhetoric about the personalisation of learning with the kinds of 'simplistic protocols or magic answers' that are often assumed to follow from categorisation. He argues that glib responses like these run counter to the reflective and dialogic principles established by Ron Gulliford and colleagues two decades ago.

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**06-438 FENG, ANWEI** (U Durham, UK), **Bilingualism for the minor or the major? An evaluative analysis of parallel conceptions in China.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 8.6 (2005), 529-551.

This paper is an analysis of two conceptions of bilingualism that exist in parallel in China. One is traditional bilingualism referring to the use of a native minority language and standard Chinese by minority groups and the other, seen as bilingualism with modern characteristics, is a modern-day phenomenon in which the majority Han group aspire to produce bilinguals with a strong competence in mother tongue Chinese and a foreign language, primarily English, by using Chinese and the foreign language as mediums of instruction in teaching school subjects. The focus of the analysis is on the latter for the simple reason that current literature on the new phenomenon is mostly available only in Chinese. An equally important aim of this paper is to explore the impact of the new phenomenon on minority education and to examine the reason why this impact is largely ignored in bilingualism discussions, despite obvious consequences with respect to ethnic identity, personality development and academic performance of minority students. Thus, the traditional conception is briefly reviewed at the start.

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**06-439 HASAN, ALI S.** (Damascus U, Syria), **Analysing bilingual classroom discourse.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 9.1 (2006), 7-18.

The present paper analyses and evaluates spoken discourse in the bilingual classroom at Damascus University. It looks at the mechanism of classroom interaction: the use of questions, initiations, repetitions and expansions. Although this paper deals with classroom interaction at Damascus University, it is believed that the results arrived at may be of a more general interest. Video- and audiorecordings of interaction in six EFL classrooms at the ESP Centre, Damascus University, Syria, are examined in detail. The findings of this research show that classroom language is artificial; this

can be exemplified by the teacher's simplified input, his use of display questions that restrict students' responses and his greater number of initiations. This type of discourse is usually described as 'artificial', 'contrived' and deliberately 'planned' for practising the language. It contrasts with other types of language produced in real communicative discourse described as 'natural' or 'authentic'. Given this, EFL learners find themselves unable to assign any communicative value to the forms of the language they learn through controlled interaction. Consequently, this paper suggests ways of improving spoken discourse in the EFL classroom to make it less artificial and more genuine.

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**06-440 LYSTER, ROY** (McGill U, Canada; roy.lyster@mcgill.ca), **Predictability in French gender attribution: A corpus analysis.** *Journal of French Language Studies* (Cambridge University Press) 16.1 (2006), 69-92.  
doi:10.1017/S0959269506002304

This article presents a corpus analysis designed to determine the extent to which noun endings in French are reliable predictors of grammatical gender. A corpus of 9,961 nouns appearing in *Le Robert Junior Illustré* was analysed according to noun endings, which were operationalised as orthographic representations of rhymes, which consist of either a vowel sound (i.e. a nucleus) in the case of vocalic endings or a vowel-plus-consonant blend (i.e. a nucleus and a coda) in the case of consonantal endings. The analysis classified noun endings as reliably masculine, reliably feminine, or ambiguous, by considering as reliable predictors of grammatical gender any noun ending that predicts the gender of least 90 per cent of all nouns in the corpus with that ending. Results reveal that 81 per cent of all feminine nouns and 80 per cent of all masculine nouns in the corpus are rule governed, having endings that systematically predict their gender. These findings, at odds with traditional grammars, are discussed in terms of their pedagogical implications.

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**06-441 MAXIM, HIRAM H.** (Georgetown U, USA; hhm2@georgetown.edu), **Integrating textual thinking into the introductory college-level foreign language classroom.** *The Modern Language Journal* (Blackwell) 90.1 (2006), 19-32.  
doi:10.1111/j.1540-4781.2006.00382.x

One of the characteristics of the well-documented bifurcation in collegiate foreign language (FL) instruction is the difficult transition from lower- to upper-level instruction. Particularly pronounced are the expectations placed on readers at the upper level. No longer engaged in surface readings and sentence-level exercises that stay focused on everyday situations with clear intent and unambiguous meaning, learners at the

upper level must shift to supersentential and discourse-level processing of texts that contain a significantly higher level of abstraction and ambiguity. Recognizing that preparation for such an approach to reading requires longterm attention, this article explores the pedagogical feasibility of implementing in beginning instruction the type of textual thinking and reading practiced at upper levels. Implemented in two sections of first-semester German while students read a full length novel, this pedagogical approach centres on developing beginning learners' ability to see texts as message systems that reveal cultural significance.

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**06-442 MUDRAYA, OLGA** (Lancaster U, UK; o.moudraia@lancaster.ac.uk), **Engineering English: A lexical frequency instructional model.** *English for Specific Purposes* (Elsevier) 25.2 (2006), 235-256.  
doi:10.1016/j.esp.2005.05.002

This paper argues for the integration of the lexical approach with a data-driven corpus-based methodology in English teaching for technical students, particularly students of Engineering. It presents the findings of the author's computer-aided research, which aimed to establish a frequency-based corpus of student engineering lexis. The Student Engineering English Corpus (SEEC), reported here, contains nearly 2,000,000 running words reduced to 1200 word families or 9000 word-types encountered in engineering textbooks that are compulsory for all engineering students, regardless of their fields of specialization. The most immediate implication arising from this research is that sub-technical vocabulary as well as Academic English should be given more attention in the ESP classroom. The paper illustrates some sample data-driven instructional activities consistent with the lexical approach, in order to help students acquire the so-called language prefabs, or formulaic multi-word units/collocations, for technical and non-technical uses. The integration of the lexical approach with a corpus linguistic methodology can enrich the learners' language experience and raise their language awareness, bringing out the researcher in them.

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**06-443 NICHOLSON, DEBORAH** (Centre for Literacy in Primary Education, London, UK; deborahn@clpe.co.uk), **Putting literature at the heart of the literacy curriculum.** *Literacy* (Blackwell) 40.1 (2006), 11-21.  
doi:10.1111/j.1467-9345.2006.00425.x

This paper documents an initiative in Continuing Professional Development, conceived and carried out by London's Centre for Literacy in Primary Education (CLPE). The intention was to improve the teaching and learning of writing in Years 5 and 6 of the

primary school (9-11-year-olds), through working with challenging literature. This teacher education project drew on CLPE's earlier research project, published as *The reader in the writer* (Barrs & Cork 2001). Classroom approaches developed through the initiative are described, and qualitative and quantitative changes in children's writing are discussed. Patterns of teaching in the classrooms that appear to have made a particular difference to the children's achievement are explored.

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**06-444 RICHARDS, JACK** (jcrichards1001@yahoo.com), **Materials development and research - making the connection.** *RELC Journal* (Sage) 37.1 (2006), 5-26.  
doi:10.1177/0033688206063470

In the field of applied linguistics the activities involved in developing instructional materials and those working in second language research and the more theoretical areas of applied linguistics are often seen to have little connection. This paper is an exploration of some of the kinds of interaction that are possible between research, theory and materials design.

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**06-445 SEALEY, ALISON** (U Birmingham, UK; a.j.sealey@bham.ac.uk) & **PAUL THOMPSON, 'Nice things get said': Corpus evidence and the National Literacy Strategy.** *Literacy* (Blackwell) 40.1 (2006), 22-28.  
doi:10.1111/j.1467-9345.2006.415.x

The article compares evidence from an electronic corpus of texts written for a child audience with specifications in the National Literacy Strategy. The concepts and terminology associated with corpus linguistics are introduced and explained, and the research study from which the findings derive is summarised. Results of the analysis are presented in sections on word frequencies, contractions, word forms and synonyms. The article concludes with an indication of the implications of the findings for education policy and classroom practice.

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**06-446 TANG, YANFANG** (College of William and Mary, USA; yxtang@wm.edu), **Beyond behavior: Goals of cultural learning in the second language classroom.** *The Modern Language Journal* (Blackwell) 90.1 (2006), 86-99.  
doi:10.1111/j.1540-4781.2006.00386.x

In foreign language education where culture has been integrated as a core curricular component, a 'categorical approach' to the concept of culture has been the

mainstay. Depending on the orientation of the times, academic debate has been focused on what category of culture should be emphasized in the second language classroom. 'Behavioural culture' has replaced 'achievement culture' as the centre of instruction in many foreign language programmes. Although supporting its many premises, this article intends to point out the inadequacies of such a focus through an exposition of the original interconnectedness of each category of culture. Stressing the importance of the 'cultural mind' in communicative processes, this article argues for going beyond behavior in the instruction of culture to identify, through an interdisciplinary approach, the values and beliefs that shaped a given behavior in a second culture in the first place.

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**06-447 TORRES-GU MARÍA E.** (Columbia U, USA) & **ETXEBERRÍA FELI, Modelo B/Dual language programmes in the Basque Country and the USA.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 8.6 (2005), 506-528.

In this paper, we undertake a cross-national comparison of early partial immersion programmes, known as dual language or Modelo B programmes, in the USA and the Basque Country in Spain, respectively. We attempt to make sense of their growth, the expanded social uses of the minority languages, and address seemingly contradictory pedagogical principles. In both settings, the growth and the expansion of the use of the minority language in new social spaces is associated with inclusion of the majority populations as much as the assertion of minority language rights. The evidence found in the comparison further suggests that the degree of exposure to the minority language cannot be disassociated from the broader sociolinguistic context and is significant for both minority and majority populations.

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**06-448 WEDIN, ÅSA** (Högskolan Dalarna, Falun & Stockholm U, Sweden), **Language ideologies and schooled education in rural Tanzania: The case of Karagwe.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 8.6 (2005), 568-587.

In this paper I argue that language policies for education have effects on pupils' educational possibilities. With the case of the Karagwe district in Tanzania the research suggests that the policy of 'Swahili only' in primary school education favours the small minority of the children that live in a context where Swahili is used. This appears to lead to inequality in pupils' chances in education and to a low level of achievement of academic content in schools. This also promotes the development

and use of safety strategies among teachers and pupils that hide failure and prevent pupils' learning.

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**06-449 WRIGHT, JANNET A.** (U College London, UK; [jannet.wright@ucl.ac.uk](mailto:jannet.wright@ucl.ac.uk)), **CAROLINE NEWTON, MICHAEL CLARKE, CHRIS DONLAN, CLAIRE LISTER & JASMINA CHERGUIT, Communication aids in the classroom: The views of education staff and speech and language therapists involved with the Communication Aids Project.** *British Journal of Special Education* (Blackwell) 33.1 (2006), 25-32. doi:10.1111/j.1467-8578.2006.00408.x

The findings presented in this paper are part of an independent evaluation study of the Communication Aids Project (CAP). The study was carried out between July 2003 and April 2004 and looked at the impact of CAP on children receiving communication aids and evaluated the CAP strategy of assessment and delivery. In this paper the views of education staff and speech and language therapists who were working with communication aid users in school are presented. The professionals who were interviewed provided positive feedback on the existence of CAP, on the assessment for the communication aid, particularly where the use of the aid in the classroom was considered, and on the children's increased participation in classroom and learning activities since receiving the aid. They also highlighted the issue of managing parents' expectations regarding the use of aids and the value of and need for continued training for professionals working with communication aids in the classroom. The authors of this article draw upon their findings to develop recommendations for future policy, practice and professional development.

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**06-450 YANG, JIAN** (Seattle U, USA), **English as a Third Language among China's ethnic minorities.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 8.6 (2005), 552-567.

This paper examines the teaching and use of, as well as the attitude towards, English among China's ethnic minorities. Starting with a critique of China English, a term used with increasing frequency in the literature on World Englishes and English nativised in the Chinese context, the paper attempts to show that English has yet to find its way into most of the minority communities. After a brief introduction to the 55 ethnic minorities and their languages, it describes the slowly developing English Language Teaching (ELT) industry among their communities, in comparison with the widespread teaching and use of English in China's coastal regions. This is followed by a discussion of the contributing factors, including a lack of funding, a low perceived value of English, Chinese-minority language bilingual

education and Chinese-only instruction, as well as the challenge of learning a linguistically distant third language. In conclusion, the paper argues that the nativisation of English is hardly seen among minority communities in the west and calls for more professional attention to the investigation of English among China's 100 million-strong ethnic minority residents.

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## Language learning

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**06-451 BAQUEDANO-LÓPEZ, PATRICIA** (U California, Berkeley, USA; [pbl@berkeley.edu](mailto:pbl@berkeley.edu)), **JORGE L. SOLÍS & SHLOMY KATTAN, Adaptation: The language of classroom learning. *Linguistics and Education* (Elsevier) 16.1 (2005), 1–26.  
doi:10.1016/j.linged.2005.11.001**

This article proposes a theory for understanding the processes of adaptation in classroom learning and interaction. Adaptation processes are the emergent, improvisational, and recursive relationships between tensions and how they subsequently reorder learning activities. Through the analysis of a representative example of classroom interaction, it illustrates that shifts and tensions in the course of ongoing learning activity (adaptations) lead to the creation of new knowledge and the actualization of curricula. This theoretical framework arises from research conducted as part of a 3-year longitudinal study of third and fourth grade science elementary school classrooms.

<http://www.elsevier.com>

**06-452 BROOKS, PATRICIA, J.** (City U New York, USA; [pbrooks@mail.csi.cuny.edu](mailto:pbrooks@mail.csi.cuny.edu)), **VERA KEMPE & ARIEL SIONOV, The role of learner and input variables in learning inflectional morphology. *Applied Psycholinguistics* (Cambridge University Press) 27.2 (2006), 185–209.  
doi:10.1017/S0142716406060243**

To examine effects of input and learner characteristics on morphology acquisition, 60 adult English speakers learned to inflect masculine and feminine Russian nouns in nominative, dative, and genitive cases. By varying training vocabulary size (i.e. type variability), holding constant the number of learning trials, the experimenters tested whether learners required a 'critical mass' of vocabulary to generalize case marking patterns to new nouns. Cattell's Culture-Fair IQ Test mediated the effect of type variability on success in generalizing case marking to new vocabulary: only participants with above-median Culture-Fair Test scores showed the predicted critical mass effect of better generalization with larger training vocabulary. These results demonstrate how individual differences in central

executive functioning and attention allocation capacity can affect adult second language learning.

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**06-453 CLAHSEN, HARALD & CLAUDIA FELSER** (U Essex, UK; [harald@essex.ac.uk](mailto:harald@essex.ac.uk)), **Grammatical processing in language learners. *Applied Psycholinguistics* (Cambridge University Press) 27.1 (2006), 3–42.  
doi:10.1017/S0142716406060024**

The ability to process the linguistic input in real time is crucial for successfully acquiring a language, and yet little is known about how language learners comprehend or produce language in real time. Against this background, this paper reports on a detailed study of grammatical processing in language learners using experimental psycholinguistic techniques and comparing different populations (mature native speakers, child first language [L1] and adult second language [L2] learners) as well as different domains of language (morphology and syntax). An overview of the results from this project and of other previous studies are presented, with the aim of explaining how grammatical processing in language learners differs from that of mature native speakers. For child L1 processing, the arguments are made for a continuity hypothesis claiming that the child's parsing mechanism is basically the same as that of mature speakers and does not change over time. Instead, empirical differences between child and mature speaker's processing can be explained by other factors such as the child's limited working memory capacity and by less efficient lexical retrieval. In nonnative (adult L2) language processing, some striking differences to native speakers were observed in the domain of sentence processing. Adult learners are guided by lexical-semantic cues during parsing in the same way as native speakers, but less so by syntactic information. It is suggested that the observed L1/L2 differences can be explained by assuming that the syntactic representations adult L2 learners compute during comprehension are shallower and less detailed than those of native speakers.

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**06-454 CLELAND, ALEXANDRA A.** (U York, UK; [a.cleland@psych.york.ac.uk](mailto:a.cleland@psych.york.ac.uk)) & **MARTIN J. PICKERING, Do writing and speaking employ the same syntactic representations? *Journal of Memory and Language* (Elsevier) 54.2 (2006), 185–198.  
doi:10.1016/j.jml.2005.10.003**

Writing and speaking are clearly related activities, but the acts of production are different. To what extent are the underlying processes shared? This paper reports on three experiments that use syntactic priming to investigate whether writing and speaking use the same mechanisms to construct syntactic form. People tended to repeat syntactic form between modality (from writing to speaking and speaking to writing) to the same extent

that they did within either modality. The results suggest that the processor employs the same mechanism for syntactic encoding in written and spoken production, and that use of a syntactic form primes structural features concerned with syntactic encoding that are perceptually independent. The results are then discussed in terms of current accounts of language production.

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**06-455 DEVESCOVI, ANTONELLA** (U Rome, Italy; antonella.devescovi@uniroma1.it), **MARIA CRISTINA CASELLI, DANIELA MARCHIONE, PATRIZIO PASQUALETTI, JUDY REILLY & ELISABETH BATES, A cross-linguistic study of the relationship between grammar and lexical development.** *Journal of Child Language* (Cambridge University Press) 32.4 (2005), 759–786. doi:10.1017/S0305000905007105

The relationship between grammatical and lexical development was compared in 233 English and 233 Italian children aged between 1;6 and 2;6, matched for age, gender, and vocabulary size on the MacArthur Communicative Development Inventories (CDI). Four different measures of Mean Length of Utterance were applied to the three longest utterances reported by parents, and to corrected/expanded versions representing the ‘target’ for each utterance. Italians had longer MLUs on most measures, but the ratio of actual to target MLUs did not differ between languages. Age and vocabulary both contributed significant variance to MLU, but the contribution of vocabulary was much larger, suggesting that vocabulary size may provide a better basis for cross-linguistic comparisons of grammatical development. The relationship between MLU and vocabulary size was non-linear in English but linear in Italian, suggesting that grammar ‘gets off the ground’ earlier in a richly inflected language. A possible mechanism to account for this difference is discussed.

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**06-456 FOMIN, MAXIM & GREGORY TONER** (U Ulster, UK; gj.toner@ulster.ac.uk), **Digitizing a dictionary of Medieval Irish: The eDIL Project.** *Literary and Linguistic Computing* (Oxford University Press) 21.1 (2006), 83–90. doi:10.1093/lc/fqh050

The Centre for Irish and Celtic Studies at the University of Ulster is currently producing a digital dictionary of medieval Irish (eDIL) based on the standard *Dictionary of the Irish Language* published by the Royal Irish Academy, Dublin. This paper addresses some of the problems encountered in the digitization process, including data capture, processing non-standard characters, modifications to the TEI guidelines, automatic generation of

tags, and the establishment of a lexical view while preserving the original format of the paper dictionary.

<http://www.oxfordjournals.org>

**06-457 GEESLIN, KIMBERLY L.** (Indiana U, USA; kgeeslin@indiana.edu) & **PEDRO GUIJARRO-FUENTES, Second language acquisition of variable structures in Spanish by Portuguese speakers.** *Language Learning* (Blackwell) 56.1 (2006), 53–107. doi:10.1111/j.0023-8333.2006.00342.x

This study provides a model for examining the second language (L2) acquisition of structures where the first language (L1) and L2 are similar, and where native speaker (NS) use varies. Its research design, which incorporates semantic and discourse-pragmatic constraints, is the first to apply this approach to the acquisition of L2 Spanish by Portuguese-speaking learners. Because Portuguese also possesses copula choice, unlike previously researched L1s, this research also shows that the L2 and the L1 can be compared through analyses based on discourse features and the degree to which each predicts copula choice. Three participant groups were studied: NSs of Spanish, Portuguese-speaking NNSs of Spanish, and NSs of Portuguese. The data elicited using a 28-item contextualized preference task were coded and analyzed according to seven discourse features present in each [copula + adjective] context. Results show that both groups of NSs share the same four predictors, differing only in the level of significance of each. In contrast, the Portuguese NNSs of Spanish are different from each of the other two groups.

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**06-458 GULLBERG, MARIANNE** (Max Planck Institute for Psycholinguistics, the Netherlands; marianne.gullberg@mpi.nl), **Handling discourse: Gestures, reference tracking, and communication strategies in early L2.** *Language Learning* (Blackwell) 56.1 (2006), 155–196. doi:10.1111/j.0023-8333.2006.00344.x

The production of cohesive discourse, especially maintained reference, poses problems for early second language (L2) speakers. This paper considers a communicative account of overexplicit L2 discourse by focusing on the interdependence between spoken and gestural cohesion, the latter being expressed by anchoring of referents in gesture space. Specifically, this study investigates whether overexplicit maintained reference in speech (lexical noun phrases [NPs]) and gesture (anaphoric gestures) constitutes an interactional communication strategy. It examines L2 speech and gestures of 16 Dutch learners of French retelling stories to addressees under two visibility conditions. The results indicate that the overexplicit properties of L2 speech are not motivated by interactional strategic concerns. The results for anaphoric gestures are more complex. Although their presence is not interactionally

motivated, their spatial articulation is. A learner- and processing-oriented account for both speech and gesture is discussed.

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**06-459 HICKMANN, MAYA** (U René Descartes Paris 5, France) & **HENRIETTE HENDRIKS**, **Static and dynamic location in French and in English**. *First Language* (Sage) 26.1 (2006), 103-135. doi:10.1177/0142723706060743

Available research shows cross-linguistic differences in how children talk about space, suggesting the impact of language specific factors on language acquisition. This study compares the productions of French children aged 3, 4 and 5 years (N=60) with those of French and English adults (N=40) in two tasks that required them to locate objects and to describe object displacements. French adults frequently rely on verbs and focus on manner of attachment, whereas English adults frequently rely on satellites and focus on posture or manner of displacement. French children show few age differences between 3 and 5 years, generally following the French pattern from 3 years on, although they also differ from both groups of adults in some respects, showing developmental changes (overgeneralizations in prepositional use, expansion of the verbal lexicon). The discussion highlights the impact of language-specific determinants of acquisition in relation to the typological properties of French and English as verb-framed vs. satellite-framed languages. It is argued that languages invite speakers to rely on different linguistic means (information locus) and to pay attention to different types of information (information focus), thereby inducing different ways of organizing underlying spatial categories.

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**06-460 HOHLFELD, ANNETTE** (U Complutense, Spain; [ahohlfeld@isciii.es](mailto:ahohlfeld@isciii.es)), **Accessing grammatical gender in German: The impact of gender-marking regularities**. *Applied Psycholinguistics* (Cambridge University Press) 27.2 (2006), 127-142. doi:10.1017/S0142716406060218

The present study investigated whether German speakers compute grammatical gender on the basis of gender-marking regularities. To this purpose two experiments were run. In Experiment 1, participants had to assign the definite article to German nouns in an online task; in the second experiment, participants were confronted with German nouns as well as nonwords in an untimed gender assignment task. In the online experiment, which required the repetition of a visually presented noun with its corresponding definite article as fast as possible, reaction times show that the assignment of the definite determiner to a noun is not facilitated by gender-marking regularities. In an offline gender

assignment task, however, participants profited from gender cues during gender assignment to nonwords.

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**06-461 HOWARD, MARTIN** (U College, Cork, Ireland; [mhoward@french.ucc.ie](mailto:mhoward@french.ucc.ie)), **ISABELLE LEMÉE & VERA REGAN**, **The L2 acquisition of a phonological variable: The case of /l/ deletion in French**. *Journal of French Language Studies* (Cambridge University Press) 16.1 (2006), 1-24. doi:10.1017/S0959269506002298

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

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**06-462 HUONG, LE PHAM HOAI** (Hue U of Foreign Languages, Vietnam; [quangandhuong@yahoo.com](mailto:quangandhuong@yahoo.com)), **Learning vocabulary in group work in Vietnam**. *RELC Journal* (Sage) 37.1 (2006), 105-121. doi:10.1177/0033688206063477

This study investigated learning vocabulary in group work at university in Vietnam. The students were studied in two kinds of group settings, 'unassisted' and 'assisted', the first consisting of five students from the same class level and the second of four from the same class and a student from a higher class. Differences were observed in both the procedures and the outcomes of vocabulary learning in the two settings. The negotiation of word meanings and forms were collaborative in the unassisted groups and expert-novice in the assisted groups. The unassisted groups used the first language to code-mix their English utterances with Vietnamese words to express their ideas. The presence of a senior student in the assisted groups virtually eliminated the use of the first language in explaining new English words.

