

the experiment the low-achieving students had very few cognitive strategies, but a high rate of affective strategies. During the time of the training these students developed the more appropriate strategies for the task. In other words, the computer (and/or the software) helped students develop a better strategy for learning, which leads to the question of whether teaching of strategy or awareness-raising exercises related to appropriate strategies would lead to higher learning outcomes if initiated from the beginning of the instructional efforts.

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

## Reading & writing

doi:10.1017/S0261444806234116

**07-67 BIBER, DOUGLAS** (Northern Arizona U, USA), **Stance in spoken and written university registers.** *Journal of English for Academic Purposes* (Elsevier) 5.2 (2006), 97–116.

doi:10.1016/j.jeap.2006.05.001

Numerous studies have investigated the linguistic expression of stance and evaluation in university registers, focusing especially on academic research writing and to a lesser extent classroom teaching. The present study extends previous research in two ways: (1) it compares and contrasts the use of a wide range of lexico-grammatical features used for the expression of stance (rather than focusing on a particular feature), and (2) it describes major patterns of register variation within the university, comparing the marking of stance in academic versus 'student management' registers, within both speech and writing. The study shows that the expression of stance is important in all university registers. However, at the same time, the study shows that there are important register differences in the particular kinds of stance meanings that are expressed, the grammatical devices used to express stance, and in the overall extent to which stance is expressed at all.

<http://www.elsevier.com>

**07-68 BURNS, EILA** (Jyväskylä U of Applied Sciences, Finland; eila.burns@jypoly.fi), **Pause, prompt and praise – Peer tutored reading for pupils with learning difficulties.** *British Journal of Special Education* (Blackwell) 33.2 (2006), 62–67.

doi:10.1111/j.1467-8578.2006.00416.x

The project described here aimed to assess the effectiveness of peer tutoring and the advantages of the structured 'pause, prompt and praise' reading method in improving reading skills among pupils working in Key Stage 4. Action research was undertaken in a British secondary level special school catering for pupils with moderate learning difficulties (MLD) in order to explore the benefits of establishing such interventions within special school environment. The pause, prompt and praise reading sessions were conducted at the beginning

of lessons, employing same-age peer tutors and using subject-based texts. The findings reveal that, after a slow start, the tutees' rates of self-correction began to rise, indicating improvements in reading skills. The tutors' skills developed, as did the teachers' and confidence in the tutors, suggesting benefits for all involved in the peer tutoring process. There were interesting differences between outcomes for the different tutor-tutee pairings in her work. The implications of this study are very encouraging for practitioners considering the use of peer tutoring in their own environments.

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

**07-69 JACKSON, LEONORA, WILHELM MEYER & JEAN PARKINSON** (U KwaZulu-Natal, South Africa), **A study of the writing tasks and reading assigned to undergraduate science students at a South African University.** *English for Specific Purposes* (Elsevier) 25.2 (2006), 260–281.

doi:10.1016/j.esp.2005.04.003

Based on a questionnaire to academic staff, this article examines the reading and writing tasks assigned to undergraduate science students at a South African university. The article finds that although academic staff in science value clearly written and well-organised writing, few see it as their task to induct students into this literacy. Instead emphasis is limited to a large degree to the ability to express relationships mathematically. The article confirms previous findings that the laboratory report is the most important genre of writing assigned to science students. It finds that textbooks make up the bulk of the reading assignments. The laboratory report has many similarities with the research article, a key genre in science, but very few research articles are assigned as reading, representing a mismatch between the most prominent genre assigned as reading (textbook) and the most frequent written tasks assigned (laboratory report).

<http://www.elsevier.com>

**07-70 MIIN HWA LIM, JASON** (Malaysian U Sabah, Malaysia), **Method sections of management research articles: A pedagogically motivated qualitative study.** *English for Specific Purposes* (Elsevier) 25.2 (2006), 282–309.

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Notwithstanding the voluminous literature devoted to research genres, more investigation needs to be conducted to demonstrate the pedagogical significance of studying linguistic features in relation to communicative functions. Motivated by a concern for the pedagogical applicability of genre analysis, this paper investigates the extent to which results of an analysis may be effectively employed for the second language acquisition of syntactic structures and lexical items commonly found in the Method sections of management research articles. On the basis of the data analyzed, I suggest that writing courses in tertiary institutions should be tailored

to meet the needs of students encountering difficulties in associating linguistic features with communicative functions of academic texts. Using an innovative and comprehensible approach to describing the steps under each rhetorical move, I have provided relevant materials that may be usefully exploited in the teaching of the genre specifications of the Method sections of management research articles. Despite the acknowledgment that no single model can be considered entirely appropriate for learners in different academic disciplines, reasons are given to explain why constituent steps should be investigated in sufficient detail if ESP teachers are to provide a pedagogically meaningful model for second language learners in a particular discipline.

<http://www.elsevier.com>

**07-71 WALTERS, JODEE** (U Nottingham, UK; [jodeewalters@hotmail.co.uk](mailto:jodeewalters@hotmail.co.uk)), **Methods of teaching inferring meaning from context.** *RELC Journal* (Sage) 37.2 (2006), 176–190. doi:10.1177/0033688206067427

Second language researchers and trainers have met with some success in teaching language learners the skill of inferring meaning from context while reading, using a variety of teaching methods. This paper describes a study that attempts to compare the effectiveness of three teaching methods, on ESL learners' ability to infer from context and reading comprehension. The study investigated the effectiveness of (1) a general strategy, (2) recognition and interpretation of specific context clues, and (3) practice with feedback. Some limited effects for teaching method after six hours of instruction were found, but replication of the study is urged, with a greater number of participants, over a longer time period, and with the training incorporated into regular language teaching lessons.

<http://rel.sagepub.com>

## Language testing

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**07-72 MACKEN-HORARIK, MARY** (U Canberra, Australia), **Recognizing and realizing 'what counts' in examination English: Perspectives from systemic functional linguistics and code theory.** *Functions of Language* (John Benjamins) 13.1 (2006), 1–35.

This paper interrogates examination English in Australia from the point of view of two analytical frameworks: Bernstein's code theory and Systemic Functional Linguistics. Linguistically it explores the semantic features of six responses to an open question about an unseen narrative in Year 10 examinations. Two responses at three achievement levels are described in terms of ideational, interpersonal and textual meanings and the overall orientation to narrative interpretation in each

grade is related to a particular type of reading – TACTICAL (D or E grade), MIMETIC (C grade) and SYMBOLIC (A grade). Capturing students' orientations to meaning through text analysis is one aspect of the challenge. The other is explaining how some students appear to 'recognize' and 'realize' what the 'open question' requires of them in this context while others do not. The second half of the paper applies Bernstein's code theory