Students in the two group settings reported that they learned new words and the group discussions helped them recall and remember English words.

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**06-463 JIE, LI** (Chinese U Hong Kong, China; [lijie@cuhk.edu.hk](mailto:lijie@cuhk.edu.hk)) & **QIN XIAOQING**, **Language learning styles and learning strategies of tertiary-level English learners in China.** *RELC Journal* (Sage) 37.1 (2006), 67–90. doi:10.1177/0033688206063475

This study focuses on the relationship between learning styles and language learning strategies in the EFL context in China. The study presents two kinds of data: quantitative and qualitative. In the quantitative study, the subjects consisted of 187 second-year undergraduates. Two self-reported inventories, the Chinese version of MBTI-G and a questionnaire on the use of learning strategies adapted from O'Malley & Chamot's classification system, were used to examine the students' learning styles and learning strategies respectively. Structured interviews have been performed among the six high and low achievers in the qualitative aspect of the study. The analyses show that learning styles have a significant influence on learners' learning strategy choices. There is evidence that the Judging scale correlates positively with seven sets of learning strategies. Thus it turns out to be the most influential learning style variable affecting learners' learning strategy choices. Compared with low achievers, high achievers are more capable of exercising strategies that are associated with their non-preferred styles. Based on the available research results, it is proposed that learning styles may influence learners' language learning outcomes through their relationship with learning strategies. The pedagogical implications of these findings are discussed, as are suggestions for future research.

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**06-464 KIEFER, KATE** (Colorado State U, USA; [Kate.Kiefer@colostate.edu](mailto:Kate.Kiefer@colostate.edu)), **Complexity, class dynamics, and distance learning.** *Computers and Composition* (Elsevier) 23.1 (2006), 125–138. doi:10.1016/j.compcom.2005.12.003

Classroom participants learn early on that each classroom has its own dynamic comprised of personalities, motivation levels, skills, and other variables. This paper explores features of complexity theory – nonlinearity and emergent self-organization – relevant to dynamics in physical or virtual classrooms. These central notions of complexity theory and their importance in composition classrooms help explain why students in virtual classrooms are often less successful than their physical classroom counterparts in negotiating the eddies of virtual interactions. The paper closes with a brief consideration of how teachers can interrogate all the elements of teaching and classroom context

(whether physical or virtual) to influence the emergent dynamic of our classrooms.

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**06-465 KONDO-BROWN, KIMI** (U Hawaii at Manoa, USA; [kondo@hawaii.edu](mailto:kondo@hawaii.edu)), **How do English L1 learners of advanced Japanese infer unknown Kanji words in authentic texts?** *Language Learning* (Blackwell) 56.1 (2006), 109–153. doi:10.1111/j.0023-8333.2006.00343.x

This study investigates advanced Japanese language learners' abilities to infer unknown kanji (Chinese character) words while reading authentic Japanese texts. Data obtained from 42 English L1 students indicate that, first, although they can guess the meanings of unknown kanji words in context, they frequently make erroneous guesses or fail to guess at all. Second, the more proficient students can use context better than the less proficient students. Third, when reading comprehension ability is controlled, there is no difference in kanji inferencing ability between heritage language (HL) learners and non-HL learners. Fourth, when the students can pronounce the given semantically unknown kanji words fully or partially while reading, such phonological knowledge proved to be related to successful inferencing.

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**06-466 LEONARD, LAWRENCE B.** (Purdue U, USA; [xdxl@purdue.edu](mailto:xdxl@purdue.edu)), **ANITA M.-Y. WONG, PATRICIA DEEVY, STEPHANIE F. STOKES & PAUL FLETCHER**, **The production of passives by children with specific language impairment: Acquiring English or Cantonese.** *Applied Psycholinguistics* (Cambridge University Press) 27.2 (2006), 267–299. doi:10.1017/S0142716406060280

The production of passive sentences by children with specific language impairment (SLI) was studied in two languages, English and Cantonese. In both languages, the word order required for passive sentences differs from the word order used for active sentences. However, English and Cantonese passive sentences are quite different in other respects. It was found that English-speaking children with SLI were less proficient than both same-age and younger typically developing peers in the use of passives, although difficulty could not be attributed to word order or a reliance on active sentences. Cantonese-speaking children with SLI proved less capable than same-age peers in their use of passive sentences but at least as proficient as younger peers. The implications of these cross-linguistic differences are discussed.

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**06-467 LEONG, CHE KAN** (U Saskatchewan, Canada; [leong@sask.usask.ca](mailto:leong@sask.usask.ca)), **KIT TAI HAU**,



**PUI WAN CHENG & LI HAI TAN, Exploring two-wave reciprocal-structural relations among orthographic knowledge, phonological sensitivity, and reading and spelling of English words by Chinese students.** *Journal of Educational Psychology* (American Psychological Association) 97.4 (2005), 591–600.

In a 2-wave study of a cohort of 108 Chinese students (10- to 11-year-olds) learning L2 English, the authors examined the relative effects of three Time 1 latent constructs – orthographic knowledge, phonological sensitivity, and word identification (reading and spelling of regular and exception words) – on the respective Time 2 performance. The authors posited autoregressive effects, in which Time 1 constructs affected their matching Time 2 performance (e.g. Time 1 orthographic knowledge on Time 2 orthographic knowledge), as well as reciprocal cross-domain effects (e.g. orthographic knowledge on word identification and vice versa). The results suggest a) strong stability in the children's word identification and phonological sensitivity, b) substantial effects of word identification on subsequent orthographic knowledge and phonological sensitivity, particularly the former; and c) greater variations in individuals' growth of orthographic knowledge.

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**06–468 MACIZO, PEDRO & M. TERESA BAJO** (U Granada, Spain; mbajo@ugr.es), **Reading for repetition and reading for translation: Do they involve the same processes?** *Cognition* (Elsevier) 99.1 (2006), 1–34.  
doi:10.1016/j.cognition.2004.09.012

Theories of translation differ in the role assigned to the reformulation process. One view, the 'horizontal' approach, considers that translation involves on-line searches for matches between linguistic entries in the two languages involved. The second view, the 'vertical' approach, assumes that on-line reformulation does not take place while reading: translation involves giving lexical expression to the meaning extracted after comprehension. In four experiments, translators or bilinguals read sentences for repetition or for translation. When participants read for translation, on-line and global comprehension was affected by lexical ambiguity and memory load (Experiment 1a and 1b). Furthermore, cognate words located at the final portion of the sentences facilitated performance (Experiment 2a and 2b). However, when participants were asked to understand and repeat the sentences, lexical ambiguity and the cognate status of the words did not have any effect. This pattern of results provides support for horizontal theories of translation.

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**06–469 MACKAY, IAN R. & JAMES E. FLEGER** (U Alabama, USA; jeflege@uab.edu) & **SATOMI IMAI,**

**Evaluating the effects of chronological age and sentence duration on degree of perceived foreign accent.** *Applied Psycholinguistics* (Cambridge University Press) 27.2 (2006), 157–183.  
doi:10.1017/S0142716406060231

Immigrants' age of arrival (AOA) in a country where a second language (L2) must be learned has consistently been shown to affect the degree of perceived L2 foreign accent. Although the effect of AOA appears strong, AOA is typically correlated with other variables that might influence degree of foreign accent. This study examined the pronunciation of English by native Italian immigrants to Canada who differed in AOA. As in previous research, those who arrived as young adults (late learners) were somewhat older at the time of testing, and produced somewhat longer English sentences, than those who arrived in Canada when they were children (early learners). The results of Experiment 1 showed that the greater chronological age of early than late learners was not responsible for the late learners' stronger foreign accents. Experiment 2 suggested that the late learners' longer L2 sentences were not responsible for observed early–late foreign accent differences. A principle components analysis revealed that variation in AOA and language use, but not chronological age or sentence duration, accounted for a significant amount of variance in the foreign accent ratings. The findings of the study were interpreted to mean that AOA effects on foreign accent are due to the development of the native language phonetic system rather than to maturational constraints on L2 speech learning.

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**06–470 PAVLIK JR., PHILIP I. & JOHN R. ANDERSON** (Carnegie Mellon U, USA), **Practice and forgetting effects on vocabulary memory: An activation-based model of the spacing effect.** *Cognitive Science: A Multidisciplinary Journal* (Lawrence Erlbaum) 29.4 (2005), 559–586.  
doi:10.1207/s15516709cog0000\_14

An experiment was performed to investigate the effects of practice and spacing on retention of Japanese–English vocabulary paired associates. The relative benefit of spacing increased with increased practice and with longer retention intervals. Data were fitted with an activation-based memory model, which proposes that each time an item is practiced it receives an increment of strength but that these increments decay as a power function of time. The rate of decay for each presentation depended on the activation at the time of the presentation. This mechanism limits long-term benefits from further practice at higher levels of activation and produces the spacing effect and its observed interactions with practice and retention interval. The model was compared with another model of the spacing effect

(Raaijmakers 2003) and was compared to results from the literature on spacing and memory.

<http://www.erlbaum.com>

**06-471 RAM, FROST** (Hebrew U, Israel; [frost@mscc.huji.ac.il](mailto:frost@mscc.huji.ac.il)), **TAMAR KUGLER, AVITAL DEUTSCH & KENNETH I. FOSTER, Orthographic structure versus morphological structure: Principles of lexical organization in a given language.** *Journal of Experimental Psychology: Learning, Memory, and Cognition* (American Psychological Association) 31.6 (2005), 1293–1396.

Most models of visual word recognition in alphabetic orthographies assume that words are lexically organized according to orthographic similarity. Support for this is provided by form-priming experiments that demonstrate robust facilitation when primes and targets share similar sequences of letters. The authors examined form-orthographic priming effects in Hebrew, Arabic, and English. Hebrew and Arabic have an alphabetic writing system but a Semitic morphological structure. Hebrew morphemic units are composed of non-contiguous phonemic (and letter) sequences in a given word. Results demonstrate that form-priming effects in Hebrew or Arabic are unreliable, whereas morphological priming effects with minimal letter overlap are robust. Hebrew bilingual subjects, by contrast, showed robust form-priming effects with English material, suggesting that Semitic words are lexically organized by morphological rather than orthographic principles. The authors conclude that morphology can constrain lexical organization even in alphabetic orthographies and that visual processing of words is first determined by morphological characteristics.

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**06-472 ROBERTS, THERESA, A.** (California State U, USA; [robertst@csus.edu](mailto:robertst@csus.edu)), **Articulation accuracy and vocabulary size contributions to phonemic awareness and word reading in English language learners.** *Journal of Educational Psychology* (American Psychological Association) 97.4 (2005), 601–616.

Relationships among articulation, vocabulary, phonemic awareness, and word reading were examined in 45 children who spoke either Hmong or Spanish as their primary language. A theoretical perspective suggesting that English articulation and vocabulary would influence children's English phonemic awareness and English word reading was developed. Articulation influenced both kindergarten phonemic awareness and 1st-grade word reading. Letter-sound knowledge was also associated with kindergarten phonemic awareness, and 1st-grade phonemic awareness was related to 1st-grade word reading. The results are discussed in

relationship to L2 speech, articulation, and beginning reading.

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**06-473 TREIMAN, REBECCA** (Washington U, USA; [rtreiman@wustl.edu](mailto:rtreiman@wustl.edu)), **BRETT KESSLER & TATIANA CURY POLLO, Learning about the letter name subset of the vocabulary: Evidence from US and Brazilian pre-schoolers.** *Applied Psycholinguistics* (Cambridge University Press) 27.2 (2006), 211–227. doi:10.1017/S0142716406060255

To examine the factors that affect the learning of letter names, an important foundation for literacy, 318 US and 369 Brazilian preschoolers were asked to identify each uppercase letter. Similarity of letter shape was the major determinant of confusion errors in both countries, and children were especially likely to interchange letters that were similar in shape as well as name. Errors were also affected by letter frequency, both general frequency and occurrence of letters in children's own names. Differences in letter names and letter frequencies between English and Portuguese led to certain differences in the patterns of performance for children in the two countries. Other differences appeared to reflect US children's greater familiarity with the conventional order of the alphabet. Boys were over-represented at the low end of the continuum of letter name knowledge, suggesting that some boys begin formal reading instruction lacking important foundational skills

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**06-474 VANDERGRIFT, LARRY** (U Ottawa, Canada; [lvdgrift@uottawa.ca](mailto:lvdgrift@uottawa.ca)), **Second language listening: Listening ability or language proficiency?** *The Modern Language Journal* (Blackwell) 90.1 (2006), 6–18. doi:10.1111/j.1540-4781.2006.00381.x

This article reports on a study exploring the respective contributions of first language (L1) listening comprehension ability and second language (L2) proficiency to L2 listening comprehension ability. The participants were 75 Grade 8 English-speaking students learning French. The students completed tests in French and in English that required them to listen to authentic dialogues and to complete a number of multiple choice comprehension questions. Multiple regression analysis indicated that both L1 listening comprehension ability and L2 proficiency contributed significantly to L2 listening comprehension ability, with L2 proficiency having about twice as much common variance. A further analysis by question type indicated that, although the relative contribution of L2 proficiency to the combined variance continued to be higher for both question types, the relative contribution of L1 listening comprehension ability to answering literal questions was greater than for answering inferring questions. The results are discussed in light of the

linguistic threshold and the linguistic interdependence hypotheses and similar research on this same question for L2 reading.

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## Reading & writing

doi:10.1017/S026144480623369X

**06-475 AL-ALI, MOHAMMED N.** (Jordan U of Science and Technology, Irbid, Jordan), **Genre-pragmatic strategies in English letter-of-application writing of Jordanian Arabic-English bilinguals.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 9.1 (2006), 119-139.

This study reports an investigation of the genre components and pragmatic strategies of letters of applications written by Jordanian Arabic-English bilinguals. Specifically it is set up to trace how far novice non-native speakers of English are able to utilise the generic components and politeness strategies of the target language that strongly correlate with communicative success in social interactions. A corpus of 90 job application letters written by 90 job applicants was collected and analysed within the move structure analysis proposed by Bhatia (1993) and the framework of Brown and Levinson's (1987) model of politeness. The results indicate that politeness strategies are inappropriately utilised and the genre components are poorly managed in the letters of applications. The letters reflect particular strategic moves that are not usually utilised by English native speakers. The bilingual writers tend to avoid negative politeness but make frequent inappropriate use of positive politeness strategies due to their ignorance of the social cultural constraints governing their selection. This suggests a difference based on areas of cultural transfer rather than on a language effect. We hope the results of this study will be of help to foreign language instructors in increasing their students' consciousness of cross-cultural preferences, the essential genre specific meaning components and appropriate pragmatic strategies in order to write in a manner that is acceptable to native speakers of the target language.

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

**06-476 ANDERSON, BILL** (Massey U College of Education, New Zealand; [w.g.anderson@massey.ac.nz](mailto:w.g.anderson@massey.ac.nz)), **Writing power into online discussion.** *Computers and Composition* (Elsevier) 23.1 (2006), 108-124.  
doi:10.1016/j.compcom.2005.12.007

This article considers the way in which control of interaction emerges as a function of personal agency and external factors in a group of students engaged in online asynchronous text-based communication in a distance

education program. It is structured around the argument that control is partly related to the power that individuals have to give effect to their wishes, but also acknowledges that this sense of agency is always in relation to the powers of others and more structural constraints. A picture emerges of the choices that students make in deciding when to initiate discussion and respond to others, and about decisions concerning whose messages they would read and when. The impact of other students, of online groups, and instructors seems to play an important role in determining how participants participate in online interaction. Consideration of broader issues shows how the context in which students engage in interaction impacts the nature and extent of that interaction. The article concludes that being aware, and taking advantage of the socially grounded nature of online interaction provides the basis from which educators can act to ensure that interaction in online learning communities is enabling for the learning of all students.

<http://www.elsevier.com>

**06-477 BLAIR, KRISTINE & CHERYL HOY** (Bowling Green State U, USA; [kblair@bgnnet.bgsu.edu](mailto:kblair@bgnnet.bgsu.edu)), **Paying attention to adult learners online: The pedagogy and politics of community.** *Computers and Composition* (Elsevier) 23.1 (2006), 32-48.  
doi:10.1016/j.compcom.2005.12.006

Our article profiles the evolution of a fully online writing course designed for adult learners in our university's Prior Learning Assessment Program. Based on our own observations and experiences teaching adult learners online, we question if the virtual learning environment presents different challenges and prospects for the adult learner versus the traditional student learner, along with an extension and complication of the more social metaphors of 'virtual community'. Moreover, because of the changing demographic from traditional to adult students, we argue that this change also fosters a change in the relationship between teachers and students. In chronicling this relationship, we note problems when the labor of adult education becomes invisible to those supervising online instructors. Because of these 'invisible' labor issues, we argue that successful online instruction must include a range of interactions between students and instructors that extend the more public concept of community to better acknowledge the importance of personal, private interaction. Thus, we conclude with a call to rethink our online writing pedagogies to be more flexible to adult learner needs and learning styles, simultaneously recognizing the impact of adult online education on faculty workload.

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**06-478 BLAKELOCK, JANE & TRACY E. SMITH** (Wright State U, USA; [jane.blakelock@wright.edu](mailto:jane.blakelock@wright.edu)) **Distance learning: From multiple snapshots, a**

**composite portrait.** *Computers and Composition* (Elsevier) 23.1 (2006), 139–161.  
doi:10.1016/j.compcom.2005.12.008

This article discusses the current state of distance learning in composition by reporting on and interpreting a 2005 survey that assesses trends and workload conditions in distance learning. Areas examined in the article include attitudes of faculty and administration, faculty demographics, student demographics, online course and program development, course caps, course delivery and management tools, technology support, course design freedom, impact on writing pedagogy, and institutional distant education profile. The article concludes by summarizing the current distant learning picture, identifying areas of need, and providing research recommendations for the future.

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**06–479 BULLEY, MÍCHAEŁ, Was that necessary?** *English Today* (Cambridge University Press) 22.2 (2006), 47–49.  
doi:10.1017/S0266078406002082

The origin of this article, and of the first of its two topics, was the inclusion of relative pronouns that seemed to the author unnecessary and burdensome. He had been reading, out of duty rather than for pleasure, some texts written by professional classicists and grammarians and began to be aware that these writers, from Britain and the USA, nearly always included relative pronouns when they were not grammatically obligatory and where sometimes not having them would, in his view, have been to the benefit of the sentence.

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**06–480 CHI-FEN, EMILY CHEN** (National Kaohsiung First U of Science and Technology, Taiwan; [emchen@ccms.nkfust.edu.tw](mailto:emchen@ccms.nkfust.edu.tw)), **The development of email literacy: From writing to peers to writing to authority figures.** *Language Learning & Technology* (<http://lt.msu.edu>) 10.2 (2006), 35–55.

Though email has become a common interpersonal communication medium, it does not mean that this medium is used without difficulty. While people can write emails to peers in any manner they like, writing emails to authority figures requires higher pragmatic competence and critical language awareness of how discourse shapes and reflects power asymmetry in an institutional context. For L2 learners, the challenge of composing this type of email can be greater due not only to their limited linguistic ability but also their unfamiliarity with the target culture's norms and values. To provide a deeper understanding of how an L2 learner develops email literacy in the target language environment, this paper presents a longitudinal case study of a Taiwanese graduate student's email practice in English during her studies at a U.S. university for two and a half years. Using a critical discourse analysis approach,

the study reveals the complexity of an L2 learner's evolving email practice and struggle for appropriateness, particularly in her email communication with professors. Her development of email literacy is discussed in relation to her evolving understanding of the email medium, changing performance of student identity, increasing knowledge of student-professor interaction and realization of culture-specific politeness.

<http://lt.msu.edu>

**06–481 CHIKAMATSU, NOBUKO** (DePaul U, Chicago, USA; [nchikama@condor.depaul.edu](mailto:nchikama@condor.depaul.edu)), **Developmental word recognition: A study of L1 English readers of L2 Japanese.** *The Modern Language Journal* (Blackwell) 90.1 (2006), 67–85.  
doi:10.1111/j.1540-4781.2006.00385.x

This study focused on developmental word recognition strategies used by first language (L1) English readers of second language (L2) Japanese. There were two proficiency groups of Japanese learners. The study considered whether or not word recognition strategies are developmental and whether or not L1 orthographic interference diminishes as learners gain L2 proficiency. In Experiment 1, consisting of 'context-free' lexical judgment tests controlled by visual familiarity, the higher-proficiency group showed more visual reliance and diminishing L1 English orthographic effects at the beginning stages of instruction. However, this developmental difference was not apparent in Experiment 2, in which 'contextual' passage reading tests were controlled by word visual familiarity. The higher proficiency learners showed a trend toward greater reliance on visual information; however, no significant difference in visual familiarity effects was observed between the two groups. These results imply that (a) the L2 word recognition strategy is developmental and re-constructed as proficiency advances, yet (b) automaticity takes time to develop, and (c) developmental effects may be involved differently between prelexical and postlexical phonology.

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**06–482 DEPEW, KEVIN ERIC** (Old Dominion U, USA; [kdepew@odu.edu](mailto:kdepew@odu.edu)), **T. A. FISHMAN, JULIA E. ROMBERGER & BRIDGET FAHEY RUETENIK, Designing efficiencies: The parallel narratives of distance education and composition studies.** *Computers and Composition* (Elsevier) 23.1 (2006), 49–67.  
doi:10.1016/j.compcom.2005.12.005

Distance education (DE) programs at many universities have been initiated to generate new efficiencies for the academic process, particularly cost efficiency and pedagogical efficiency. In writing studies, this move toward digitally mediated instruction has, in some classrooms, recreated practices that resonate with the pedagogy that resulted from Current–Traditional Rhetoric (CTR). Thus, a trace of distance education's and composition studies' parallel narratives demonstrates that writing

studies has already addressed some of the questions (and concerns) that online writing instruction raises. By specifically focusing on the tensions created by negotiating cost efficiencies and pedagogical efficiencies with communication efficiencies and medium efficiencies, we interrogate current administrative decisions as well their pedagogical outcomes. We conclude by proposing strategies for re-articulating future narratives about online writing instruction in potentially productive ways.

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**06-483 DIX, STEPHANIE** (Hamilton, New Zealand; [stephd@waikato.ac.nz](mailto:stephd@waikato.ac.nz)), **'What did I change and why did I do it?' Young writers' revision practices.** *Literacy* (Blackwell) 40.1 (2006), 3–10. doi:10.1111/j.1467-9345.2006.00423.x

The article presents findings from a research project that investigated young, fluent writers' revision practices. The project adopted a qualitative approach, using semi-structured interviews based on the students' written scripts. This article focuses on a small sample of children and profiles the extent of their ability to reflect on their written text and revise or 'mess' with their work purposefully.

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**06-484 DONOHUE, JAMES P.** (London, UK; [jdonohue@hillcroft.ac.uk](mailto:jdonohue@hillcroft.ac.uk)), **How to support a one-handed economist: The role of modalisation in economic forecasting.** *English for Specific Purposes* (Elsevier) 25.2 (2006), 200–216. doi:10.1016/j.esp.2005.02.009

Economic forecasting in the world of international finance confronts economists with challenging cross-cultural writing tasks. Producing forecasts in English which convey confidence and credibility entails an understanding of linguistic conventions which typify the genre. A typical linguistic feature of commercial economic forecasts produced by British or US banks is a wide range of modal forms. These can be seen as 'hedging' devices, expressing the forecaster's degree of certainty about predictions in the forecast. This article draws on recent accounts of modalisation which elaborate on the notion of 'hedging'. The article is based on a study of English language forecasts carried out by the author, motivated by the resistance of a group of Dutch economists to using a wide range of modals in their English language forecasts. The study suggested that modalisation in English language forecasts contributes to the performance of three major functions: CONVERSATION, DISCRIMINATION and ORGANISATION. 'Conversation' refers to the dialogue – or the appearance of it – constructed by forecasters with their readership and the wider economics community. 'Discrimination' refers to the way interpretations of the

economy are woven into a plausible construct of the future by foregrounding and backgrounding predictions. 'Organisation' refers to the means whereby forecasters construct a text in order to realise the Conversation and Discrimination effectively.

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**06-485 EISENHART, CHRISTOPHER** (U Massachusetts at Dartmouth, USA), **The Humanist scholar as public expert.** *Written Communication* (Sage) 23.2 (2006), 150–172. doi:10.1177/0741088306286392

Although the rhetoric of expertise stemming from the hard and social sciences has been well researched, the scholarship has not tended to focus on acts of public expertise by scholars from the humanities. This article reports a case study in the rhetorical practices of a theologian, acting as a public expert, first attempting to affect decision making in the Waco conflict in 1993 and then attempting to participate in and shape the public debates that followed it. To compare the practices of this humanities scholar to expectations from research on the rhetoric of expertise, a rhetorical analysis was conducted on the context, style, genre, and argument in the scholar's public writings. This article discusses (a) the role of KAIROS in the policy cycle in determining the scholar's bids for acceptance as an expert, (b) the use of narrative as a generic hybrid of intra- and interdisciplinary practice, and (c) the role of 'understanding' as a special topic.

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**06-486 FOY, JUDITH G. & VIRGINIA MANN** (Loyola Marymount U, USA; [jfoy@lmu.edu](mailto:jfoy@lmu.edu)), **Changes in letter sound knowledge are associated with development of phonological awareness in pre-school children.** *Journal of Research in Reading* (Blackwell) 29.2 (2006), 143–161. doi:10.1111/j.1467-9817.2006.00279.x

Letter sound knowledge, which, together with phonological awareness, is highly predictive of pre-school children's reading acquisition, derives from children's knowledge of their associated letter names and the phonological patterns of those names. In this study of 66 monolingual pre-school children we examined whether phonological patterns between letter names and their associated sounds might be differentially associated with aspects of phonological awareness. Results suggest that rudimentary levels of phonological awareness may facilitate the learning of letter sound associations. However, more explicit phonological awareness appears to be linked bi-directionally with letter sound knowledge with diverse name-sound associations, with letter sound associations that do not follow regular patterns (e.g. 'juh' for 'j' and 'huh' for

'h') most closely associated with performance in more complex phoneme awareness tasks.

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

**06-487 GRUBA, PAUL** (U Melbourne, Australia), **Playing the videotext: A media literacy perspective on video-mediated L2 listening.**

*Language Learning & Technology*  
(<http://lt.msu.edu>) 10.2 (2006), 77–92.

This study of digital storytelling attempts to apply Kress's (2003) notions of synaesthesia, transformation, and transduction to the analysis of four undergraduate L2 writers' multimedia text creation processes. The students, entering freshmen, participated in an experimental course entitled 'Multimedia Writing', whose purpose was to experience and explore the processes of multimodal textual communication. With the support of empirical data drawn from interviews, student journals, and the digital story-related artifacts themselves, the author shows how synaesthetically derived meaning may be a natural part of the process of creating multimodal texts. Considering the special case of non-native English speakers, the paper also demonstrates that synaesthesia may have both amplifying and limiting effects on the projection of authorial intention and voice. Before reading the following, it is suggested that the reader view examples of the multimedia essays discussed herein.

<http://lt.msu.edu>

**06-488 HALLIDAY, LORNA F.** (MRC Institute of Hearing Research, Nottingham, UK) & **DOROTHY V. M. BISHOP, Auditory frequency discrimination in children with dyslexia.** *Journal of Research in Reading* (Blackwell) 29.2 (2006), 213–228.

doi:10.1111/j.1467-9817.2006.00286.x

A popular hypothesis holds that developmental dyslexia is caused by phonological processing problems and is therefore linked to difficulties in the analysis of spoken as well as written language. It has been suggested that these phonological deficits might be attributable to low-level problems in processing the temporal fine structure of auditory cues. Evidence for this has come from studies showing poor performance of dyslexic individuals on measures of auditory frequency discrimination (FD). We compared the FD thresholds of 28 children with dyslexia to 28 age-matched controls aged 6–13, on a task that minimised demands on short-term memory. To investigate the mechanisms involved in potential FD deficits, FD thresholds were measured at 1 kHz, where temporal cues were available, and at 6 kHz, where they were not. The dyslexic group had significantly higher FD thresholds than controls in both the 1- and 6-kHz conditions. These findings confirm that children with dyslexia often have poor FD, even when, as in this sample, they have normal language comprehension and expressive vocabulary, and when they are tested using a paradigm that minimises memory demands. However,

their perceptual deficit was evident for both the 1- and 6-kHz tones, and so cannot readily be explained in terms of problems in processing temporal fine structure.

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**06-489 HAYES, JOHN R.** (Carnegie Mellon U, USA) & **N. ANN CHENOWETH, Is working memory involved in the transcribing and editing of texts?** *Written Communication* (Sage) 23.2 (2006), 135–149.

doi:10.1177/0741088306286283

Generally, researchers agree that that verbal working memory plays an important role in cognitive processes involved in writing. However, there is disagreement about which cognitive processes make use of working memory. Kellogg has proposed that verbal working memory is involved in translating but not in editing or producing (i.e. typing) text. In this study, the authors used articulatory suppression, a technique that reduces working memory, to explore this question. Twenty participants transcribed six texts from one computer window to another, three of the texts with articulatory suppression and three without. When participants were in the articulatory suppression condition, they transcribed significantly more slowly and made significantly more errors than they did in the control condition. Implications for Kellogg's proposal are discussed.

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

**06-490 HEWETT, BETH L.** (Forest Hill, MD, USA; [beth.hewett@comcast.net](mailto:beth.hewett@comcast.net)), **Synchronous online conference-based instruction: A study of whiteboard interactions and student writing.** *Computers and Composition* (Elsevier) 23.1 (2006), 4–31.

doi:10.1016/j.compcom.2005.12.004

This paper describes a small-scale, empirical study of synchronous conference-based online writing instruction (OWI) using an electronic whiteboard in a professional tutorial setting. Linguistic analysis of participant talk indicated that the interactions were both idea-development focused and task oriented as opposed to socially oriented. The interactions often consisted of detailed dialogue wherein participants used primarily declarative language to give each other information about the writing under development and its processes. However, nearly half of the talk was oriented toward achieving interpersonal connections, facilitating the interaction, and communicating about the whiteboard's workspace. Textual analysis of the drafted student writing subsequent to the instructional interactions indicated that nearly two thirds of the interactions could be connected through iterability or presupposition with the writing and revisions. Most of the traceable writing and revision changes were meaning-preserving in nature and of insignificant to moderate rhetorical force. Such writing and revision changes were generated by students or online instructors or through shared interaction,

demonstrating a highly collaborative process. Based on these findings, implications emerge for online instructor training, for student preparation to use whiteboard platforms, and for future research into synchronous conference-based OWI.

<http://www.elsevier.com>

**06-491 HILTON, MARY** (U Cambridge, UK; [mhiltonhom@aol.com](mailto:mhiltonhom@aol.com)), **Damaging confusions in England's KS2 reading tests: A response to Anne Kispal.** *Literacy* (Blackwell) 40.1 (2006), 36-41.  
doi:10.1111/j.1467-9345.2006.00429.x

This article is written in response to the article published in issue 39.3 (2005) of this journal on the nature of the Key Stage 2 (KS2) National Curriculum reading tests: 'Examining England's National Curriculum assessments: An analysis of the KS2 reading test questions' by Anne Kispal of the National Foundation for Educational Research [LT abstract 05-514]. It argues that, far from providing a valid and rewarding assessment experience for pupils as Kispal suggests, the primary English tests at the end of KS2 are invalid as a measuring instrument and are having a damaging effect on pedagogy. The tests and the information on them provided by the Qualifications and Curriculum Agency are based on a misleading unidimensional conception of reading literacy attainment. Because the test assessment simply adds together marks achieved for very different cognitive skills, it propagates a dysfunctional model of literacy pedagogy that conflates and confuses two separate developmental trajectories – word reading and text comprehension. The article goes on to argue that the unidimensionality of the national tests and their pedagogic apparatus has constricted the primary English curriculum in ways that are damaging for young pupils and for the national need for creativity and enterprise.

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**06-492 HOCK SENG, GOH** (U Pendidikan Sultan Idris, Malaysia) & **FATIMAH HASHIM, Use of L1 in L2 reading comprehension among tertiary ESL learners.** *Reading in a Foreign Language* (<http://www.nflrc.hawaii.edu>) 18.1 (2006), 26 pp.

This study is an attempt to provide insights into the extent of first language (L1) use while reading second language (L2) texts in a collaborative situation among tertiary ESL learners. Through the identification of reading strategies utilized by the subjects, the study is also aimed at discovering possible reasons for the use of L1 while comprehending L2 texts. Four Malay female students, whose L1 was Bahasa Melayu, were placed in a group and asked to think aloud while reading English texts. Analyses based on the think-aloud protocols were made to identify the reading strategies utilized by the students. Through these reading strategies, it was found that the L1 was used by all the students in the study and that more than 30% of the total instances of strategy use

involved the L1. The study also revealed various reasons for the students' use of the L1 while reading L2 texts particularly in the context of group reading. One reason was that the L1 facilitated resolutions of word-related and idea-related difficulties. Furthermore, using the L1 might have helped the students reduce affective barriers and gain more confidence in tackling the L2 texts.

<http://www.nflrc.hawaii.edu>

**06-493 KHUWAILEH, ABDULLAH A.** (Abu Dhabi, Al-ain, United Arab Emirates), **Medical rhetoric: A contrastive study of Arabic and English in the UAE.** *English Today* (Cambridge University Press) 22.2 (2006), 38-44.  
doi:10.1017/S0266078406002069

The aim of this paper is to study the rhetorical use of tense and voice in research writing undertaken in both English and Arabic medical research. Six reports (three by native speakers of English, three by native speakers of Arabic) were analysed, all being typical of texts containing functional information. Moreover, several medical prescriptions were also analysed. The analysis showed important differences between medical English and medical Arabic, in terms of tense, voice and the use of modals. The study concludes with a number of practical and research recommendations.

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

**06-494 KONDO-BROWN, KIMI** (U Hawaii at Manoa, USA), **Affective variables and Japanese L2 reading ability.** *Reading in a Foreign Language* (<http://www.nflrc.hawaii.edu>) 18.1 (2006), 17 pp.

This study investigates how seventeen affective factors are related to Japanese second language (L2) reading comprehension and *kanji* knowledge test scores of 43 university students in advanced Japanese courses. Major findings are that: a) reading comprehension ability and *kanji* knowledge have direct associations with self-perception of Japanese reading ability, perceived difficulty in learning *kanji*, and the intensity of motivation for reading Japanese; b) self-perception of Japanese reading ability is correlated more strongly with demonstrated *kanji* knowledge than with reading comprehension ability; c) students who are more determined to learn Japanese in general seem to have higher intrinsic or extrinsic orientation for reading Japanese, but only those with stronger intrinsic orientation for reading Japanese are more likely to work at reading Japanese; and d) intolerance of ambiguity and disengagement from the analytical study of *kanji* may be signs of lack of intrinsic orientation and motivation for reading Japanese.

<http://www.nflrc.hawaii.edu>

**06-495 LEE, JIN SOOK** (U California, USA), **Exploring the relationship between electronic literacy and heritage language maintenance.**

*Language Learning & Technology*  
(<http://lt.msu.edu>) 10.2 (2006), 93–113.

This paper focuses on the electronic literacy practices of two Korean-American heritage language learners who manage Korean weblogs. Online users deliberately alter standard forms of written language and play with symbols, characters, and words to economize typing effort, mimic oral language, or convey qualities of their linguistic identity such as gender, age, and emotional states. However, little is known about the impact of computer-mediated nonstandard language use on heritage learners' linguistic development. Through in-depth case studies of two siblings, the study examines the linguistic and pragmatic practices of these learners online and the perceived effects of non-standard forms of computer-mediated language on their heritage language development and maintenance. The data show that electronic literacy practices provide authentic opportunities to use the language and support the development of a social network of Korean speakers, which results in greater sociopsychological attachment to the Korean language and culture. The informants report that the deviant language forms found in e-texts enable them to engage in online interactions without the pressures of having to spell the words correctly. However, they express frustrations in not being able to distinguish between correct and non-standard forms of the language, which appear to be affecting their offline language use.

<http://lt.msu.edu>

**06-496 MACARUSO, PAUL** (Community College of Rhode Island, USA; [pmacaruso@ccri.edu](mailto:pmacaruso@ccri.edu)), **PAMELA E. HOOK & ROBERT McCABE, The efficacy of computer-based supplementary phonics programs for advancing reading skills in at-risk elementary students.** *Journal of Research in Reading* (Blackwell) 29.2 (2006), 162–172.  
doi:10.1111/j.1467-9817.2006.00282.x

In this study we examined the benefits of computer programs designed to supplement regular reading instruction in an urban public school system. The programs provide systematic exercises for mastering word-attack strategies. Our findings indicate that first graders who participated in the programs made significant reading gains over the school year. Their post-test scores were slightly (but not significantly) greater than the post-test scores of control children who received regular reading instruction without the programs. When analyses were restricted to low-performing children eligible for Title I services, significantly higher post-test scores were obtained by the treatment group compared to the control group. At post-test Title I children in the treatment group performed at levels similar to non-Title I students.

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**06-497 MAGNET, ANNE** (U Burgundy, France; [anne.magnet@u-bourgogne.fr](mailto:anne.magnet@u-bourgogne.fr)) & **DIDIER CARNET, Letters to the editor: Still vigorous after all these years? A presentation of the discursive and linguistic features of the genre.** *English for Specific Purposes* (Elsevier) 25.2 (2006), 173–199.  
doi:10.1016/j.esp.2005.03.004

This paper investigates Letters to the Editor, a section in biomedical journals used by scientists since the early 19th century to question already validated research. The aim of this study is to highlight some of the discursive strategies and to bring to the fore the linguistic characteristics of this particular genre, to analyze its goal, role and use within a community of French researchers. It is based on a corpus of 200 letters selected from two scientific journals in the fields of biology and medicine: *The American Journal of Clinical Nutrition* and *The Lancet* published between 1999 and 2002. The strategy of questioning is analyzed as an explicit and implicit mode of criticism leveled at an established scientific fact. It is a truly original mode of expression within scientific discourse. We postulate that letters to the editor have a common cognitive pattern since our corpus shows that an underlying macrostructure built on four moves can be identified in most letters. This rhetorical mode is used to challenge previous research and can therefore be considered to be a dynamic process for research. These letters also display original linguistic features distinct from those used in the research article. We identified syntactic specificities among which are the very low occurrence of hedging and of the passive voice, resulting from the researcher-centered approach. The lexical analysis revealed a heavy use of disparaging terms which makes the style derogatory. Social and cultural references also typify this genre. The impact and representation of this mode of scientific expression in a French-speaking scientific community were measured through a questionnaire survey whose results are reported and analyzed.

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**06-498 MILLER-COCHRAN, SUSAN K. & ROCHELLE L. RODRIGO** (Mesa Community College, USA; [susan.miller@mail.mc.maricopa.edu](mailto:susan.miller@mail.mc.maricopa.edu)), **Determining effective distance learning designs through usability testing.** *Computers and Composition* (Elsevier) 23.1 (2006), 91–107.  
doi:10.1016/j.compcom.2005.12.002

To add to the developing understanding of Web-based writing instruction, we conducted usability testing to assess the design of our online first-year composition courses at a large community college in the Southwest. Beyond the course-specific results, this study offers two primary contributions. First, it offers a model for conducting usability testing of Web-based writing classes to diagnose potential design problems in a course. This includes providing an indication of what kinds of results and data teachers should expect to gather, how to interpret that data, where to go for assistance,



whom to involve in the testing process, and what to do with the results. Second, this study provides an initial understanding of guidelines for course design using Web-based technologies. These guidelines were developed by examining writing classes in the study and then comparing the results with already established principles of design from usability engineering.

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**06-499 NELSON, MARK EVAN** (U California, USA; [menelson@berkeley.edu](mailto:menelson@berkeley.edu)), **Mode, meaning, and synaesthesia in multimedia L2 writing.** *Language Learning & Technology* (<http://lt.msu.edu>) 10.2 (2006), 55–76.

This paper attempts to articulate and evaluate instances of SYNAESTHESIA, with its complementary processes of TRANSFORMATION and TRANSDUCTION (Kress 2003: 36), at work in the multimedia text creation processes of four undergraduate L2 writers at the University of California, Berkeley. These students, entering freshmen, participated in an experimental course entitled 'Multimedia Writing', the purpose of which was to experience and explore the processes of multimodal textual communication. With the support of empirical data drawn from interviews with participants, student journals, and the DIGITAL-STORY-related artifacts themselves, the author shows how synaesthetically derived meaning may be naturally attendant to the process of multimodal text creation and also argues that synaesthesia may entail both amplifying and limiting effects as regards the projection of authorial intention and voice, with particular attention to the case of non-native English speakers. Before reading the following, it is suggested that the reader view examples of the multimedia essays discussed herein.

<http://lt.msu.edu>

**06-500 NIKOLOV, MARIANNE** (U Pécs, Hungary; [nikolov@nostromo.ptt.hu](mailto:nikolov@nostromo.ptt.hu)), **Test-taking strategies of 12- and 13-year-old Hungarian learners of EFL: Why whales have migraines.** *Language Learning* (Blackwell) 56.1 (2006), 1–51.  
doi:10.1111/j.0023-8333.2006.00341.x

This paper gives an account of a project exploring 12- and 13-year-old children's uses of strategies while solving reading and writing test tasks in English as a foreign language (EFL). The study was conducted to provide insights into how learners go about solving tasks and what they think and rely on while doing them. The first part provides an overview of strategy research and test-taking strategy research. The second part provides the background of the project and describes the 52 participants, the data collection instruments, and the procedures. The discussions include four case studies of two high achievers and two low achievers and explore what role individual differences played, what strategies learners applied, and how the findings have

contributed to a better understanding of what is meant by test-taking strategies. This exploratory qualitative study raises several questions. The analyses of the particular strategies and case studies might provide valuable insights into learners' uses of strategies and useful feedback for test designers and teachers.

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**06-501 PARKS, SUSAN, DIANE HUOT, JOSIANE HAMERS & FRANCE H.-LEMONNIER** (U Laval, Canada; [susan.parks@lli.ulaval.ca](mailto:susan.parks@lli.ulaval.ca)), **'History of theatre' web sites: A brief history of the writing process in a high school ESL language arts class.** *Journal of Second Language Writing* (Elsevier) 14.4 (2005), 233–258.  
doi:10.1016/j.jslw.2005.10.003

This article reports on how Quebec Francophone high school students, enrolled in a program which featured an environment rich in information and communication technologies (ICTs), appropriated the writing process over a four-year period (Grades 7–10) in the context of their ESL language arts courses. Data for the study were obtained using qualitative research methods, including in-class observation (field notes), videotaping, interviews, and collection of documents. Discussion of the issue of appropriation is framed in relation to sociocultural theory, and the contention as to the relationship between innovative educational practice and nested activity settings. Analysis of the way activities were structured over the four-year period, especially in regard to the role of scaffolding, serves to foreground the historically transformative nature of the learning process. As part of this analysis, the Grade 10 'History of Theatre' website project is presented as a 'telling case' to demonstrate how by this point enacting the writing process in an ICT-rich environment had become a highly self-regulated, routine cultural practice. Further evidence of appropriation is provided by the fact that, by Grade 10, students had begun on their own to transfer the use of the writing process to the completion of assignments in other school subjects, thus suggesting that this cultural tool had come to be valued as a means of helping them achieve the personal goal of producing a better written product and not merely fulfill a course requirement. The teacher's proleptic stance in terms of the way he viewed this developmental process is also discussed.

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**06-502 PIGADA, MARIA & NORBERT SCHMITT** (U Nottingham, UK), **Vocabulary acquisition from extensive reading: a case study.** *Reading in a Foreign Language* (<http://www.nflrc.hawaii.edu>) 18.1 (2006), 28 pp.

A number of studies have shown that second language learners acquire vocabulary through reading, but only relatively small amounts. However, most of these studies

used only short texts, measured only the acquisition of meaning, and did not credit partial learning of words. This case study of a learner of French, L1 Greek, living in UK, explores whether an extensive reading program can enhance lexical knowledge. The study assessed a relatively large number of words (133), and examined whether one month of extensive reading enhanced knowledge of these target words' spelling, meaning, and grammatical characteristics. The measurement procedure was a one-on-one interview that allowed a very good indication of whether learning occurred. The study also explores how vocabulary acquisition varies according to how often words are encountered in the texts. The results showed that knowledge of 65% of the target words was enhanced in some way, for a pickup rate of about 1 of every 1.5 words tested. Spelling was strongly enhanced, even from a small number of exposures. Meaning and grammatical knowledge were also enhanced, but not to the same extent. Overall, the study indicates that more vocabulary acquisition is possible from extensive reading than previous studies have suggested.

<http://www.nfrc.hawaii.edu>

**06-503 POWELL, DAISY** (Institute of Education, U London, UK; [d.powell@ioe.ac.uk](mailto:d.powell@ioe.ac.uk)), **DAVID PLAUT & ELAINE FUNNELL**, **Does the PMSP connectionist model of single word reading learn to read in the same way as a child?** *Journal of Research in Reading* (Blackwell) 29.2 (2006), 229–250. doi:10.1111/j.1467-9817.2006.00300.x

The Plaut, McClelland, Seidenberg & Patterson (1996) connectionist model of reading was evaluated at two points early in its training against reading data collected from British children on two occasions during their first year of literacy instruction. First, the network's non-word reading was poor relative to word reading when compared with the children. Second, the network made more non-lexical than lexical errors, the opposite pattern to the children. Three adaptations were made to the training of the network to bring it closer to the learning environment of a child: an incremental training regime was adopted; the network was trained on grapheme-phoneme correspondences; and a training corpus based on words found in children's early reading materials was used. The modifications caused a sharp improvement in non-word reading, relative to word reading, resulting in a near perfect match to the children's data on this measure. The modified network, however, continued to make predominantly non-lexical errors, although evidence from a small-scale implementation of the full triangle framework suggests that this limitation stems from the lack of a semantic pathway. Taken together, these results suggest that, when properly trained, connectionist models of word reading can offer insights into key aspects of reading development in children.

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**06-504 REICHEL, MELINDA** (U Toledo, USA; [melinda.reichelt@utoledo.edu](mailto:melinda.reichelt@utoledo.edu)), **English-language writing instruction in Poland.** *Journal of Second Language Writing* (Elsevier) 14.4 (2005), 215–232. doi:10.1016/j.jslw.2005.10.005

Second language writing scholars have undertaken descriptions of English-language writing instruction in a variety of international settings, describing the role of various contextual factors in shaping English-language writing instruction. This article describes English-language writing instruction at various levels in Poland, noting how it is both limited and enhanced by a variety of factors, including the prestige enjoyed by English in Poland, due in part to the perception that English will help advance one's career; a perceived need to 'catch up' with other European countries that have stronger traditions of English-language teaching; and the resulting motivation among many Poles for learning English. This article also describes how EFL writing instruction in Poland is influenced by pressure to prepare students for the writing sections of various English-language exams, by the lack of developed traditions of L1 and EFL writing instruction, and by the use at the university level of EFL writing teachers from English-dominant countries.

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**06-505 REILLY, COLLEEN A. & JOSEPH JOHN WILLIAMS** (U North Carolina, USA; [reillyc@uncw.edu](mailto:reillyc@uncw.edu)), **The price of free software: Labor, ethics, and context in distance education.** *Computers and Composition* (Elsevier) 23.1 (2006), 68–90. doi:10.1016/j.compcom.2005.12.001

The use, development, and dissemination of open-source software (OSS) appears to be more in line with the liberatory, collaborative, epistemological ideals of institutions of higher learning than does commercial software. However, our primary and secondary research reveals that due largely to institutional pressures and labor issues, open source software options are often not explored or considered when teaching distance-learning writing courses. In this article, we compare open source and commercial content/course management options and demonstrate the benefits and problems of specific applications. Additionally, we discuss our results from case studies of four instructors who teach distance-learning writing courses. We detail what types of applications they use, the level of institutional support they receive, and the motivations for their choices of applications.

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**06-506 REIMER, JASON F.** (California State U, USA; [jreimer@csusb.edu](mailto:jreimer@csusb.edu)), **Developmental changes in the allocation of semantic feedback**

**during visual word recognition.** *Journal of Research in Reading* (Blackwell) 29.2 (2006), 194–212.  
doi:10.1111/j.1467-9817.2006.00285.x

The present study used a mediated priming paradigm to examine whether developmental differences exist in the integration of semantic information with orthographic and phonological information during visual word recognition. In Experiment 1, we found that the integration of semantics with phonology and orthography differed among third-grade, sixth-grade and college students: orthographically based mediated inhibition effects were found in third-grade children, whereas phonologically based mediated inhibition effects were found in sixth-grade children and college students. A second experiment was performed with adults to test the hypothesis that the orthographically based mediated inhibition effect observed with young children was due to deficits in orthographic processing. When stimulus quality was manipulated within the mediated priming paradigm, orthographically based mediated inhibition effects were found when targets were dim, whereas phonologically based mediated inhibition effects were found when targets were bright. Taken together, these results suggest that the allocation of activation during reading may depend on the processing demands of the word recognition system.

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**06–507 RICHTER, TOBIAS** (U Cologne, Germany), **What is wrong with ANOVA and Multiple Regression? Analyzing sentence reading times with hierarchical linear models.** *Discourse Processes* (Erlbaum) 41.3 (2006), 221–250.  
doi:10.1207/s15326950dp4103\_1

Most reading time studies using naturalistic texts yield data sets characterized by a multilevel structure: sentences (sentence level) are nested within persons (person level). In contrast to analysis of variance and multiple regression techniques, hierarchical linear models take the multilevel structure of reading time data into account. They provide methods to estimate variance components and to model the influence of predictor variables on different levels as well as cross-level interactions between these predictors. This article gives a brief introduction to the method and proposes practical guidelines for its application to reading time data, including a discussion of power issues and the scaling of predictor variables. The basic principles of model building and hypothesis testing are illustrated with original data from a reading time study with naturalistic texts.

<http://www.erlbaum.com>

**06–508 ROCA DE LARIOS, JULIO** (U of Murcia, Spain; [jrl@um.es](mailto:jrl@um.es)), **ROSA M. MANCHÓN & LIZ MURPHY, Generating text in native and foreign**

**language writing: a temporal analysis of problem-solving formulation processes.** *The Modern Language Journal* (Blackwell) 90.1 (2006), 100–114.

doi:10.1111/j.1540-4781.2006.00387.x

This cross-sectional study drew on verbal protocol data to analyze the purported problem-solving nature of formulation processes. More precisely, its aim was to explore the allocation of composing time to problem-solving formulation processes in relation to 2 independent variables: (a) the language of composition (i.e. native language [L1] vs. second and foreign language [L2] writing); and (b) the writer's L2 proficiency (via 3 groups at different levels of proficiency). The results showed that the participants devoted twice as much time to dealing with formulation problems in the L2 than in the L1 and that the amount of time allocated to solving problems in the L2 did not depend on proficiency. Proficiency exhibited an apparent influence on the type of formulation problems the writers posed themselves. With increased proficiency, there was an increase, although not a linear one, in the time devoted to improving the expression of meaning or to discovering a better match between intention and expression, or both, and a decrease in the time devoted to compensating for the lack of linguistic resources. These findings are discussed in the light of process-oriented writing research and suggest implications for theory and research.

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**06–509 SPENCER, KEN** (U Hull, UK; [k.a.spencer@hull.ac.uk](mailto:k.a.spencer@hull.ac.uk)), **Phonics self-teaching materials for foundation literacy.** *Literacy* (Blackwell) 40.1 (2006), 42–50.  
doi:10.1111/j.1467-9345.2006.00422.x

The effect of irregular English orthography (spelling) on foundation literacy, and in particular on alphabetic decoding, is discussed within the context of the orthographic depth hypothesis. A method for circumventing the retarding effects of traditional English orthography, based on the support provided for Chinese pupils learning their character-based system of writing, is described. Evidence for the beneficial effects of a regularised form of English to support conventional orthography is presented in the form of a case study and a small group experiment, both carried out in a primary school in the North of England.

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**06–510 SPOONER, ALICE L. R.** (U Central Lancashire, UK; [aspooner@uclan.ac.uk](mailto:aspooner@uclan.ac.uk)), **SUSAN E. GATHERCOLE & ALAN D. BADDELEY, Does weak reading comprehension reflect an integration deficit?** *Journal of Research in Reading* (Blackwell) 29.2 (2006), 173–193.  
doi:10.1111/j.1467-9817.2006.00284.x

Seven- and eight-year-old skilled and less-skilled comprehenders were compared on a sentence recognition task in two conditions varying in memory load and retention interval. Integration of story information during comprehension was indexed by inflated recognition errors of foils that had been constructed by integrating information across original story sentences. Skilled comprehenders exhibited more accurate memory for sentences than less-skilled comprehenders. However, the groups did not differ in the degree to which they integrated information with minimal memory demand, or in their tendency to integrate information and retain the integrated representations with increased memory demand. These results were interpreted as evidence that integration deficits do not lie at the root of reading comprehension difficulties in mainstream children.

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

**06-511 SWARTS, JASON** (North Carolina State U, USA), **Coherent fragments: The problem of mobility and genred information.** *Written Communication* (Sage) 23.2 (2006), 173–201. doi:10.1177/0741088306286393

Genres embody typified discursive activity that is situated in an ecology of texts, people, and tools. Within these settings, genres help writers compose recognizable information artifacts. Increasingly, however, many professions are becoming mobile, and mobile technologies (e.g. personal digital assistants [PDAs]) are creating problems of translation as writers attempt to make genres work across contexts. Mobile devices uproot genres from their native contexts, undercutting their ability to mediate discursive activity. The semantically reduced design of PDA-accessible information magnifies these problems by obscuring, but not erasing, genre characteristics that tie information to its native context. Readers must assume the burden of composing meaningful information artefacts, work otherwise offloaded to genres. The author explores the nature of this composition burden in a case study of veterinary students. He finds that context and the degree of mobility both influence student perception of this composition burden.

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

**06-512 WALSH, MAUREEN**, **The 'textual shift': examining the reading process with print, visual and multimodal texts.** *Australian Journal of Language and Literacy* (Australian Literacy Educators' Association) 29.1 (2006), 24–37.

This paper examines the differences between reading print-based texts and multimodal texts within the context of changed literacy practices. The author closely analyses aspects of a novel, a picture book and an internet site to determine the similarities and differences in the way readers might process each text. The

'affordances' of modes are considered in relation to a text's purpose and the meaning-making involved.

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

**06-513 WILSON, ANDREW** (Lancaster U, UK; eiaaw@exchange.lancs.ac.uk), **Development and application of a content analysis dictionary for body boundary research.** *Literary and Linguistic Computing* (Oxford University Press) 21.1 (2006), 105–110. doi:10.1093/lc/fqi014

Body image – especially self-perceptions of body boundaries – can have a significant impact on emotional well-being, personality, and behaviour. Fisher and Cleveland developed a scoring system for identifying two categories of body boundary imagery (Barrier and Penetration) in Rorschach test protocols, which Newbold has since extended to the analysis of narrative text. This paper describes the initial development of a content analysis dictionary (the Body Type Dictionary) for automating Barrier and Penetration scoring on English-language texts. To demonstrate its use and to provide a preliminary measure of validation, the dictionary is applied to a set of fictional fetish narratives and to samples from mainstream romantic fiction. The results demonstrate that the fetish narratives contain a significantly greater amount of Barrier imagery than the mainstream writing samples, which tallies with previous observations about body boundaries and appears to support the claim that writers with uncertain self-perceived boundaries will use more body boundary imagery in their writing. Suggestions for further validation studies and applications are given.

<http://www.oxfordjournals.org>

**06-514 YUSUN KANG, JENNIFER** (Harvard U Graduate School of Education, USA; jennifer\_kang@post.harvard.edu), **Written narratives as an index of L2 competence in Korean EFL learners.** *Journal of Second Language Writing* (Elsevier) 14.4 (2005), 259–279. doi:10.1016/j.jslw.2005.10.002

This study investigated how linguistically determined Korean discourse strategies for establishing textual cohesion and marking written register in the Korean language may help explain the differences between the native English speakers' and the Korean English learners' written narratives in English. It employed quantitative methods of analysis to explore the use of specific linguistic features of written narratives. Participants were Korean adult EFL (English as a Foreign language) learners and American native English speakers in the U.S. The findings show that specifically Korean linguistic strategies were evident in the Korean English learners' English narrative discourse rather than the preferred discourse style of the target language. For example, Koreans' writing in English relied on some specifically Korean linguistic strategies, such as

highly frequent use of demonstrative references and repetition. However, it is also observed that the Korean English learners' English stories tended to diverge from their Korean stories in the direction of the target language norms. In other words, Koreans writing in English did show relative success in approaching English native speaker norms on the narrative and discourse dimensions such as reference, including pronominal reference. The findings hold important implications for L2 writing pedagogy and L2 training in discourse production.

<http://www.elsevier.com>

## Language testing

doi:10.1017/S0261444806243696

**06-515 DUDLEY, ALBERT** (Aichi Prefectural U, Japan), **Multiple dichotomous-scored items in second language testing: investigating the multiple true-false item type under**

**norm-referenced conditions.** *Language Testing* (Hodder Arnold) 23.2 (2006), 198–228.

doi:10.1191/0265532206lt327oa

This study examined the multiple true-false (MTF) test format in second language testing by comparing multiple-choice (MCQ) and multiple true-false (MTF) test formats in two language areas of general English: vocabulary and reading. Two counter-balanced experimental designs – one for each language area – were examined in terms of the number of MCQ and MTF differentially responded to, MTF item dependency, reliability, and concurrent validity. The data were analysed by classical test theory (CTT) and Rasch analysis. The results showed a two- and three-fold increase in vocabulary and reading items answered, respectively. Participants responded to significantly more MTF items than MCQ, and further analysis revealed no item dependency for both language domains. Reliability increases were found in the reading tests. Item conversions did not alter the basic functioning of the MTF items, and common person equating plots demonstrated a steady relationship between MCQ and MTF person ability estimates.

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

**06-516 LEE, YONG-WON** (Educational Testing Service, China), **Dependability of scores for a new ESL speaking assessment consisting of integrated and independent tasks.** *Language Testing* (Hodder Arnold) 23.2 (2006), 131–166.

doi:10.1191/0265532206lt325oa

A multitask speaking measure consisting of both integrated and independent tasks is expected to be an important component of a new version of the TOEFL test. This study considered two critical issues concerning

score dependability of the new speaking measure: How much would the score dependability be impacted by (1) combining scores on different task types into a composite score and (2) rating each task only once? To answer these questions, generalizability theory (G-theory) procedures were used to examine the impact of the numbers of tasks and raters per speech sample and of subsection lengths on the dependability of speaking scores. Univariate and multivariate G-theory analyses were conducted on rating data collected for 261 examinees for the study. The finding in the univariate analyses was that it would be more efficient to increase the number of tasks rather than the number of ratings per speech sample in maximizing the score dependability. The multivariate G-theory analyses also revealed that (1) the universe (or true) scores among the task-type subsections were very highly correlated and that (2) slightly larger gains in composite score reliability would result from increasing the number of listening – speaking tasks for the fixed section lengths.

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

**06-517 MCNAMARA, TIM** (U Melbourne, Australia; [tmcna@unimelb.edu.au](mailto:tmcna@unimelb.edu.au)), **21st Century shibboleth: Language tests, identity and intergroup conflict.** *Language Policy* (Springer) 4.4 (2005), 351–370.

doi:10.1007/s10993-005-2886-0

Since the Shibboleth test of biblical times, language tests have been used as instruments of social policy. While there is an ongoing tradition of using language tests for purposes of identification of insiders and outsiders in situations of inflamed intergroup conflict, language proficiency tests are not normally thought of in this light. This paper explores the possibility of seeing such proficiency tests as weapons in the tradition of the Shibboleth test, and considers examples of tests designed to control the flow of immigrants and refugees and to determine access to education and employment in settings of intergroup competition.

<http://www.springer.com>

**06-518 ROEVER, CARSTEN** (U Melbourne, Australia), **Validation of a web-based test of ESL pragmalinguistics.** *Language Testing* (Hodder Arnold) 23.2 (2006), 229–256.

doi:10.1191/0265532206lt329oa

Despite increasing interest in interlanguage pragmatics research, research on assessment of this crucial area of second language competence still lags behind assessment of other aspects of learners' developing second language (L2) competence. This study describes the development and validation of a 36-item web-based test of ESL pragmalinguistics, measuring learners' offline knowledge of implicatures and routines with multiple-choice questions, and their knowledge of speech acts with

discourse completion tests. The test was delivered online to 267 ESL and EFL learners, ranging in proficiency from beginner to advanced. Evidence for construct validity was collected through correlational analyses and comparisons between groups. The effect of browser familiarity was found to be negligible, and learners generally performed as previous research would suggest: their knowledge of speech acts increased with proficiency, as did their knowledge of implicature. Their knowledge of routines, however, was strongly dependent on L2 exposure. Correlations between the sections and factor analysis confirmed that the routines, implicatures, and speech act sections are related but that each has some unique variance. The test was sufficiently reliable and practical, taking an hour to administer and little time to score. Limitations and future research directions are discussed.

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

**06-519 VINCENT, JOHN** (U Melbourne, Australia; [jtv@unimelb.edu.au](mailto:jtv@unimelb.edu.au)), **Children writing: Multimodality and assessment in the writing classroom.** *Literacy* (Blackwell) 40.1 (2006), 51–57. doi:10.1111/j.1467-9345.2006.00426.x

Multimedia has had a widely recognised impact on society, but it is still under-represented in the literacy pedagogies of many schools. This may relate to the way we view assessment for literacy, which is still almost wholly monomodal. Students assessed at a low level as producers of verbal text may respond positively when working multimodally, but the only assessment instruments we have do not reveal this. In a class of 26 ten-year-olds in Victoria, Australia, with rich access to computers, five children performed at a very low level when working with verbal expression only, but responded remarkably when invited to work multimodally. A programme of text production was monitored and the results analysed, progressing from handwritten monomodal work, through stages of multimodality to full multimodal expression. The results suggest strongly that some children need multimodal scaffolding in order to communicate complex ideas effectively. This, however, requires an acceptance of multimodal texts as part of the primary literacy curriculum. It is therefore suggested that assessment of multimodal composition, both narrative and other texts, should be developed to help teachers accept the value of introducing multimodal literacies into the classroom.

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**06-520 WEIR, CYRIL J. & WU, JESSICA R. W.** (U Luton, UK & Testing Center, Taiwan), **Establishing test form and individual task comparability: a case study of a semi-direct speaking test.** *Language Testing* (Hodder Arnold) 23.2 (2006), 167–197. doi:10.1191/0265532206lt326oa

Examination boards are often criticized for their failure to provide evidence of comparability across forms, and few such studies are publicly available. This study aims to investigate the extent to which three forms of the General English Proficiency Test Intermediate Speaking Test (GEPTS-I) are parallel in terms of two types of validity evidence: parallel-forms reliability and content validity. The three trial test forms, each containing three different task types (read-aloud, answering questions and picture description), were administered to 120 intermediate-level EFL learners in Taiwan. The performance data from the different test forms were analysed using classical procedures and Multi-Faceted Rasch Measurement (MFRM). Various checklists were also employed to compare the tasks in different forms qualitatively in terms of content. The results showed that all three test forms were statistically parallel overall and Forms 2 and 3 could also be considered parallel at the individual task level. Moreover, sources of variation to account for the variable difficulty of tasks in Form 1 were identified by the checklists. Results of the study provide insights for further improvement in parallel-form reliability of the GEPTS-I at the task level and offer a set of methodological procedures for other exam boards to consider.

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

## Teacher education

doi:10.1017/S0261444806253692

**06-521 BARBERA, MICHELE** (Munich, Germany; [barbera@netseven.it](mailto:barbera@netseven.it)), **The HyperLearning Project: Towards a distributed and semantically structured e-research and e-learning platform.** *Literary and Linguistic Computing* (Oxford University Press) 21.1 (2006), 77–82. doi:10.1093/lc/fqh049

An increasing number of scholars think a new instrument to publish academic work is needed. In fact, the scientific journals are in a monopoly market that makes access to scientific information very expensive. The richest university libraries use 80–90% of their budgets for the purchase of scientific journals and nevertheless are able to afford only a small part of academic literature. For scholarly publications in the Humanities there is not a monopoly market—there is no market at all. Public libraries have less and less money for monographs. The Humanities are in constant crisis as far as the publication of scholarly editions is concerned. This is especially true of genetic and facsimile editions, but it is also the case for all projects where the requirements of scholarly work are in conflict with the realities of the book market. Furthermore, the access to libraries and archives holding the primary sources for scholarly work is often difficult, expensive and unsatisfactory. The HyperLearning project is an extension of the HyperNietzsche project, which tries

to solve the difficulties outlined above. This short research report describes the HyperLearning project, focusing on its technological activities. In the first part we will delineate the path from HyperNietzsche to HyperLearning. The following parts are an overview of three major technical research areas of HyperLearning.

<http://www.oxfordjournals.org>

**06-522 BEAN, WENDY, STELLA: Professional Learning Pilot Project.** *Australian Journal of Language and Literacy* (Australian Literacy Educators' Association) 29.1 (2006), 79–86.

The pilot provides data supporting the use of STELLA as an approach to teacher learning whereby they are provided with a framework to guide their learning rather than participating in any particular model or content. The focus is on engaging participating teachers on their own practice through use of the standards, narrative, keywords and questions challenging them to consider and revise their pedagogical knowledge and practice based on observations they have made of their school and classroom.

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

**06-523 COMMINS, NANCY L. & OFELIA B. MIRAMONTES** (U Colorado-Boulder, USA), **Addressing linguistic diversity from the outset.** *Journal of Teacher Education* (Sage) 57.3 (2006), 240–246.  
doi: 10.1177/0022487105285591

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

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

**06-524 DARLING-HAMMOND, LINDA** (Stanford U, USA; [ldh@stanford.edu](mailto:ldh@stanford.edu)), **Assessing teacher education: The usefulness of multiple measures for assessing program outcomes.** *Journal of Teacher Education* (Sage) 57.2 (2006), 120–138.  
doi:10.1177/0022487105283796

Productive strategies for evaluating outcomes are becoming increasingly important for the improvement, and even the survival, of teacher education. This article describes a set of research and assessment strategies used to evaluate program outcomes in the Stanford Teacher Education Program during a period of program redesign over the past five years. These include perceptual data on what candidates feel they have learned in the program (through surveys and interviews) as well as independent measures of what they have learned (data from pretests and posttests, performance assessments, work samples, employers' surveys, and observations of practice). The article discusses the possibilities and limits of different tools for evaluating teachers and teacher education and describes future plans for assessing beginning teachers' performance in teacher education, their practices in the initial years of teaching, and their pupils' learning.

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**06-525 FAHMI BATAINEH, RUBA & LAMMA HMOUD ZGHOUL** (Yarmouk U, Irbid, Jordan), **Jordanian TEFL graduate students' use of critical thinking skills (as measured by the Cornell Critical Thinking Test, Level Z).** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 9.1 (2006), 33–50.

This study investigates the critical thinking skills of 50 students currently enrolled in the Master's TEFL Programme at Yarmouk University, Jordan. The Cornell Critical Thinking Test, Level Z is utilised to test the students' use, or lack thereof, of the critical thinking skills of deduction, semantics, credibility, induction, definition and assumption identification, and assumption identification. The effect of the variables of gender, age and grade point average on the students' critical thinking abilities is also investigated. The findings reveal that the respondents performed quite poorly on the test. Gender, age and grade point average were all found to have an effect. Male students outperformed female students. However, while older male students outperformed younger ones, younger female students outperformed their older counterparts. Respondents with higher grade point averages scored better on the test. The findings have implications for TEFL education in Jordan and other similar contexts. As teachers can be highly influential in creating a classroom environment that promotes critical thinking, they need to be informed about the importance of developing their students' critical thinking skills. To make this possible, EFL teachers should be allowed pre-service and in-service training opportunities to encourage the development of critical thinking.

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

**06-526 FALLON, DANIEL** (Carnegie Corporation of New York, USA), **The buffalo upon the chimneypiece: The value of evidence.** *Journal of*

*Teacher Education* (Sage) 57.2 (2006), 139–154.  
doi:10.1177/0022487105285675

Advocacy for academically based teacher education informs this article, which stresses the need for persuasive evidence of its value. A summary of the current state of the evidence is presented, concluding that positive evidence is now very limited. What is needed to make the case for academically based teacher education is quantitative empirical evidence. The data presented by Coleman are described as a case study to demonstrate the difficulties in interpreting empirical data developed through quantitative methods. The recent assembling of comprehensive longitudinal databases of student achievement in multiple knowledge domains linking individual students with specific teachers is shown to be a promising improvement available to contemporary researchers. Good data and the means for working with them are currently at hand. Those who support the aims of academically based teacher education are called to develop quantitative empirical arguments that will build a dossier of persuasive evidence on its behalf.

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

**06–527 GRANT, CARL A.** (U Wisconsin-Madison, USA) & **MAUREEN GILLETTE, A candid talk to teacher educators about effectively preparing teachers who can teach everyone’s children.** *Journal of Teacher Education* (Sage) 57.3 (2006), 292–299.  
doi:10.1177/0022487105285894

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

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

**06–528 KAI-CHEUNG POON, FRANKY** (Tai Po Secondary School, Hong Kong, China), **Hong Kong English, China English and World English.** *English Today* (Cambridge University Press) 22.2 (2006), 23–28.  
doi:10.1017/S0266078406002045

Some reflections of a practising non-native speaking English teacher. Ten years ago, in a job interview for a teaching post in a government school, the writer was asked: ‘Do you think the government should recruit more native English-speaking teachers so as to boost the English standard of Hong Kong students?’ My answer took the interviewers by surprise: ‘No, I think the money should be spent on training local teachers who are more able to understand the needs of students learning English as a second or foreign language. I believe good English doesn’t necessarily mean British or American English. If we see English as an international

language, anyone capable of using it as an effective communication tool can potentially be a good English teacher.’ I got the job, but there are still a few questions in my mind.

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

**06–529 McDONOUGH, KIM** (Northern Arizona U, USA; kim.mcdonough@nau.edu), **Action research and the professional development of graduate teaching assistants.** *The Modern Language Journal* (Blackwell) 90.1 (2006), 33–47.  
doi:10.1111/j.1540-4781.2006.00383.x

The dominant approach to second language (L2) teacher education emphasizes reflection as a tool for helping teachers develop context-specific, personal theories of L2 teaching. Educators can facilitate reflection by involving teachers in action research. This small-scale study investigated whether carrying out action research as part of a graduate seminar affected the professional development of graduate teaching assistants (TAs) who were teaching in foreign and second language departments. Insights into the TAs’ professional development were gained through a qualitative analysis of their professional journals, reflective essays, action research reports, and oral and written feedback. The findings indicated that the TAs gained a broader understanding of research, developed an appreciation for peer collaboration, and adopted new L2 teaching practices. Suggestions for L2 teacher educators with an interest in incorporating action research into their graduate degree programmes are offered.

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**06–530 MULLOCK, BARBARA** (U New South Wales, Sydney, Australia; b.mullock@unsw.edu.au), **The pedagogical knowledge base of four TESOL teachers.** *The Modern Language Journal* (Blackwell) 90.1 (2006), 48–66.  
doi:10.1111/j.1540-4781.2006.00384.x

Many researchers have called for a broadening of the theoretical base of language teacher development programmes to include gathering information not only on what teachers do in the classroom, but also on what they know, and how this knowledge is transferred to their teaching behaviour, especially as they gain more experience in the classroom. However, in the field of teaching English to speakers of other languages (TESOL), studies of teachers’ knowledge base and its development are relatively scarce. This qualitative study using stimulated recall methodology and coding features to collect data from intact classes of low intermediate to advanced level students in general English, Business English, and Cambridge Advanced Certificate classes. It examines the reports of 4 teachers, with differing amounts of TESOL teaching experience, on their thinking about their activities in these classrooms.

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**06-531 O'DWYER, SHAUN** (David English House, Japan/U New South Wales, Australia; shaunodwyer@yahoo.com.au), **The English teacher as facilitator and authority.** *TESL-EJ* (<http://www.tesl-ej.org>) 9.4 (2006), 15 pp.

Over the past eighty years or so, some education theorists have repudiated the notion that it is the teacher's role to act as an authority in the classroom, transmitting knowledge to students 'who do not know'. In English as a second or foreign language education for adults, a notion of the teacher as 'facilitator' is considered to be more compatible with students' felt needs and autonomy. This paper argues that there are epistemological flaws in prominent rejections of transmission theories of learning. Drawing on British philosopher Michael Oakeshott's distinction between technical and practical knowledge, it argues for a modified understanding of the English teacher both as an authority capable of transmitting these types of knowledge in language, and as a facilitator of collaborative language learning.

<http://tesl-ej.org>

**06-532 OTERO, VALERIE K.** (U Colorado-Boulder, USA), **Moving beyond the 'get it or don't' conception of formative assessment.** *Journal of Teacher Education* (Sage) 57.3 (2006), 240–246. doi: 10.1177/0022487105285963

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

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

**06-533 RYBICKI, JAN** (Kraków Pedagogical U, Poland; jrybicki@ap.krakow.pl), **Burrowing into translation: Character idiolects in Henryk Sienkiewicz's Trilogy and its two English translations.** *Literary and Linguistic Computing* (Oxford University Press) 21.1 (2006), 91–103. doi:10.1093/lc/fqh051

Character idiolects in Henryk Sienkiewicz's Trilogy were studied in the original and in two English translations by Jeremiah Curtin and W. S. Kuniczak. The method used was Burrows's technique of multivariate analysis of correlation matrices of relative frequencies of the most frequent words in the dialogue. The aim of the study was to verify the intuitions of traditional interpretations, to acquire a more comprehensive view of the phenomenon, and to obtain new insights into the nature of idiolect differentiation in Sienkiewicz. Multidimensional scaling plots for the original yielded patterns of idiolect differentiation by nationality, social status, gender, and age. Corresponding plots for the two translations preserved many of these patterns and exhibited strong similarities to each other. More studies including modified methods (including Burrows's Delta) are needed to observe further and explain why exactly patterns of similarity/difference between character idiolects are so strongly preserved in translation.

<http://www.oxfordjournals.org>

**06-534 SON, JEONG-BAE** (U Southern Queensland, Australia; sonjb@usq.edu.au), **Using online discussion groups in a CALL teacher training course.** *RELC Journal* (Sage) 37.1 (2006), 123–135. doi:10.1177/0033688206063478

This paper reports the results of a study that examined an online discussion group established for a computer-assisted language learning (CALL) course and investigated patterns of interactions generated through the online discussion and participants' attitudes toward the computer-mediated communication (CMC) activity. The participants in the study were 24 English as a second/foreign language (ESL/EFL), 1 French and 1 Japanese in-service teachers. The findings indicate that individual postings consisted of a large number of fully task-focused messages with a small number of partially task-focused contributions and very few off-task contributions. From the content of the postings, six message types were identified. Among these types, interactive messages were exchanged between the teachers, mainly for the purposes of giving opinions/ideas and expressing support. The teachers' overall reactions to the online discussion group activities were positive. Most teachers considered the activities to be constructive, enjoyable and valuable. They agreed that online discussions were a good way of learning CALL and CMC could facilitate collaborative learning. This study confirms that CMC can provide teachers with communication channels for sharing ideas and resources and collaborating with their fellow teachers.

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

**06-535 VELAZQUEZ-TORRES, NANCY** (Metropolitan College of New York, USA; NvtowerV@aol.com), **How well are ESL teachers being prepared to**

## integrate technology in their classrooms?

*TESL-EJ* (<http://www.tesl-ej.org>) 9.4 (2006), 28 pp.

This article reports on the experiences of ESL language teachers with their teacher preparation in the use of learning technologies in Puerto Rico. Three focus group interviews were held with 28 pre-service teachers; 9 in-service teachers were interviewed, and a post focus group interview was held with student teachers after they completed their field teaching experience. The following themes emerged during the analysis of the qualitative data: (a) Course Content must be more than learning to use a program or machine in order for a teacher to be prepared to integrate technology in the classroom; (b) Modeling technology use by teacher educators and cooperating teachers instructs by example, (c) Self-acquisition of technology skills needs to be supplemented by formal training for teachers to acquire the technology skills they need; (d) Access and exposure to technology and Internet needs to be expanded; (e) Practical integration of technology in language teaching requires hands-on-experience throughout the teacher preparation program. Based on the findings, recommendations are made to higher education institutions and school administrators in Puerto Rico to face the challenge of preparing language educators in the integration of learning technologies in their curriculum.

<http://tesl-ej.org>

## Bilingual education & bilingualism

doi:10.1017/S0261444806263699

### 06-536 ABD-EL-JAWAD, HASSAN R. (Sultan Qaboos U, Oman), **Why do minority languages persist? The case of Circassian in Jordan.**

*International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 9.1 (2006), 51-74.

Data-based analysis of the language situation among the Circassian ethnic minority group is presented in this paper. All internal, external, ethnopolitical, socio-linguistic and demographic factors influencing this situation are examined. It is argued that although most empirical evidence indicates a gradual process of ethnic language attrition and ultimate predictable loss at all levels, there are counter motivations that seem to curb this process. At a certain stage in the life of an ethnic group that has acquired some status and prestige, language may become only a symbol of distinction, identification and a carrier of heritage, without having a culture of its own or any pragmatic value; hence members like to talk about it expressing loyalty, but not necessarily to have it.

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

06-537 ATHANASOPOULOS, PANOS (U Essex, UK; [panth@essex.ac.uk](mailto:panth@essex.ac.uk)), **Effects of the grammatical representation of number on cognition in bilinguals.** *Bilingualism: Language and Cognition* (Cambridge University Press) 9.1 (2006), 89-96. doi:10.1017/S1366728905002397

Research investigating the relationship between language and cognition (Lucy 1992b) shows that speakers of languages with grammatical number marking (e.g. English) judge differences in the number of countable objects as more significant than differences in the number or amount of non-countable substances. On the other hand, speakers of languages which lack grammatical number marking (e.g. Yucatec) show no such preference. The current paper extends Lucy's (1992b) investigation, comparing monolingual English and Japanese speakers with Japanese speakers of English as a second language (L2). Like Yucatec, Japanese is a non-plural-marking language. Results show that intermediate L2 speakers behave similarly to the Japanese monolinguals while advanced L2 speakers behave similarly to the English monolinguals. The results (a) provide support for the claim that grammatical representation may influence cognition in specific ways and (b) suggest that L2 acquisition may alter cognitive dispositions established by a first language (L1).

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06-538 BIALYSTOK, ELLEN (York U, Canada; [ellenb@yorku.ca](mailto:ellenb@yorku.ca)), CATHERINE MCBRIDE-CHANG & GIGI LUK, **Bilingualism, language proficiency and learning to read in two writing systems.** *Journal of Educational Psychology* (American Psychological Association) 97.4 (2005), 580-590.

Two hundred and four 5- and 6-year-olds who were monolingual English-, bilingual English-Chinese-, or Chinese-speaking children beginning to learn English (2nd-language learners) were compared on phonological awareness and word decoding tasks in English and Chinese. Phonological awareness developed in response to language exposure and instruction but, once established, transferred across languages for both bilinguals and 2nd-language learners. In contrast, decoding ability developed separately for each language as a function of proficiency and instruction in that language and did not transfer to the other language. Therefore, there was no overall effect of bilingualism on learning to read: Performance depended on the structure of the language, proficiency in that language, and instructional experiences with that writing system. These results point to the importance of evaluating the features of the languages and instructional context in which children become biliterate.

<http://www.apa.org>

06-539 BROERSMA, MIRJAM (Max Planck Institute for Psycholinguistics, Netherlands; [mirjam.broersma@mpi.nl](mailto:mirjam.broersma@mpi.nl)) & KEES DE BOT, **Triggered**

**codeswitching: A corpus-based evaluation of the original triggering hypothesis and a new alternative.** *Bilingualism: Language and Cognition* (Cambridge University Press) 9.1 (2006), 1–13. doi:10.1017/S1366728905002348

In this article the triggering hypothesis for code-switching proposed by Michael Clyne is discussed and tested. According to this hypothesis, cognates can facilitate code-switching of directly preceding or following words. It is argued that the triggering hypothesis in its original form is incompatible with language production models, as it assumes that language choice takes place at the surface structure of utterances, while in bilingual production models language choice takes place along with lemma selection. An adjusted version of the triggering hypothesis is proposed in which triggering takes place during lemma selection and the scope of triggering is extended to basic units in language production. Data from a Dutch–Moroccan Arabic corpus are used for a statistical test of the original and the adjusted triggering theory. The code-switching patterns found in the data support part of the original triggering hypothesis, but they are best explained by the adjusted triggering theory.

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**06–540 CAHNMANN, MELISA** (U Georgia, Athens, USA; cahnmann@uga.edu) & **MANKA M. VARGHESE, Critical advocacy and bilingual education in the United States.** *Linguistics and Education* (Elsevier) 16.1 (2005), 59–73. doi:10.1016/j.linged.2005.10.002

Comparing data from two ethnographic studies of bilingual teachers and their students in the United States, the authors present a cross-case analysis that illuminates how issues of language are inextricably linked with issues of race, class, and socioeconomic status. The authors show how portraits of teachers' practice help to examine some of the challenges urban, bilingual educators face including questions about teacher identity, bilingual proficiency, networks of support and activist training. Such portraits of bilingual practice shed light on the complexities that include and go beyond language and show the nexus where pluralist and assimilationist goals inform and contradict one another in public schooling. The authors suggest the current political climate places bilingual education at a new and challenging crossroads in the United States with opportunities to re-examine what bilingual education means within specific local and national contexts.

<http://www.elsevier.com>

**06–541 CREESE, ANGELA** (U Birmingham, UK), **ARVIND BHATT, NIRMALA BHOJANI & PETER MARTIN, Multicultural, heritage and learner identities in complementary schools.** *Language and Education* (Multilingual Matters) 20.1 (2006), 23–43

This paper looks at three identity positions salient in research of young people studying in complementary schools in Leicester, a large linguistically and ethnically diverse city in the East Midlands, England. Its discussion of identity focuses on three identity positions: multicultural, heritage and learner. The first two of these are linked to discussions on ethnicity as a social category. The authors explore the fluidity and stability of ethnicity as a social description in interview transcripts of young people at complementary schools. In addition, they explore another, more emergent identity salient in the two schools, that of 'learner identity'. Data was collected for 20 weeks by four researchers and consists of fieldnotes, interviews and audio recordings of classroom interactions. Overall, the paper argues that complementary schools allowed the children a safe haven for exploring ethnic and linguistic identities while producing opportunities for performing successful learner identity.

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

**06–542 DEUCHAR, MARGARET** (U Wales, Bangor, UK; m.deuchar@bangor.ac.uk), **Congruence and Welsh–English code-switching.** *Bilingualism: Language and Cognition* (Cambridge University Press) 8.3 (2005), 255–269. doi:10.1017/S1366728905002294

This paper aims to contribute to elucidating the notion of congruence in code-switching with particular reference to Welsh–English data. It has been suggested that a sufficient degree of congruence or equivalence between the constituents of one language and another is necessary in order for code-switching to take place. We shall distinguish between paradigmatic and syntagmatic congruence in relation to the grammatical categories of the two languages, focusing on the insertion of English nouns and noun phrases, adjectives, verbs and participles in otherwise Welsh utterances. We shall demonstrate how differing degrees of congruence between grammatical categories in the two languages are reflected in different code-switching outcomes.

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**06–543 DONG, YANPING** (Guangdong U of Foreign Studies, China; ypdong@mail.gdufs.edu.cn), **SHICHUN GUI & BRIAN MACWHINNEY, Shared and separate meanings in the bilingual mental lexicon.** *Bilingualism: Language and Cognition* (Cambridge University Press) 8.3 (2005), 221–238. doi:10.1017/S1366728905002270

This paper proposes a shared, distributed, asymmetrical model for the bilingual mental lexicon. To test the sharing of conceptual relations across translation equivalents, Experiment 1 used the classical priming paradigm with specific methodological innovations, trying to satisfy various constraints that had not been addressed in previous studies. The results suggest shared

storage for the conceptual representations of the bilingual's two vocabularies and asymmetrical links between concepts and lexical names in the two languages. Experiment 2 examined the details of meaning separation by eliciting semantic closeness rankings for conceptual relations that are equivalent across language translations and those that are not. The results indicate that bilinguals tend to integrate conceptual differences between translation equivalents, but that they also display a 'separatist' tendency to maintain the L1 conceptual system in the representation of L1 words and to adopt the L2 conceptual system in the representation of L2 words.

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**06-544 DU PLESSIS, THEO** (U Free State, South Africa; dplesslt.hum@mail.uovs.ac.za), **From monolingual to bilingual higher education: The repositioning of historically Afrikaans-medium universities in South Africa.** *Language Policy* (Springer) 5.1 (2006), 87–113.  
doi:10.1007/s10993-005-5627-5

This paper departs from current approaches to bilingual education at bilingual universities and draws a distinction between parallel bilingual education and integrated bilingual education. It presents an overview of language policy development at historically Afrikaans-medium universities in South Africa against the background of a changing higher education environment. The paper demonstrates that such universities have opted for a rather flexible policy on the medium of education. Although parallel bilingual education has been taken as the preferred model, allowance is made for various deviations. This approach represents a compromise between the need to reform (and thus maintain Afrikaans, so as to appease traditional clientele and secure traditional sources of external funding) and the need to transform (and increase access so as to become multilingual and multicultural). The seemingly bilingual approach does not suggest a move towards bilingual higher education per se. Other motives such as language maintenance and the need to survive are the deciding factors.

<http://www.springer.com>

**06-545 ÉTIENNE, CORINNE** (U Massachusetts, USA; corinne.etienne@umb.edu), **The lexical particularities of French in the Haitian press: Readers' perceptions and appropriation.** *Journal of French Language Studies* (Cambridge University Press) 15.3 (2005), 257–277.  
doi:10.1017/S0959269505002152

Regional French varieties in language contact situations have been widely discussed in Francophone studies. Defining a variety of French involves showing its specificity when compared to other French varieties, assessing its sociolinguistic functionality, and reporting on its speakers' linguistic representations (Robillard 1993a). This article probes the reactions of a group of

the Creole/French bilingual Haitian elite to a sample of lexical particularities drawn from a corpus of the Haitian press (1986–1998). It reports on participants' tolerance or stigmatization of these particularities and explores the reasons for their reactions. Findings indicate participants' concern with creolisms, notably those that are politically related or literal translations from Creole. This concern reveals participants' linguistic ambivalence and reflects the bilingual elite's linguistic identity, which is still influenced by Haiti's colonial past.

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**06-546 FARGHA, MOHAMMED & MADELINE HAGGAN** (Kuwait U, Kuwait), **Compliment behaviour in bilingual Kuwaiti college students.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 9.1 (2006), 94–118.

The analysis of compliment responses in a number of languages has attracted a growing research interest and information is already available on how speakers of L1 English and L1 Arabic respond. This allows for the prediction of certain cross-linguistic pragmatic differences that might characterise compliment responses in the case of Arabic-speaking EFL students. Rather than engage in speculation on the matter, the present study investigates this empirically by examining English compliments paid by Kuwaiti undergraduates to their peers and the responses these elicited. The corpus comprised 632 compliment responses, almost two thirds of which were in English, the remainder being nonverbal, Arabic or bilingual. Analysis was carried out to establish frequencies of simple (a single illocution) and complex (two or more illocutions) responses, the types and frequencies of different illocutions, and the influence of native language norms of expression. Results showed the latter to be very strong, detracting from the authentic nature of English responses. Discussion explores the cultural and linguistic bases underlying such responses. It is pointed out that such an analysis provides useful information for cross-linguistic pragmatics and foreign language pedagogy.

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**06-547 FRANCIS, NORBERT** (Northern Arizona U, USA; norbert.francis@nau.edu), **Bilingual children's writing: Self-correction and revision of written narratives in Spanish and Nahuatl.** *Linguistics and Education* (Elsevier) 16.1 (2005), 74–92.  
doi:10.1016/j.linged.2005.10.003

The article reports on findings from a replication of a study of bilingual children's editing and correction strategies. The earlier study analyzed revisions that 2nd, 4th, and 6th graders made to their own compositions, written in Spanish. The present study applied the same procedure and assessment rubric to the first draft of compositions written in the other language students speak, Nahuatl. Subjects were all fluent speakers of both

languages, from an indigenous community in Central Mexico. The discussion of the findings examines how the concept of a Common Underlying Proficiency may apply to a situation of communitywide bilingualism that is characterized by wide sociolinguistic disparities between the language of schooling and an indigenous language spoken by both students and teachers. Specifically, how might the access to underlying abilities related to literacy learning be affected by these disparities?

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**06-548 HAYES, RENÉE** (U Sunderland, UK; rhayes@undo-r.com), **Conversation, negotiation, and the word as deed: Linguistic interaction in a dual language program.**

*Linguistics and Education* (Elsevier) 16.1 (2005), 93–112.

doi:10.1016/j.linged.2005.11.002

In dual language programmes, children who speak a majority language are grouped with children who speak a minority language, and instruction is delivered in both languages. This focus on structural rather than instructional design can lead to a recipe approach to design: add the ingredients (native-speaking children, content language instruction) in the proper amounts and expect the desired product (bilingual children). However, a certain type of linguistically mediated interaction is implicit in the equation, since children with different language proficiencies are expected to guide each other in the mutual process of language acquisition. The teacher is faced with the task of fostering these interactions. Based on a year-long ethnographic study of a dual language kindergarten classroom, this paper describes and analyzes one teacher's efforts to design a physical environment to afford children's Spanish language conversation, the failure of these efforts, and the unexpected emergence of conversation through conflict and negotiation.

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**06-549 MARTIN, PETER** (U East London, UK), **ARVIND BHATT, NIRMALA BHOJANI & ANGELA CREESE**, **Managing bilingual interaction in a Gujarati complementary school in Leicester.** *Language and Education* (Multilingual Matters) 20.1 (2006), 5–22.

This paper focuses on teacher-student interaction in two Gujarati complementary school classrooms in one school in the East Midlands city of Leicester, UK. To date, little work has been published on interaction in complementary schools, and little is therefore known about the cultures of learning and teaching in such contexts. This study of complementary schools in Leicester shows how the classroom participants manage bilingualism and bilingual learning and teaching. One of the most noticeable features of the discourses of the two classrooms is the way two languages are juxtaposed to create learning opportunities. This uncontested use

of two languages through the pedagogic strategy of code-switching goes against the perceived notion of bilingual learning/teaching as being a deficient strategy. Classrooms in complementary schools offer a highly significant, though under-researched, context in which to study language choice, and specifically the multilingual experiences of classroom participants. By exploring the educational pedagogies and classroom discourses, it is the aim of the paper to extend theoretical insights into the way complementary schools might help to transform, negotiate and manage the linguistic, social and learning identities of the participants in the classroom.

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**06-550 MCGROARTY, MARY** (Northern Arizona U, USA; mary.mcgroarty@nau.edu), **Neoliberal collusion or strategic simultaneity? On multiple rationales for language-in-education policies.**

*Language Policy* (Springer) 5.1 (2006), 3–13.

doi:10.1007/s10993-005-5915-0

This article responds to Petrovic's (2005, *Language Policy* 4.4, 395–416) critique of justifications for language policy implied by Ruiz's (1984) tripartite conceptualization of language as problem, right, or resource. Based on current literature in American policy analysis, federalism, and educational reform, I argue that articulation of multiple rationales for language policy is strategically essential because opportunities for action arise unpredictably. As with educational reform generally, adequate rationales for effective and socially just language policies must recognize the moral, as well as material aspects of education, and must, additionally, instantiate awareness of noncognitive as well as cognitive dimensions of educational goals and processes. Only by recognizing these separate influences on the climate of American public opinion and, further, by linking them with an array of programmatic and pedagogical alternatives can scholars contribute to the ongoing challenges of building effective language programs on a comprehensive intellectual foundation.

<http://www.springer.com>

**06-551 MOKO, THEOPHILUS** (U Botswana, Gaborone, Botswana), **Counteracting the threat of language death: The case of minority languages in Botswana.** *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 27.2 (2006), 109–125.

When Botswana gained independence from the British in 1966, a political decision was taken to designate English as an official language and Setswana, one of the indigenous languages, as a national language. This move disregarded the multilingual nature of Botswana society. Furthermore, although not explicitly stated, the use of other languages was, in effect, prohibited, especially in the school setting and other official arenas. Whereas the

government undertook deliberate measures to promote the use of Setswana, no efforts were made by the government to cater for other languages spoken in Botswana. As a result, some of the latter languages have died out whilst others have survived. This paper examines some of the steps that members of the groups that speak these marginalised languages have taken in their quest to develop and maintain their languages. The discussion in this paper considers the six strategies proposed by David Crystal (2000) as some of the ways that speakers of endangered languages could ensure their survival. Deprived of any government support, the speakers of these languages initiated some processes that have seen some significant developments. These include the development of orthographies, the translation of the Bible into these languages and the publication of other written resources in these languages.

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

**06-552 NICOLADIS, ELENA** (U Alberta, Canada; [elenan@ualberta.ca](mailto:elenan@ualberta.ca)), **Cross-linguistic transfer in adjective–noun strings by preschool bilingual children.** *Bilingualism: Language and Cognition* (Cambridge University Press) 9.1 (2006), 15–32. doi:10.1017/S136672890500235X

One hypothesis holds that bilingual children's transfer occurs in spontaneous production when there is structural overlap between the two languages and ambiguity in at least one language (Döpke 1998, Hulk & Müller 2000). This study tested whether overlap/ambiguity of adjective–noun strings in English and French predicted transfer. In English, there is only one order (adjective–noun) while in French both adjective–noun and noun–adjective order are allowed, with the latter as the default. Unidirectional transfer from English to French was predicted. 35 French–English preschool bilingual children (and 35 age-matched English monolinguals and 10 French monolinguals) were asked to name pictures by using an adjective–noun string. In addition to the reversing adjective–noun strings in French as predicted by the overlap/ambiguity hypothesis, the bilingual children reversed more adjective–noun strings in English than monolinguals. It is proposed that cross-linguistic transfer might better be understood as an epiphenomenon of speech production.

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**06-553 NIKULA, TARJA** (U Jyväskylä, Finland; [tnikula@cc.jyu.fi](mailto:tnikula@cc.jyu.fi)), **English as an object and tool of study in classrooms: Interactional effects and pragmatic implications.** *Linguistics and Education* (Elsevier) 16.1 (2005), 27–58. doi:10.1016/j.linged.2005.10.001

This paper analyses classroom discourse in Finnish EFL classrooms where English is the object of study and content-based (Content and Language Integrated Learning, CLIL) classrooms where non-language sub-

jects are taught in English. The students in both groups are Finnish teenagers. Approaching the data from a discourse-pragmatic perspective, the paper investigates how these two settings compare with each other in terms of local practices of using English. In particular, attention is paid to how both choices between English and Finnish and ways of using English reflect the way participants perceive and construct their social relationships in the classrooms. The findings show differences between the two contexts that point toward their discursive practices being differently placed on the pragmatic dimension of detachment versus involvement, CLIL discourse tending towards the latter. It is also shown that the role of English as an object and tool of study is not only institutionally determined but also discursively constructed in these classrooms.

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**06-554 PADILLA, FRANCISCA, MARIA TERESA BAJO & PEDRO MACIZO** (U Granada, Spain; [mbajo@ugr.es](mailto:mbajo@ugr.es)), **Articulatory suppression in language interpretation: Working memory capacity, dual tasking and word knowledge.** *Bilingualism: Language and Cognition* (Cambridge University Press) 8.3 (2005), 207–219. doi:10.1017/S1366728905002269

How do interpreters manage to cope with the adverse effects of concurrent articulation while trying to comprehend the message in the source language? In Experiments 1–3, we explored three possible working memory (WM) functions that may underlie the ability to simultaneously comprehend and produce in the interpreters: WM storage capacity, coordination and word knowledge. In Experiments 1 and 2, interpreters, high span individuals and control participants performed free recall tasks under normal, articulatory suppression conditions (Experiment 1) or while performing a secondary task (Experiment 2). In Experiment 3, professional interpreters free recalled non-words or words in their first (L1) and second language (L2). The results indicated that the ability of the interpreters to simultaneously comprehend and produce is related to word knowledge rather than to an increased WM storage capacity or to an enhanced ability to coordinate processes and tasks.

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**06-555 PALOZZI, VINCENT J.** (Indiana U, USA; [vpalozzi@indiana.edu](mailto:vpalozzi@indiana.edu)), **Assessing voter attitude toward language policy issues in the United States.** *Language Policy* (Springer) 5.1 (2006), 15–39. doi:10.1007/s10993-005-5624-8

Two exploratory studies, Bilingual Education and Voter Intent: Colorado 2002 and The Language Policy Attitude Scale (LPAS) Study, investigated the attitudes of registered voters toward selected language policy issues

in the United States. In both studies, the Language Policy Attitude Scale consistently measured Cronbach's  $\alpha > 0.8$ , despite disparities between the two samples in age, education, and political ideology and party. Logit regression analysis of the 2002 data identified the LPAS as the strongest predictor variable of voting intention among those variables tested. Most respondents in the two studies supported both English as the national language of the United States, and the public use of other languages in the United States, thereby providing evidence within the American voting public for support of English Plus rather than strict assimilationism. This research provides insight for language educators, formulators of language policy, and language planning and policy researchers.

<http://www.springer.com>

**06-556 PETROVIC, JOHN E.** (U Alabama, USA; [Petrovic@bamaed.ua.edu](mailto:Petrovic@bamaed.ua.edu)), **The conservative restoration and neoliberal defenses of bilingual education.** *Language Policy* (Springer) 4.4 (2005), 395–416.  
doi:10.1007/s10993-005-2888-y

The paper presents a critique of a popular orientation to language planning. The resource orientation promotes language diversity as an important part of economic development and national defense. In other words, languages are resources. It is argued here that language pluralists who try to 'sell' language diversity and bilingual education by this language-as-resource strategy ultimately help to preserve the inequitable linguistic *status quo*. This is because the language of 'resource' upholds the language of neoliberalism. Language pluralists may be trying to use neoliberalism to combat neoconservatism. This is a strategic mistake since both are part and parcel of the conservative restoration and this strategy will ultimately backfire.

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**06-557 ROBERTSON, LEENA HELAVAARA** (Middlesex U, UK), **Learning to read 'properly' by moving between parallel literacy classes.** *Language and Education* (Multilingual Matters) 20.1 (2006), 44–61.

This paper explores the learning experiences of five bilingual children who are of second or third generation Pakistani background. At the start of the study the children are five years old and they attend the same school and class. They learn to read in English during their daily literacy hour lessons; their home language is Pahari. They attend weekly Urdu lessons that take place in a community language school. They also learn to read in classical Arabic – in a language they do not speak or understand – in their daily Qur'anic classes and, typically, in the local mosque. The data shows that the children learn to switch between three literacy systems. They talk about their literacy learning in terms of 'how you got to do it' and 'do it properly', which varies from class to class. Rather than finding these – or the different

related languages and scripts – confusing, they have a powerful impact in enabling the children to see literacies as systems that change and that can be manipulated. This kind of analytical approach of understanding 'proper' reading is based on the children's varied experiences of parallel literacy classes.

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**06-558 REYES, ILIANA** (U Arizona, USA; [ireyes@email.arizona.edu](mailto:ireyes@email.arizona.edu)) & **ARTURO E. HERNÁNDEZ**, **Sentence interpretation strategies in emergent bilingual children and adults.** *Bilingualism: Language and Cognition* (Cambridge University Press) 9.1 (2006), 51–69.  
doi:10.1017/S1366728905002373

This study examined sentence processing in emergent bilingual children and young adults in both English (second language – L2) and Spanish (first language – L1). One hundred participants from five different age groups (5;4–7;11, 8;0–10;11, 11;2–13;11, 14;0–16;8 years, and college-age adults) participated in this study. An online sentence interpretation paradigm was used to explore participants' processing patterns. Results of both choice and reaction time experiments provide new information about consolidation and 'in between' strategies for Spanish–English bilinguals; on the use of the distribution of local vs. topological cues (namely early reliance on word order in both languages, followed by an integration of late-emerging subject–verb agreement cues from 11 to 13 years of age). The nature of these syntactic strategies and their implications for developmental theories of bilingualism are discussed.

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**06-559 ROLLA SAN FRANCISCO, ANDREA, MARÍA CARLO, DIANE AUGUST & CATHERINE E. SNOW** (Harvard U Graduate School, USA; [snowcat@gse.harvard.edu](mailto:snowcat@gse.harvard.edu)), **The role of language of instruction and vocabulary in the English phonological awareness of Spanish–English bilingual children.** *Applied Psycholinguistics* (Cambridge University Press) 27.2 (2006), 229–246.  
doi:10.1017/S0142716406060267

This study explores influences on bilingual children's phonological awareness (PA) performance in English, examining the role of language of instruction and vocabulary. English monolingual and Spanish–English bilingual kindergartners and first graders receiving either English or Spanish literacy instruction were assessed in English PA and in English and Spanish vocabulary, as appropriate. Spanish-instructed bilinguals were more likely than English-instructed bilinguals or English monolinguals to treat diphthongs as two units, reflecting their analysis in Spanish phonology and orthography. Surprisingly, unbalanced bilinguals dominant in either English or Spanish scored better on English PA than children with approximately equal scores on

the English and the Spanish vocabulary test. This finding suggests that familiarity with many lexical items within a language constitutes a source of analysable phonological knowledge.

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**06-560 SANDEL, TODD L.** (U Oklahoma, Norman, USA), **WEN-YU CHAO & CHUNG-HUI LIANG**, **Language shift and language accommodation across family generations in Taiwan.** *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 27.2 (2006), 126–147.

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

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

**06-561 SUNDARA, MEGHA, LINDA POLKA & SHARI BAUM** (McGill U, USA; msundara@u.washington.edu), **Production of coronal stops by simultaneous bilingual adults.** *Bilingualism: Language and Cognition* (Cambridge University Press) 9.1 (2006), 97–114.  
doi:10.1017/S1366728905002403

This study investigated acoustic-phonetics of coronal stop production by adult simultaneous bilingual and monolingual speakers of Canadian English (CE) and Canadian French (CF). Differences in the phonetics of CF and CE include voicing and place of articulation distinctions. CE has a two-way voicing distinction (in syllable initial position) contrasting short- and long-lag VOT; coronal stops in CE are described as alveolar. CF also has a two-way voicing distinction, but contrasting

lead and short-lag VOT; coronal stops in CF are described as dental. Acoustic analyses of stop consonants for both VOT and dental/alveolar place of articulation are reported. Results indicate that simultaneous bilingual as well as monolingual adults produce language-specific differences, albeit not in the same way, across CF and CE for voicing and place. Similarities and differences between simultaneous bilingual and monolingual adults are discussed to address phonological organization in simultaneous bilingual adults.

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**06-562 TAN, CHARLENE** (Nanyang Technological U, Singapore), **Change and continuity: Chinese language policy in Singapore.** *Language Policy* (Springer) 5.1 (2006), 41–62.  
doi:10.1007/s10993-005-5625-7

This paper discusses the language policy for Chinese Language, or Mandarin, in Singapore, with a particular focus on recent policy changes and the accompanying policy statements. The paper identifies and explores three key features in the recent language policy changes: a flexible and customized approach in the teaching and learning of Chinese, a plan to nurture a core group of bicultural elite, and the emphasis on oral communication and reading for the majority of students. The paper argues that underlying the changes is the affirmation and continuation of the government's pragmatic approach in language policy and commitment to bilingualism in Singapore. The paper analyzes the language policy changes for Chinese in the context of recent educational reforms and the prevailing ideology in Singapore.

<http://www.springer.com>

**06-563 TAUBE-SCHIFFNORMAN, MARLENE** (Concordia U, Canada; marlene\_taubeschiff@yahoo.ca) & **NORMAN SEGALOWITZ**, **Within-language attention control in second language processing.** *Bilingualism: Language and Cognition* (Cambridge University Press) 8.3 (2005), 195–206.  
doi:10.1017/S1366728905002257

This study investigated attention control in tasks involving the processing of relational terms (more highly grammaticized linguistic stimuli: spatial prepositions) and non-relational terms (less highly grammaticized lexical stimuli: nouns) in a first (L1) and second language (L2). Participants were adult bilinguals with greater proficiency in their L1 (English) than in their L2 (French) as determined by self-report and performance on a speeded word classification task. Attention control was operationalized in terms of shift costs obtained in an alternating runs experimental design (Rogers & Monsell 1995). As hypothesized from consideration of the attention-directing functions of language, participants displayed significantly greater shift



costs (lower attention control) for relational terms when performing in the L2 as compared to the L1, but no difference in shift costs for non-relational terms between the two languages. The results are discussed from a cognitive linguistic perspective and in relation to second language proficiency development.

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

**06–564 THABIT SAEED, AZIZ & SHEHDEH FAREH** (U Sharjah, UAE), **Difficulties encountered by bilingual Arab learners in translating Arabic ‘fa’ into English.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 9.1 (2006), 19–32.

This study investigates the problems that translators and Arab learners of English encounter in translating Arabic sentences containing the Arabic discourse marker ‘fa’ into English. Several types of texts were surveyed in order to identify the salient functions that this marker has in Arabic discourse. Five major functions were identified: Explanatory, Consequential, Causal, Sequential and Adversative. A translation task was designed to find out how this marker translates into English. The subjects were fifty English-major Arab students studying at the University of Sharjah. The difficulties that Arab learners encounter in translating Arabic ‘fa’ into English were identified and rank ordered in terms of difficulty.

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

**06–565 UCHIKOSHI, YUUKO** (Harvard U, USA; [yuchikoshi@ucdavis.edu](mailto:yuchikoshi@ucdavis.edu)), **English vocabulary development in bilingual kindergarteners: What are the best predictors?** *Bilingualism: Language and Cognition* (Cambridge University Press) 9.1 (2006), 33–49.  
doi:10.1017/S1366728905002361

This study examines growth rates in vocabulary over an academic year for 150 Latino English language learners. In October, February, and June of kindergarten, participants completed standardized measures of receptive and expressive vocabulary. Before the second and third assessments, a third of the children watched *Arthur* three times a week during school hours, while another third viewed *Between the Lions*. The last third did not view either show during school hours. Data on children’s pre-school experiences and home literacy activities were collected. Growth modeling analyses show while there were no effects of classroom viewing, children who viewed *Arthur* and *Between the Lions* at home had steeper growth trajectories than those who had not. Additional effects of native language (L1) home use and pre-school attendance were seen. Boys displayed better English vocabulary skills than girls. These findings suggest the importance of English exposure and native language maintenance for English L2 vocabulary development.

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

**06–566 VEII, KAZUVIRE** (U Surrey, UK & U Namibia) & **JOHN EVERATT** ([j.everatt@surrey.ac.uk](mailto:j.everatt@surrey.ac.uk)), **Predictors of reading among Herero–English bilingual Namibian school children.** *Bilingualism: Language and Cognition* (Cambridge University Press) 8.3 (2005), 239–254.  
doi:10.1017/S1366728905002282

Predictions derived from the central processing and script dependent hypotheses were assessed by measuring the reading ability of 116 Grade 2–5 (primary school) Herero–English bilingual children in Namibia ranging in age from 7 to 12 and investigating possible predictors of word reading among measures of cognitive/linguistic processes. Tasks included measures of word reading, decoding, phonological awareness, verbal and spatial memory, rapid naming, semantic fluency, sound discrimination, listening comprehension and non-verbal reasoning. Faster rates of improvement in literacy within the more transparent language (Herero) supported the predictions of the script dependent hypothesis. However, the central processing hypothesis was also supported by evidence indicating that common underlying cognitive-linguistic processing skills predicted literacy levels across the two languages. The results argue for the importance of phonological processing skills for the development of literacy skills across languages/scripts and show that phonological skills in the L2 can be reliable predictors of literacy in the L1.

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

**06–567 WU, CHAO-JUNG** (U Leicester, UK), **Look w talking: language choices and culture of learning in UK Chinese classrooms.** *Language and Education* (Multilingual Matters) 20.1 (2006), 62–75.

The focus of this paper is the ‘culture of learning’ in Chinese complementary schools. The term ‘culture’ refers to the norms, attitudes, values and beliefs of the participants in these schools. Using data collected through multiple research methods from Chinese community schools in Britain, this paper takes a glimpse at cultural negotiation by examining the language choice in these schools. It briefly reviews the situation of learning Chinese as a community language, including outlining the general setting of Chinese schools in the UK. The paper then looks at examples of the language choices of the participants as a result of their cultural language traditions, their experiences and attitudes. It argues that ‘culture of learning’ should be considered not only in classrooms, but also in the wider societal and institutional context. It invites further discussions on community language practices and ideologies in community schools.

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

**06–568 YAMAMOTO, MASAYO** (Kwansei Gakuin U, Japan), **What makes who choose what**

**languages to whom? Language use in Japanese–Filipino interlingual families in Japan.**

*International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 8.6 (2005), 588–606.

This paper examines the language use of a small group of interlingual families of a Japanese parent and a Filipino parent with their offspring living in Japan and qualitatively explores possible explanations for their particular language use. Although the data collected from the subject group are limited, the data analysis does reveal some interesting features regarding language use among the family members: a less frequent use of the Filipino parent's native language(s) (L1) in comparison to the Japanese parent's native language (L1) and the employment of a language other than either parent's L1(s). These features in the present group greatly contrast with those of the Japanese–English interlingual families that the author previously investigated. Coupled with findings from the author's previous studies, findings from the present study suggest that the how and why of language use in interlingual families might be language-sensitive and not necessarily straightforward reflections of such linguistic considerations as the relative language proficiencies of the family members or access to a language community in the close vicinity.

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

**06–569 ZWANZIGER, ELIZABETH** (Boston U, USA; eezp@bu.edu), **SHANLEY E. M. ALLEN & FRED GENESEE, Cross-linguistic influence in bilingual acquisition: Subject omission in learners of Inuktitut and English.** *Journal of Child Language* (Cambridge University Press) 32 (2005), 893–909.

doi:10.1017/S0305000905007129

This study investigates subject omission in six English–Inuktitut simultaneous bilingual children, aged 1;8–3;9, to examine whether there are cross-language influences in their language development. Previous research with other language pairs has shown that the morphosyntax of one language can influence the development of morphosyntax in the other language. Most of this research has focused on Romance–Germanic language combinations using case studies. In this study, the researchers examined a language pair (English–Inuktitut) with radically different morphosyntactic structures. Analysis of the English-only and Inuktitut-only utterances of the children revealed monolingual-like acquisition patterns and subject omission rates. The data indicate that these bilingual children possessed knowledge of the target languages that was language-specific and that previously identified triggers for cross-linguistic influence do not operate universally.

[http://journals.cambridge.org/jid\\_JCL](http://journals.cambridge.org/jid_JCL)

**Sociolinguistics**

doi:10.1017/S0261444806273695

**06–570 ANCHÍMBE, ERIC A.** (U Munich, Germany), **Local meaning in the English of West Africa.**

*English Today* (Cambridge University Press) 22.2 (2006), 50–54.

doi:10.1017/S0266078406002094

This article addresses differences in meaning that are current in English as it is used along the West African coast. It is not uncommon for an teacher of English as a Second Language to be confronted with such questions as, 'Is *that* what "stranger" means?' or such responses as, 'Sir, I do not have a "belly"!'. However, in this context, a sound knowledge (or simply an awareness) of new meanings attached to old words may save some embarrassment. This paper proposes that, for the sound and successful teaching of English as a second language in West Africa, teachers should acquaint themselves with such usages.

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

**06–571 MCCOLL MILLAR, ROBERT** (U Aberdeen, Scotland; r.millar@abdn.ac.uk), **'Burying alive': Unfocused governmental language policy and Scots.** *Language Policy* (Springer) 5.1 (2006), 63–86.

doi:10.1007/s10993-005-5626-6

In 2001, the United Kingdom government ratified the European Charter for Regional or Minority Languages, recognising Scottish Gaelic, Welsh and Irish under Part III of the Charter, but Scots, in Scotland and Ulster, only under Part II. It may be that this distinction is representative of the DIALECTALISED nature of this language in relation to its near relative, Standard English. Nevertheless, this paper demonstrates that implementation of language policy on Scots at all levels of government – European, United Kingdom, Scotland and local – has been half-hearted, ill thought-out and buried in a swathe of other 'cultural' issues. Whilst it would be impossible to prove actual animus against the language by governmental actors, it is likely that prevailing sociolinguistic attitudes towards the vernacular's status have encouraged the ineffectual nature of policy towards Scots.

<http://www.springer.com>

**06–572 TAKAHASHI, KAORU** (Toyota National College of Technology, Japan; takahasi@toyota-ct.ac.jp), **A study of register variation in the British National Corpus.** *Literary and Linguistic Computing* (Oxford University Press) 21.1 (2006), 111–126.

doi:10.1093/lc/fqj028

This article is concerned with the study of register variation, the process of focusing on the similarities

and dissimilarities between register categories in terms of various linguistic phenomena. The British National Corpus World Edition, which is a 100 million word collection of British English, will be used to study the characterization of register variation by identifying their linguistic characteristics. By means of multivariate analysis, the variation of the occurrence of selected linguistic features among registers will be classified. A multivariate analysis holds out the promise of being able to systematize the register categories in the corpus while also revealing the characteristic linguistic features of the groups classified. In this article, by focusing on a sociolinguistic variable which is fairly systematically associated with 'social class' in the British National Corpus, the dimensions revealed by the multivariate analysis were interpreted linguistically. That is, the linguistic dimension concerned with 'formal style' versus 'casual style' proved the validity of the social variable in the British National Corpus and enabled its characterization in the light of linguistic features. Furthermore, several words which pertain to interjection, filler, modal auxiliary verb, and negation, i.e. *hmm*, *ay*, *may*, *'d*, *not*, *nae*, and *so on* turned out to be crucial markers to characterize the register in which texts are used.

<http://www.oxfordjournals.org>

**06-573 TANAKA, SHIGENORI** (Keio U, Japan; stanaka@sfc.keio.ac.jp), **English and multiculturalism – from the language user's perspective.** *RELC Journal* (Sage) 37.1 (2006), 47–66.  
doi:10.1177/0033688206063473

This paper aims to reconsider the status of 'English as an international language' from the language user's perspective. Accepting a shift in focus from 'English' to 'Englishes', we argue that the concept of 'Englishes', which assumes the pluralisation of linguistic and cultural norms, still remains a collective concept, and to discuss English from the language user's point of view, the notion of 'my English' – a notion motivated by the distinction between 'English one learns' and 'English one uses' – should be introduced. We also argue that if a personal perspective of 'my English' is taken, then, we must also draw a distinction between 'culture out there' and 'culture one encounters' to discuss the context in which English is used. In this paper, we introduce the perspective of 'living multiculturalism', and discuss some of the major cultural issues from that perspective. All in all, this paper is an attempt at advancing a theory of world Englishes from the perspective of the user of the language, suggesting pedagogical implications for understanding the notion of communicative competence.

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

**06-574 UCHIDATE, KEIKO** (International Pacific College, New Zealand), **Use of honorifics by**

**second language learners.** *The Language Teacher* (Japan Association for Language Teaching) 30.4 (2006), 3–9.

It is said that one needs to acquire not only linguistic competence but also sociolinguistic competence, i.e. the skill to speak appropriately in actual communication situations. The Japanese language contains informal language and several different types of formal language, and speakers must consider this when choosing the most appropriate speech style to use in a communication setting. This paper focuses on the use of honorifics by L2 learners and examines the aspects of honorifics learners find the most difficult to acquire. Several advanced learners studying Japanese in the UK participated in the study. The results indicate that the learners' linguistic knowledge of honorifics does not correlate with their sociolinguistic competence and the sociolinguistic rules underlying the use of honorifics. The concept of in-group/out-group, a notion unique to Japanese society, is something that the learners in this study found difficult to acquire.

<http://www.jalt.org>

**06-575 USHIODA, EMA** (U Warwick, UK), **Language motivation in a reconfigured Europe: Access, identity, autonomy.** *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 27.2 (2006), 148–161.

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

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

**06-576 WATSON, KEVIN** (Lancaster U, UK), **Phonological resistance and innovation in the North-West of England.** *English Today* (Cambridge University Press) 22.2 (2006), 55–61.  
doi:10.1017/S0266078406002100

Over the past few decades, studies of dialect levelling have concluded that phonological convergence amongst varieties of British English is rife. This review attempts to demonstrate the opposite, in the variety of English spoken in Liverpool. Despite various media reports predicting the death of Liverpool English, evidence is provided here that the variety appears to be RESISTING the innovation of ‘T-glottalling’, a feature which is frequent elsewhere, and instead shows signs of DIVERGENCE from any kind of supra-local regional norm.

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

**06-577 YAJUN, JIANG & CHENGGANG ZHOU** (Donghua U, Shanghai, China), **World Englishes and contrastive rhetoric.** *English Today* (Cambridge University Press) 22.2 (2006), 11–22.  
doi:10.1017/S0266078406002033

We argue here that a ‘paradigm gap’ has prevented recent research into WORLD ENGLISHES (WEs) and CONTRASTIVE RHETORIC (CR) from being mutually useful, and suggest particular areas in which insights from CR may benefit in particular the study of WEs. English in its standard ‘native’ form(s) is fast becoming the world’s lingua franca of science, commerce, the mass media, and entertainment. As a result, its non-native uses and users have become significant in at least the following eleven fields: applied linguistics, sociolinguistics, critical linguistics, contrastive rhetoric, second language acquisition, traditional English studies, lexicography, mass communication studies, cultural studies, pragmatics, and text linguistics (cf. Bolton 2003). We hope that the present study will contribute to the debate.

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

**06-578 YANG, JIAN** (Seattle U, USA), **Learners and users of English in China.** *English Today* (Cambridge University Press) 22.2 (2006), 3–10.  
doi:10.1017/S0266078406002021

Just how many millions are there? China’s huge English-knowing population of 200–350 million is often cited as evidence of the language being nativized in the world’s most populous country. We may note, however, that the words USER and LEARNER are used interchangeably in reference to its speakers of English. When, however, the focus is on the nativization of English in China, a country in Kachru’s ‘Expanding Circle’ of Englishes, it is imperative to distinguish between users and learners of the language. Kachru points out that institutionalized varieties of English in Outer Circle countries have four functions: the

instrumental, the regulative, the interpersonal, and the imaginative/innovative. For English to perform any such functions, there needs to be a large number of proficient bilingual users of the language – which seems not to be the case in China, where English is primarily learned in the classroom as a foreign language. This means that college graduates should have learned the most English, but some constraining factors have prevented the majority of them from obtaining an advanced level of proficiency.

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

## Applied linguistics

doi:10.1017/S0261444806283691

**06-579 EL-YASIN, MOHAMMED K.** (Yarmouk U, Irbid, Jordan; majlouny@yahoo.com) & **ABDULLA K. AL-SHEHABAT, Translating proverbs.** *Babel* (John Benjamins) 51.2 (2005), 161–173.

The present paper starts by defining proverbs and discussing their form and meaning. The fixed or fossilized form of proverbs gives them one of their defining characteristics; their meaning is the standard interpretation their speech community assigns to them, which may or may not coincide with their literal meaning. The use of proverbs helps enrich the text in which they are used, since they draw on traditional wisdom and, therefore, carry the weight of popular acceptance as authentic truth. To achieve optimal translation of such a text, the translator is faced with the problem of maintaining this richness and is required to find an equally rich text with the compactness a proverb enjoys, a task that is not always possible. This is due to the fact that the kind of equivalence aimed at in this case can only be achieved when a proverb is found in the target language which can be used in situations similar to those where the source language proverb is used. The chances of finding such a proverb are not always available. Compete equivalence is, more often than otherwise, unattainable where translating proverbs is concerned.

<http://www.benjamins.com>

**06-580 FLOWERDEW, JOHN** (City U Hong Kong, Hong Kong, China; enjohnf@cityu.edu.hk) & **ALINA WAN, Genre analysis of tax computation letters: How and why tax accountants write the way they do.** *English for Specific Purposes* (Elsevier) 25.2 (2006), 133–153.  
doi:10.1016/j.esp.2005.03.005

This study is a genre analysis which explores the specific discourse community of tax accountants. Tax computation letters from one international accounting firm in Hong Kong were analyzed and compared. To probe deeper into the tax accounting discourse community, a group of tax accountants from the same

firm was observed and questioned. The texts analyzed and the data from the observation and interviews with the accountants highlight, among other things, the prevalence of intertextuality in their discourse. There also seems to be a trend towards faxing instead of posting tax computation letters, while e-mail is not considered appropriate for the conveyance of such letters. The implications of the findings are presented with possible suggestions for future research.

<http://www.elsevier.com>

**06-581 FRANCIS, NORBERT** (Northern Arizona U, USA; [norbert.francis@nau.edu](mailto:norbert.francis@nau.edu)), **The development of secondary discourse ability and metalinguistic awareness in second language learners.** *International Journal of Applied Linguistics* (Blackwell) 16.1 (2006), 37–60. doi:10.1111/j.1473-4192.2006.00105.x

Research on the development of language proficiency associated with academic discourse and literacy learning is reviewed. Bilingualism and L2 learning are considered as a point of reference to help formulate the following research questions for future investigation: What are the components that together make up literacy-related academic proficiency? Sequential bilingualism provides for a useful perspective on this question because in L2 learning the different components appear to develop at varying rates in relation to each other, revealing imbalances that shed light on how aspects of language knowledge and information processing might be represented and on how they are deployed in actual language use. Which aspects of literacy-related academic proficiency are not language-specific, and how do bilinguals access requisite knowledge and processing components in L2 literacy learning?

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

**06-582 GIMENEZ, JULIO** (Middlesex U, London, UK; [jgimenez@mdx.ac.uk](mailto:jgimenez@mdx.ac.uk)), **Embedded business emails: Meeting new demands in international business communication.** *English for Specific Purposes* (Elsevier) 25.2 (2006), 154–172. doi:10.1016/j.esp.2005.04.005

The last decade has witnessed increasing interest in email communication. Research in this area has focused on stylistic conventions, the role of email in the communication patterns of a company and the link between emails and corporate culture. Most of the studies so far published have concentrated on simple, one-way emails. However, evidence from a databank of 123 emails for international business communication seems to suggest that emails are gradually becoming a more complex genre. This article analyses the emerging textual and communicative complexity of business emails from the databank and suggests that this complexity has resulted mainly from efforts to

accommodate the genre to the new demands of the international business community.

<http://www.elsevier.com>

**06-583 HAMSTON, JULIE**, **Pathways to multiliteracies: Student teachers' critical reflections on a multimodal text.** *Australian Journal of Language and Literacy* (Australian Literacy Educators' Association) 29.1 (2006), 38–51.

This article highlights how three final year Bachelor of Education students at The University of Melbourne – Melissa, John and Adam – report on their critical engagement with a multimodal text, Ngarinyin pathways dulwan (hereafter, 'pathways') at the Australian Centre for the Moving Image. In highlighting these student teachers' insightful and sustained readings of pathways, the article confirms the need for broad repertoires of textual practice in the primary classroom. Importantly, it raises questions about the affective domain of reading and how this warrants further exploration with both novice and experienced teachers.

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

**06-584 HASSAN AL-SAQQAF, ABDULLAH** (Sultan Qaboos U, Muscat), **The linguistics of loanwords in Hadrami Arabic.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 9.1 (2006), 75–93.

The aim of this paper is to explore loanwords in Hadrami Arabic (Yemen). Most of these words, which are now diminishing due to the social and economical development in the region, reflect some stage of bilingualism when the Hadram's (natives of Hadramawt, Yemen) migrated to different parts of the world. The donor languages range from the tongues of the Indian subcontinent to the languages of the Malay archipelago, to Swahili and English. These loans are confined, as one would expect, to certain registers such as food or modern technology. The language contact resulted in different morphological and phonological processes and examples are given on how such loanwords became integrated in the dialect to the extent that some eminent folk-poets did not hesitate in using them in their poetry. In the appendix, a list of loanwords is given with their meanings and origins.

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

**06-585 HÜLLEN, WERNER** (U Duisburg-Essen, Germany; [werner.huellen@uni-essen.de](mailto:werner.huellen@uni-essen.de)), **Foreign language teaching – a modern building on historical foundations.** *International Journal of Applied Linguistics* (Blackwell) 16.1 (2006), 61–87. doi:10.1111/j.1473-4192.2006.00103.x

During the 20th century, the teaching and learning of foreign languages has gained an unprecedented importance. This pertains mainly to English in its world-wide use, but also to other national languages. The question is discussed of whether new vernaculars are to be taught merely as the instrument of communication, i.e. in a practical sense, or whether further-reaching pedagogical goals should be envisaged. During the 19th and 20th centuries, educators in Germany discussed this issue heatedly with reference to the teaching of Greek and Latin vs the teaching of French and English. Using these thought-provoking discussions, the idea is floated that foreign language teaching should always include reflecting on the respective culture in which the language is embedded and on the general rules and conventions which guide its use.

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

**06-586 LÉWY, NICOLAS** (U Neuchâtel, Switzerland; nicolas.lewy@unine.ch), **FRANÇOIS GROSJEAN, LYSIANE GROSJEAN, ISABELLE RACINE & CAROLE YERSIN, Un modèle psycholinguistique informatique de la reconnaissance des mots dans la chaîne parlée du français** [A computational psycholinguistic model for word recognition in French connected speech]. *Journal of French Language Studies* (Cambridge University Press) 15.1 (2005), 25–48.  
doi:10.1017/S0959269505001900

We propose a new computational psycholinguistic model of French. The model, entitled FN5, is concerned with the recognition of spoken words, presented in isolation (determiner, attributive adjective, noun) or in sequences of two words (determiner and noun, attributive adjective and noun). Thanks to a lexicon of more than 17,000 words, to localist connectionist architecture, and to specifically developed mechanisms (position processor, groupings of connections, isolation point), the model can simulate, sequentially or simultaneously, certain effects characteristic of the isolated word (frequency, length, homophony) or of a sequence of words (lexical break, linking, liaison, schwa deletion). Furthermore, the model takes into account certain differences which exist between standard French and Swiss French (number of vowels, word-final vowel length, and status of the schwa). We describe this model, present its graphic interface, and illustrate it with examples of simulation.

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

**06-587 MACKEN-HORARIK, MARY, Hierarchies in diversities: What students' examined responses tell us about literacy practices in contemporary school English.** *Australian Journal of Language and Literacy* (Australian Literacy Educators' Association) 29.1 (2006), 52–78.

The study explores the semantic features of responses to an open question about an unseen narrative and

systemic functional analysis revealed three orientations to meaning, or 'three readings, immanent in students' responses at different levels of achievement in Year 10 examinations: a 'tactical reading'. The study explores diverse literacy practices of current curriculum and the hierarchies at work in formal assessment of such practices.

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

**06-588 NELSON, MIKE** (U Turku, Finland; mike.nelson@utu.fi), **Semantic associations in Business English: A corpus-based analysis.** *English for Specific Purposes* (Elsevier) 25.2 (2006), 217–234.  
doi:10.1016/j.esp.2005.02.008

This paper examines the semantic associations of words found in the business lexical environment by using a one-million word corpus of both spoken and written Business English. The key method of analysis is that of semantic prosody or semantic association; the notion that words associate with collocates that are themselves related, often either negatively or positively or belonging to a specific semantic set. The paper thus shows how words in the Business English environment interact with each other on a semantic level. After a brief introduction and literature review on semantic prosody, the main research based on an analysis of corpus data is presented. It shows that not only do words in the business environment have semantic prosodies, that is they are found to regularly collocate with word groups that share semantic similarity, they also have prosodies that are unique to business, separate from the prosodies they generate in the 'general English' environment. It was also noted, however, that these prosodies are not all-consuming, and often only represent strong tendencies for lexical relations, rather than a firmly fixed relationship. The article ends by discussing the pedagogical consequences that this research may have when the results are introduced into the classroom.

<http://www.elsevier.com>

**06-589 SIEPMANN, DIRK** (Universität-GH Siegen, Germany; dsiepmann@t-online.de), **Collocation, colligation and encoding dictionaries (Part II: Lexicographical aspects).** *International Journal of Lexicography* (Oxford University Press) 19.1 (2006), 1–39.  
doi:10.1093/ijl/eci051

The present article starts from a broad definition of collocations as holistic lexico-grammatical or semantic units (see Part I for full details, in *IJL* 18.4 (2005), pp. 409–443), asking how such units can be adequately represented in bilingual and monolingual encoding dictionaries. It is found that an onomasiological approach to dictionary making is better suited to this task than a semasiological, framework-based methodology whereby individual lexicographers work on

small, alphabetically classified sections of the dictionary. Typically, semasiological dictionaries and corresponding methodologies have difficulty in arranging items in a clear and memorable way, give patchy or inadequate coverage to semantic-pragmatic collocations, cannot provide adequate cross-referencing between synonymous items and are prone to translation errors. It is shown how onomasiological dictionaries and methodologies can remedy such deficiencies. The Bilexicon project aimed at creating thematic learners' dictionaries is the main source laid under contribution with a view to illustrating the suggestions made.

<http://www.oxfordjournals.org>

**06-590 THUE VOLD, EVA** (U Bergen, Norway; [eva.vold@roman.uib.no](mailto:eva.vold@roman.uib.no)), **Epistemic modality markers in research articles: A cross-linguistic and cross-disciplinary study.** *International Journal of Applied Linguistics* (Blackwell) 16.1 (2006), 61–87.  
doi:10.1111/j.1473-4192.2006.00106.x

Research on the use of hedging strategies in research articles has received increasing attention during the last few decades, but few have compared the use of hedges across languages and disciplines. This article explores the use of epistemic modality markers – an important and frequently used type of hedges – in research articles written in three different languages (English, French and Norwegian) and belonging to two different disciplines (linguistics and medicine). Gender differences are also examined. The material is compiled within the electronic corpus of the KIAP project (Cultural Identity in Academic Prose). Statistical analyses of the data (Kruskal-Wallis and Mann-Whitney tests) show that Norwegian- and English-speaking researchers use significantly more of these hedges than their French-speaking colleagues. Disciplinary affiliation and gender seem to have little influence on the proportion of epistemic modality markers in a text, but there are interesting differences between disciplines as regards the type of markers used. These findings may have implications for the teaching of academic writing as well as for cross-cultural understanding between academics.

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**06-591 WILLIAMS, IAN A.** (U de Cantabria, Santander, Spain; [williams@unican.es](mailto:williams@unican.es)), **Thematic items referring to research and researchers in the Discussion section of Spanish biomedical articles and English-Spanish translations.** *Babel* (John Benjamins) 51.2 (2005), 124–160.

This corpus-based contrastive study examines the thematic use of the semantic field of research and researchers in the Discussion section of biomedical reports in Spanish native texts and English-Spanish translations. This semantic field was divided into integral reference (specific named researchers), general nouns for

researchers, and singular and plural nouns referring to research. Themes containing these lexical items were examined with regard to their syntactic manifestations and their lexicogrammatical relations with the main finite verb. Quantitative analysis was used to establish reference values for the native texts and to reveal differences between the two subcorpora. Qualitative contextual analysis then investigated how the data might be applied to the translated texts. The quantitative study showed that the Spanish texts had more integral references and more general researcher nouns in their themes whereas the translations had more singular research nouns. Singular research nouns were associated with more prepositional adjuncts in the Spanish texts but with more subject themes, either as head or as modifier, in the translations. The contextual analysis revealed that awareness of these differences and strategic choices based on them could lead to thematic and discourse patterns that come closer to the target-language norms for this genre.

<http://www.benjamins.com>

**06-592 WILLIAMS, JOHN N.** (U Cambridge, UK; [jnw12@cam.ac.uk](mailto:jnw12@cam.ac.uk)), **Incremental interpretation in second language sentence processing.** *Bilingualism: Language and Cognition* (Cambridge University Press) 9.1 (2006), 71–88.  
doi:10.1017/S1366728905002385

The degree to which native and non-native readers interpret English sentences incrementally was investigated by examining plausibility effects on reanalysis processes. Two experiments were carried out. Experiment 1 required participants to read sentences word by word and to make on-line plausibility judgements. The results showed that natives and non-natives immediately computed the plausibility of the preferred structural analysis, which then affected ease of reanalysis. Experiment 2 required participants to read the same sentences word by word in order to perform a memory task. The natives showed a similar pattern of results to Experiment 1, whereas for the non-natives plausibility effects were delayed. However, the non-natives still appeared to be performing immediate syntactic reanalysis. It is concluded that syntactic processing was person- and task-independent, whereas the incrementality of interpretation was more dependent on task demands for the non-natives than for the natives.

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

**06-593 WINTER, JO & ANNE PAUWELS** (U Western Australia; [jewinter@cyllene.uwa.edu.au](mailto:jewinter@cyllene.uwa.edu.au)), **Men staying at home looking after their children: Feminist linguistic reform and social change.** *International Journal of Applied Linguistics* (Blackwell) 16.1 (2006), 16–36.  
doi:10.1111/j.1473-4192.2006.00104.x

The (mis)representation and stereotyping of gendered identities remain central concerns for applied linguistics

and feminist linguistic reformers despite the history, since the 1970s, of promoting gender-fair or gender-inclusive language reform. To date, the primary focus has been the reform of linguistic discrimination against women. Here we examine the 'naming' of men who have entered the 'occupation' – primary childcare provision – traditionally exclusively reserved for women. Drawing upon on-line survey and media data, we investigate the extent to which principles of feminist linguistic reform, equality, and inclusivity are evident in the labelling of, and media discourses about, these men. Regional variation in Englishes together with discourses of masculinity impact upon the implementation of linguistic reform. Normative meanings for masculinities and occupation construct a 'house father and working father' discourse context for men who are primary childcare providers.

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## Pragmatics

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**06–594 BAKER, MONA** (U Manchester, UK; [mona.baker@manchester.ac.uk](mailto:mona.baker@manchester.ac.uk)),

**Contextualization in translator- and interpreter-mediated events.** *Journal of Pragmatics* (Elsevier) 38.3 (2006), 321–337.  
doi:10.1016/j.pragma.2005.04.010

The notion of context has been extensively invoked but rarely critiqued and elaborated in the study of translation and interpreting. This paper first explores recent thinking on the notions of context and contextualization in pragmatics and linguistic anthropology and examines the extent to which these notions have explicitly or implicitly informed current thinking on translation and interpreting. It then argues that closer attention to processes of contextualization in both the production and reception of translated texts and interpreted utterances can tell us much more about the goals and ideological positioning of participants than any static listing of contextual variables, however detailed and comprehensive. The discussion is supported by various examples of the way in which translators and interpreters frame their interaction with others.

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**06–595 ERMIDA, ISABEL** (U Minho, Braga, Portugal; [iermida@ilch.uminho.pt](mailto:iermida@ilch.uminho.pt)), **Linguistic mechanisms of power in *Nineteen Eighty-Four*: Applying politeness theory to Orwell's world.** *Journal of Pragmatics* (Elsevier) 38.6 (2006), 842–862.  
doi:10.1016/j.pragma.2005.05.008

This article aims to analyze conversation exchanges in Orwell's classic as discourse instances where power,

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

<http://www.elsevier.com>

**06–596 FRAJZYNGIER, ZYGMUNT** (U Colorado, USA; [Zygmunt.Frajzyngier@colorado.edu](mailto:Zygmunt.Frajzyngier@colorado.edu)) & **BILL JIRSA**, **The Principle of Indirect Means in language use and language structure.** *Journal of Pragmatics* (Elsevier) 38.4 (2006), 513–542.  
doi:10.1016/j.pragma.2005.03.010

The study proposes that in some languages, there exists a principle according to which indirect rather than direct means of expression are used whenever the goals of speech involve certain functional domains. We call this the Principle of Indirect Means. Direct means are those that grammatically or lexically encode a given function without dependence on contextual knowledge. Indirect means are those that although they code function A within the grammatical system of the language, are deployed for the coding of function B. The principle allows us to provide a unified explanation for certain phenomena in language use and language structure that in the past received unrelated explanations. The Principle of Indirect Means, a principle of language use, exerts a powerful force on language change. It creates a major motivation for grammaticalization and results in a richness of means of expression in the domains to which it applies. The Principle of Indirect Means is also a major motivation for the creation of metaphors. The present study defines the principle, provides the evidence for its existence, and describes the implication of the principle for language use, language structure, and language change. The study also posits several typological questions. The argumentation in this study is based on cross-linguistic data.

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**06–597 FULDA, JOSEPH S.** (New York, USA; [fulda@acm.org](mailto:fulda@acm.org)), **Abstracts from logical form: An experimental study of the nexus between language and logic I.** *Journal of Pragmatics* (Elsevier) 38.5 (2006), 778–807.  
doi:10.1016/j.pragma.2005.10.001



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

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**06–598 FULDA, JOSEPH S.** (New York, USA; fulda@acm.org), **Abstracts from logical form: An experimental study of the nexus between language and logic II.** *Journal of Pragmatics* (Elsevier) 38.6 (2006), 925–943. doi:10.1016/j.pragma.2006.01.008

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

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

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**06–599 HOUSE, JULIANE** (U Hamburg, Germany; juliane.house@uni-hamburg.de), **Text and context in translation.** *Journal of Pragmatics* (Elsevier) 38.3 (2006), 338–358. doi:10.1016/j.pragma.2005.06.021

While research on texts as units larger than sentences has a rich tradition in translation studies, the notion of context, its relation to text, and the role it plays in translation has received much less attention. In this paper, I make an attempt at rethinking the relationship between context and text for translation. I first review several conceptions of context and the relationship between text and context in a number of different disciplines. Secondly, I present a theory of translation which is to be understood as a theory of re-contextualization that explicates the relationship between context and text in its design and categorial scheme. Finally, I sketch a recent development in translation and multilingual text production, which may limit the scope of re-contextualization in translation.

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**06–600 JIANG, XIANGYING** (Northern Arizona U, USA; xiangying.jiang@nau.edu), **Cross-cultural pragmatic differences in US and Chinese press conferences: The case of the North Korea nuclear crisis.** *Discourse & Society* (Sage) 17.2 (2006), 237–257. doi:10.1177/0957926506060249

This study investigated request and refusal strategies in the question-response sequences of interactions in routine press conferences held by the Ministry of Foreign Affairs of China and the US Department of State on the topic of the North Korea nuclear crisis during a period of five months. All utterances by journalists were identified as requests, and instances of spokespersons' non-compliance with requests were considered to be refusals. Findings demonstrated that: (1) request for specific information was the most frequently adopted strategy in both US and Chinese press conferences, but more clarification and confirmation questions were used in the US data

and more questions for comments were found in the Chinese data; (2) in the case of refusals, direct refusals and reasons for refusal were frequent in the US data while avoidance and insufficient answers were prevalent in the Chinese data. The cross-cultural differences in the strategies of requests and refusals are discussed briefly in relation to different ideological and cultural assumptions.

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**06-601 LEE, EUNHEE** (U Buffalo, USA; ehlee@buffalo.edu), **Stative progressives in Korean and English.** *Journal of Pragmatics* (Elsevier) 38.5 (2006), 695–717.  
doi:10.1016/j.pragma.2005.09.006

This paper inquires into the meaning of the progressive in Korean and English by focusing on its complementation restriction. Although the English progressive, due to its semantics of ‘process in progress’, cannot normally accept stative verbs such as *know*, *love*, *have*, etc., the Korean progressive *ko iss* form naturally occurs with them. Rather than proposing a different semantics of *ko iss*, such as general imperfective or resultative (Kim 1993; Ahn 1995), this paper suggests that *know*-type verbs in Korean are in fact event descriptions, or more specifically, inchoative eventualities, which indicate the inception of a continuous state. In so doing, this paper not only solves the stative verb complementation problem but also provides a unified semantics of *ko iss* as denoting a middle phase of a situation (Lee 1991), encompassing both its on-going process and state readings. This analysis will also explain the difference between the Korean stative progressives and their English counterparts, the latter of which have been analyzed as instances of aspectual coercion (de Swart 1998). The conclusions of this paper have broader implications concerning aspectual properties of psychological verbs in general, as well as the distribution of aspectual transitions in a language, both in the overt aspectual operators and in the covert coercion patterns.

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**06-602 MASON, IAN** (Heriot Watt U, UK; I.Mason@hw.ac.uk), **On mutual accessibility of contextual assumptions in dialogue interpreting.** *Journal of Pragmatics* (Elsevier) 38.3 (2006), 359–373.  
doi:10.1016/j.pragma.2005.06.022

The fundamental determinacy of linguistically encoded meaning has remained as a tacit assumption underlying much work in the study of interlingual interpreting and interpreter behaviour. When confronted with the real-time, on-line nature of interpreter-mediated cross-cultural encounters, however, such a view rapidly becomes untenable and an alternative model of the

retrieval and representation of meanings becomes necessary. Adopting a relevance theoretic account of interpreter-mediated communication but also drawing on some insights from conversation analysis, this article examines evidence of participant moves – and particularly interpreter moves – to show inferencing at work and the evolving, intra-interactive nature of context. Indeed, a central contention is that interpreters’ performance can provide explicit evidence of take-up, of the sense they make of others’ talk and how they respond to it, in a process of joint negotiation of contextual assumptions. However, whereas mutual accessibility of such assumptions would seem to be a precondition for establishing relevance, the evidence presented here suggests that divergent contexts may emerge among participants, even though the ‘speech-exchange system’ (Schegloff 1999) of interpreter mediation appears to proceed in an unproblematic way.

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**06-603 PÉREZ GONZÁLEZ, LUIS** (U Manchester, UK; Luis.Perez-Gonzalez@manchester.ac.uk), **Interpreting strategic recontextualization cues in the courtroom: Corpus-based insights into the pragmatic force of non-restrictive relative clauses.** *Journal of Pragmatics* (Elsevier) 38.3 (2006), 390–417.  
doi:10.1016/j.pragma.2005.05.010

In recent decades, studies of the pragmatics of institutional interaction have enhanced our awareness of the ongoingly negotiated nature of context. In this paper, key concepts of the contextualization paradigm, adopted from socio-pragmatics, are outlined and subsequently discussed in the context of courtroom interpreting. Of particular interest here is the fact that interpreters are ethically constrained not to alter the pragmatics of the ongoing interaction, which ultimately presupposes their capacity to identify the contextualization cues with which different participants realign themselves as required. The paper focuses on the notion of ‘strategic’ or ‘covert recontextualization cues’, as illustrated by lawyers’ use of non-restrictive relative clauses. Data from two different corpora provide some evidence of the use of these structures as pragmatically consequential devices, thus challenging the commonly held assumption that non-restrictive relative clauses are only used to ‘add information’. I argue that the evaluative role of such covert cues enables lawyers to step out of the interrogator/interrogated frame in order to secure certain alignments on the part of the defendant or witness; the success or failure of this strategy depends on the interpreter recognizing the pragmatic force of these cues and rendering it accurately into the target language.

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**06-604 SANNINO, ANNALISA** (U Salerno, Fisciano, Italy; ansannin@unisa.it), **Analyzing discontinuous speech in EU conversations: a methodological proposal.** *Journal of Pragmatics* (Elsevier) 38.4 (2006), 543–566. doi:10.1016/j.pragma.2005.04.002

Conversation is commonly described as an ordered and linear phenomenon. Using an extreme example of talk-in-interaction in a European Union consultative institution, this paper proposes a methodology which makes it possible to analyze also discontinuous and chaotic features of conversations. The communicative interaction in this setting constitutes a process which is not directly translatable into ordered sequences of relevant elements. On the contrary, it achieves its goal of elaborating a collective opinion in a chaotic way that can be described as multiple processes developing in parallel. The conversations appear as a collection of units with a particularly complex configuration that does not conform to the classical structures of linguistic exchanges and communicative dynamics. The paper focuses on how to describe the incessant discursive fluctuations, by identifying topical changes within speakers' interventions and from one speaker intervention to another.

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**06-605 SETTON, ROBIN** (Fu Jen Catholic U, Taiwan; Robin.Setton@eti.unige.ch), **Context in simultaneous interpretation.** *Journal of Pragmatics* (Elsevier) 38.3 (2006), 374–389. doi:10.1016/j.pragma.2005.07.003

Translation has recently been analysed in the terms of modern cognitive-pragmatic theory (relevance theory) as an interlingual interpretive use of language (Gutt 1991/2000). But Gutt's account primarily addresses the principles and processes of text or written translation, where the displacement in time and place between the original communicator, the translator and her readers requires the translator to reconstruct the original informative intention, project the original and target addressees' cognitive environment, and craft a stimulus according to the degree of interpretive resemblance sought. By contrast, oral translation, in particular simultaneous interpreting (SI), is performed in live situations in which the interpreter shares most of the manifest cognitive environment with the participants and is thus better able to project and control the contexts in which her addressees will process her utterances. Since the condition of simultaneity severely constrains the simultaneous interpreter's choice of stimulus, she relies heavily on this access to immediate context and her audience's inferential abilities. Text translators need time to project context and choose their stimuli, while in SI, access to live contexts compensates for temporal constraints. The paper concludes with a discussion on prospects for exploring patterns and possible biases

in interlingual text and oral communication on this basis.

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**06-606 TABOADA, MAITE** (Simon Fraser U, Canada; mtaboada@sfu.ca), **Discourse markers as signals (or not) of rhetorical relations.** *Journal of Pragmatics* (Elsevier) 38.4 (2006), 567–592. doi:10.1016/j.pragma.2005.09.010

Ever since the formulation of Rhetorical Structure Theory (RST) by Mann and Thompson, researchers have debated about what is the 'right' number of relations. One proposal is based on the discourse markers (connectives) signalling the presence of a particular relationship. In this paper, I discuss the adequacy of such a proposal, in the light of two different corpus studies: a study of conversations, and a study of newspaper articles. The two corpora were analysed in terms of rhetorical relations, and later coded for external signals of those relations. The conclusion in both studies is that a high number of relations (between 60 and 70% of the total, on average) are not signalled. A comparison between the two corpora suggests that genre-specific factors may affect which relations are signalled, and which are not.

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**06-607 TAO LÜ, JIAN** (South China U of Technology, Guangzhou, China; antonylu@sohu.com), **Unidirectional floating of information: A case study of polylogue in a commercial colloquium.** *Journal of Pragmatics* (Elsevier) 38.4 (2006), 475–489. doi:10.1016/j.pragma.2005.12.001

This paper presents a pragmatic study of polylogue in a commercial colloquium. Polylogue reveals distinct features not captured by Goffman's participation framework and Levinson's concept of target of utterances. The author argues that the importance of all these features lies in polylogue's unidirectional information-floating context, which provides a set of latent standards for both linguistic expression and interpretation. It is proposed that the floating of information is essential in governing the structure of polylogue and participants' roles. In similar situations, an interlocutor is necessary to perform the role of agent in order to maintain a smooth transmission of information, which is achieved by applying his/her pragmatic knowledge.

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**06-608 TSUR, REUVEN** (Tel Aviv U, Israel; tsurxx@post.tau.ac.il), **Size-sound symbolism**

**revisited.** *Journal of Pragmatics* (Elsevier) 38.6 (2006), 905–924.  
doi:10.1016/j.pragma.2005.12.002

Why do we perceive bass voices as ‘thick’? Owing to a ‘mediated association’ with ‘thick people and animals [who] are usually loud and resonant’, or owing to some ‘subtle inter-sensory quality’ found in thick things and bass voices? The present paper rejects the former possibility and endorses the latter. As to speech-sound symbolism, I account for it with reference to two aspects: phonetic features and precategorical information. I conceive of speech sounds as of bundles of acoustic and articulatory features each of which may have certain (sometimes conflicting) combinational potentials, which may be activated, after the event, by certain meaning components. Speech is transmitted by sound waves; but while speech categories are consciously perceived, the rich precategorical auditory information that transmitted them is excluded from awareness. I assume that intuitions regarding perceptual and emotional qualities of speech sounds are prompted by rich precategorical auditory information that subliminally reaches awareness in spite of all. Examining a sample of 136 languages, Russell Ulta (1978) pointed out that in a wide range of cultures high front vowels are typically perceived as small or denoting small things, whereas low back vowels are typically perceived as big or denoting large things. ‘Since high front vowels reflect proportionately higher second formant frequencies, . . . there appears a correspondence between a feature of high frequency (=short wavelength in physical terms) and the category of small size’. Gérard Diffloth (1994) provides a counterexample: There is a word class in a Vietnamese dialect in which ‘high is big’, and ‘low is small’. Though I sympathise with quite a few of Diffloth’s generalisations, I must conclude that he arrives at his contradictory findings by changing the rules of the game. The two researchers mean different things by the same words. Speaking of ‘high’ and ‘low’, Ulta means relative formant frequency; Diffloth means articulatory location. The ‘height’ of the place of articulation of the vowel is in an inverse relation to the frequency of its first formant. ‘High’ articulatory location is synonymous with ‘low’ first formant frequency. So, in both instances ‘high frequency is small’ and ‘low frequency is big’. They differ, then, in that while Ulta’s intercultural sample directs attention to the frequency of the second formant, Diffloth’s Vietnamese word class focusses on the frequency of the first formant. As far as the size–vowel symbolism is concerned, the convincing counterexamples are still to be adduced.

<http://www.elsevier.com>

## Neurolinguistics

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**06–609 ÁVILA, CESAR** (U Jaime I, Spain), **JULIO GONZÁLEZ, MARÍA-ANTONIA PARCET & VICENTE**

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**BELLOCH, Selective alteration of native but not second language articulation in a patient with Foreign Accent Syndrome.** *NeuroReport* (Lippincott Williams & Wilkins) 15.14 (2004), 2267–2270.

The present study deals with a right-handed female polyglot suffering from a Foreign Accent Syndrome (FAS) which affects her native language (L1), but not her other languages learnt since the age of 12. She had a small infarct in the left corona radiata as the result of a carotid occlusion. Her L1 was Spanish, but she also had a good command of French, English and Catalan (L2). Aphasia tests did not reveal any other significant alteration in any language. Analyses of pre-morbid and post-morbid voice recordings revealed that FAS affected Spanish dramatically, but no important changes were observed for French. Results were interpreted as showing that different brain areas control articulation of L1 and L2 learnt after a critical period.

<http://www.neuroreport.com>

**06–610 CONBOY, BARBARA T.** (U Washington, USA; [bconboy@u.washington.edu](mailto:bconboy@u.washington.edu)) & **DEBRA L. MILLS, Two languages, one developing brain: Event-related potentials to words in bilingual toddlers.** *Developmental Science* (Blackwell) 9.1 (2006), 1–12.  
doi:10.1111/j.1467-7687.2005.00453.x

Infant bilingualism offers a unique opportunity to study the relative effects of language experience and maturation on brain development, with each child serving as his or her own control. Event-related potentials (ERPs) to words were examined in 19- to 22-month-old English–Spanish bilingual toddlers. The children’s dominant vs. nondominant languages elicited different patterns of neural activity in the lateral asymmetry of an early positive component (P100), and the latencies and distributions of ERP differences to known vs. unknown words from 200–400 and 400–600 ms. ERP effects also differed for ‘high’ and ‘low’ vocabulary groups based on total conceptual vocabulary scores. The results indicate that the organization of language-relevant brain activity is linked to experience with language rather than brain maturation.

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**06–611 ELSTON-GUETTLER, KERRIE E.** (Max Planck Institute for Human Cognitive and Brain Sciences, Germany; [guettler@cbs.mpg.de](mailto:guettler@cbs.mpg.de)), **THOMAS C. GUNTER & SONJA A. KOTZ, Zooming into L2: Global language context and adjustment affect processing of interlingual homographs in sentences.** *Cognitive Brain Research* (Elsevier) 25.1 (2005), 57–70.  
doi:10.1016/j.cogbrainres.2005.04.007

In a semantic priming study, this research investigated the processing of German–English homographs such as

*gift* (German = 'poison', English = 'present') in sentence contexts using a joint reaction time (RT)/event-related brain potential (ERP) measure. Native German speakers with intermediate or advanced knowledge of English ( $N = 48$ ) performed an all-L2 (English) experiment where sentences such as 'The woman gave her friend an expensive *gift*' (control prime: *item*) were presented, followed by targets (i.e. *boss*) for lexical decision. To test the role of global task effects during sentence processing, half the participants were presented with a 20-min silent film narrated in German and half with the film in English before the experiment. To address the development of task effects over time, the first and second blocks of the experiment were analysed. The results showed a significant interaction between semantic priming, movie version, and block in both the RTs and ERPs: there was significant semantic priming in the RTs and modulations in the N200 and N400 components only for participants who viewed the German movie, and only during the first block. Results suggest that in an all-L2 sentence task with L2 pre-task priming (English film), decision thresholds are raised high enough to eliminate measurable influence of the L1 on the L2. Despite identical material, participants who viewed the German film had to adjust to the all-L2 task. Implications of this zooming in process in are discussed in terms of the recent Bilingual Interactive Activation (BIA+) model of bilingual word recognition.

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**06-612 FRENCK-MESTRE, CHERYL** (Centre National de Recherche Scientifique, France), **JEAN-LUC ANTÓN, MURIEL ROTH, JYOTSNA VAID & FRANCOIS VIALLET, Articulation in early and late bilinguals' two languages: Evidence from functional magnetic resonance imaging. *NeuroReport* (Lippincott Williams & Wilkins) 16.7 (2005), 761–765.**

The network of cortical and subcortical regions that contribute to articulation was examined in bilinguals using functional magnetic resonance imaging. Participants were all fluent in French and English: half were bilingual from birth and half were 'late bilinguals' who had learned French after the age of 12. Overt articulation resulted in the bilateral activation of the motor cortex, basal ganglia and cerebellum, and also the supplementary motor area, independent of the language spoken. Furthermore, the threshold and extent of the network involved in articulation was identical for the two bilingual groups with the exception of greater variation in the left putamen for the late bilinguals. These data challenge claims that age of acquisition results in fundamental differences in the neural substrates that subserve language in bilinguals.

<http://www.neuroreport.com>

**06-613 HAHNE, ANJA** (Max Planck Institute for Human Cognitive and Brain Sciences, Germany;

[hahne@cbs.mpg.de](mailto:hahne@cbs.mpg.de)), **JUTTA L. MUELLER & HARALD CLAHSSEN, Morphological processing in a second language: Behavioral and event-related brain potential evidence for storage and decomposition. *Journal of Cognitive Neuroscience* (MIT Press) 18.1 (2006), 121–134.**

This study reports the results of two behavioural and two event-related brain potential experiments examining the processing of inflected words in second-language (L2) learners with Russian as their native language. Two different subsystems of German inflection were studied, participial inflection and noun plurals. For participial forms, L2 learners were found to widely generalize the *-t* suffixation rule in a nonce-word elicitation task, and in the event-related brain potential experiment, they showed an anterior negativity followed by a P600 – both results resembling previous findings from native speakers of German on the same materials. For plural formation, the L2 learners displayed different preference patterns for regular and irregular forms in an off-line plural judgment task. Regular and irregular plural forms also differed clearly with regard to their brain responses. Whereas overapplications of the *-s* plural rule produced a P600 component, overapplications of irregular patterns elicited an N400. In contrast to native speakers of German, however, the L2 learners did not show an anterior negativity for *-s* plural overapplications. Taken together, the results show clear dissociations between regular and irregular inflection for both morphological subsystems. It is argued that the two processing routes posited by dual-mechanism models of inflection (lexical storage and morphological decomposition) are also employed by L2 learners.

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**06-614 IHARA, AYA** (National Institute for Physiological Sciences, Japan; [ayihara@nips.ac.jp](mailto:ayihara@nips.ac.jp)) & **RYUSUKE KAKIGI, Oscillatory activity in the occipitotemporal area related to the visual perception of letters of a first/second language and pseudoletters. *NeuroImage* (Elsevier) 29.3 (2006), 789–796.**

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The objective of this study was to reveal the oscillatory activity in the occipitotemporal area related to the visual perception of the letters of the L1 and L2 and pseudoletters. Neuromagnetic signals were recorded while Korean native speakers were exposed to a phonogram of Korean, acquired at school age as their L1 (*Hangul*), that of Japanese, learned in adulthood as a L2 (*Kana*) and pseudoletter (*Pseudo*), and the event-related desynchronization (ERD) and synchronization (ERS) quantified. In all conditions, sustained ERDs in the alpha band were observed in both hemispheres. ERD for *Pseudo* was gradually attenuated after 400–500 ms after stimulus onset, whereas both *Hangul* and *Kana* produced stronger and longer-lasting ERD. ERD for *Kana* showed a broader alpha band than *Hangul*. Furthermore, transient ERSs in the gamma band around

70 Hz were observed between 100 and 400 ms in the bilateral occipitotemporal areas. In the left hemisphere, gamma band oscillations showed similar enhancement in all conditions, suggesting that gamma band activity in the left occipitotemporal area might be enhanced not only by the bottom-up process as visual perception but also by the top-down process as attention to prelexical visual stimuli. In the right hemisphere, gamma band ERS was stronger for *Hangul* than *Pseudo* and no differences were shown between *Kana* and *Pseudo*. The differences of oscillatory activity in the alpha and gamma bands suggest that neuronal networks, including the occipitotemporal area, are related to the visual perception of letters differing between L1 and L2.

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**06-615 LEE, SUSAN S. & MIRELLA DAPRETTO** (U California at Los Angeles, USA; mirella@loni.ucla.edu), **Metaphorical vs. literal word meanings: fMRI evidence against a selective role of the right hemisphere.** *NeuroImage* (Elsevier) 29.2 (2006), 536–544. doi:10.1016/j.neuroimage.2005.08.003

The neural networks associated with processing metaphorical word meanings were investigated in normal adults using fMRI. Subjects listened to sets of three adjectives and decided whether the last two had a similar meaning. One condition required accessing the literal meaning of the middle word (e.g. hot–cold–chilly), whereas the other condition required accessing its nonliteral, or metaphorical, meaning (e.g. hot–cold–unfriendly). Direct comparison of the nonliteral vs. literal condition showed reliable activity only in left prefrontal and temporo-parietal regions. These results argue against a selective role of the right hemisphere (RH) in accessing metaphorical word meanings. In line with a growing literature, these findings suggest that prior reports of greater RH involvement for metaphorical language might reflect the increased complexity of figurative language rather than an RH specialization for understanding metaphors.

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**06-616 LEHTONEN, MINNA H.** (Abo Akademi University, Turku, Finland), **MATTI LAINE, JUSSI NEIMI, TORMOD THOMSEN, VICTOR VOROBYEV & KENNETH HUGDAHL, Brain correlates of sentence translation in Finnish–Norwegian bilinguals.** *NeuroReport* (Lippincott Williams & Wilkins) 16.6 (2005), 601–610.

Brain activation was measured using functional magnetic resonance imaging (fMRI) while Finnish–Norwegian bilinguals silently translated sentences from Finnish into Norwegian and decided whether a later presented probe sentence was a correct translation of the original sentence. The control task included silent

sentence reading and probe sentence decision within a single language, Finnish. The translation minus control task contrast activated the left inferior frontal gyrus (Brodmann's area 47) and the left basal ganglia. The left inferior frontal activation appears to be related to active semantic retrieval and the basal ganglia activation to a general action control function that works by suppressing competing responses.

<http://www.neuroreport.com>

**06-617 MESCHYAN, GAYANE** (U Houston, USA; gayane.meschyan@times.uh.edu) & **ARTURO E. HERNANDEZ, Impact of language proficiency and orthographic transparency on bilingual word reading: An fMRI investigation.** *NeuroImage* (Elsevier) 29.4 (2006), 1135–1140. doi:10.1016/j.neuroimage.2005.08.055

The purpose of the present functional magnetic resonance imaging (fMRI) investigation was to examine how language proficiency and orthographic transparency (letter–sound mapping consistency) modulate neural activity during bilingual single word reading. Spanish–English bilingual participants, more fluent in their second language (L2; English) than their native language (L1; Spanish), were asked to read words in the two languages. Behavioural results showed that participants were significantly slower in reading words in their less proficient language (Spanish) than in their more proficient language (English). fMRI results also revealed that reading words in the less proficient language yielded greater activity in the articulatory motor system, consisting of supplementary motor area/cingulate, insula, and putamen. Together, the behavioural and fMRI results suggest that the less practiced, hence less proficient, language requires greater articulatory motor effort, which results in slower reading rates. Moreover, it was seen that orthographic transparency also played a neuromodulatory role. More transparent Spanish words yielded greater activity in superior temporal gyrus (STG; BA 22), a region implicated in phonological processing, and orthographically opaque English words yielded greater activity in visual processing and word recoding regions, such as the occipito-parietal border and inferior parietal lobe (IPL; BA 40). Overall, the fMRI results suggest that the articulatory motor system is more plastic, hence, more amenable to change because of greater exposure to the L2. By contrast, it is proposed that the orthography effect is less plastic, hence, less influenced by frequency of exposure to a language system.

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**06-618 PAPAFRAGOU, ANNA** (U Delaware, USA; papafragou@psych.udel.edu), **CHRISTINE MASSEY & LILA GLEITMAN, When English proposes what Greek presupposes: The cross-linguistic encoding of motion events.** *Cognition*

(Elsevier) 98.3 (2006), B75–B87.  
doi:10.1016/j.cognition.2005.05.005

How do we talk about events we perceive? And how tight is the connection between linguistic and nonlinguistic representations of events? To address these questions, the researchers experimentally compared motion descriptions produced by children and adults in two typologically distinct languages, Greek and English. Findings confirm a well-known asymmetry between the two languages, such that English speakers are overall more likely to include manner of motion information than Greek speakers. However, mention of manner of motion in Greek speakers' descriptions increases significantly when manner is not inferable; by contrast, inferability of manner has no measurable effect on motion descriptions in English, where manner is already preferentially encoded. These results show that speakers actively monitor aspects of event structure, which do not find their way into linguistic descriptions. It is concluded that, in regard to the differential encoding of path and manner, which has sometimes been offered as a prime example of the effects of language encoding on nonlinguistic thought, surface linguistic encoding neither faithfully represents nor strongly constrains our mental representation of events.

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**06–619 PYLKKAENEN, LINNA** (New York U, USA; [liina.pylkkanen@nyu.edu](mailto:liina.pylkkanen@nyu.edu)), **RODOLFO LLINÁS & GREGORY L. MURPHY, The representation of polysemy: MEG evidence. *Journal of Cognitive Neuroscience* (MIT Press) 18.1 (2006), 97–109.**

Most words in natural language are polysemous, that is, they can be used in more than one way. Although virtually every sentence contains polysemy, there is little agreement as to how polysemy is represented in the mental lexicon. Do different uses of polysemous words involve access to a single representation or do our minds store distinct representations for each different sense? Here priming between senses is investigated with a combination of behavioural and magneto-encephalographic measures (MEG) in order to test whether different senses of the same word involve identity or mere formal and semantic similarity. Results show that polysemy effects are clearly distinct from similarity effects bilaterally. In the left hemisphere, sense-relatedness elicited shorter latencies of the M350 source, which has been hypothesized to index lexical activation. Concurrent activity in the right hemisphere, on the other hand, peaked LATER for sense-related than for unrelated target stimuli, suggesting competition between related senses. The obtained pattern of results supports models in which the representation of polysemy involves both representational identity and difference: Related senses connect to same abstract lexical representation, but are distinctly listed within that representation.

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**06–620 TATSUNO, YOSHINORI & KUNIYOSHI L. SAKAI** (U Tokyo, Japan; [sakai@mind.c.u-tokyo.ac.jp](mailto:sakai@mind.c.u-tokyo.ac.jp)), **Language-related activations in the left prefrontal regions are differentially modulated by age, proficiency, and task demands. *The Journal of Neuroscience* (Society for Neuroscience) 25.7 (2005), 1637–1644.**

It remains to be elucidated how cortical activations are modulated by factors of age, proficiency, and language task demands when mastering first language (L1) and a second language (L2). Using functional magnetic resonance imaging, two subject groups were tested – the age 13 group and 19 group – thereby comparing the cortical activations involved in past-tense verb identification with those involved in verb matching. It was discovered that the activation in the dorsal triangular part of the left inferior frontal gyrus (IFG) was lower, corresponding to a higher proficiency in English (L2) in the older subjects, suggesting that the proficiency level plays a major role in the activation of this region during L2 acquisition. Moreover, the lower activation in the triangular and orbital parts of the left IFG (F3t/F3O) for the irregular past tense corresponding to a higher proficiency in L2, together with the nonsignificant activation for the regular past tense when its performance almost reached perfection for age 19, suggests that the modulation of the left F3t/F3O activation reflects language task demands for identifying correct past-tense forms. On the other hand, the left F3t/F3O activation in Japanese (L1) for age 13 was significantly greater than that for age 19, despite the matched performances in L1. These results suggest that the left IFG subserves language-specific functions that are critically required when mastering any language.

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**06–621 VENKATRAMAN, VINOD** (SingHealth, Singapore; [vinod.venkatraman@singhealth.com.sg](mailto:vinod.venkatraman@singhealth.com.sg)), **SOON CHUN SIONG, MICHAEL W. L. CHEE & DANIEL ANSARI, Effects of language switching on arithmetic: A bilingual fMRI study. *Journal of Cognitive Neuroscience* (MIT Press) 18.1 (2006), 64–74.**

The role of language in performing numerical computations has been a topic of special interest in cognition. The 'Triple Code Model' proposes the existence of a language-dependent verbal code involved in retrieving arithmetic facts related to addition and multiplication, and a language-independent analog magnitude code subserving tasks such as number comparison and estimation. Neuroimaging studies have shown dissociation between dependence of arithmetic computations involving exact and approximate processing on language-related circuits. However, a direct manipulation of language using different arithmetic tasks is necessary to assess the role of language in forming arithmetic representations and in solving problems in different languages. In the present study, 20 English–Chinese bilinguals were trained in two unfamiliar



arithmetic tasks in one language and scanned using fMRI on the same problems in both languages (English and Chinese). For the exact 'base-7 addition' task, language switching effects were found in the left inferior frontal gyrus (LIFG) and left inferior parietal lobule extending to the angular gyrus. In the approximate 'percentage estimation' task, language switching effects were found predominantly in the bilateral posterior

intraparietal sulcus and LIFG, slightly dorsal to the LIFG activation seen for the base-7 addition task. These results considerably strengthen the notion that exact processing relies on verbal and language-related networks, whereas approximate processing engages parietal circuits typically involved in magnitude-related processing.

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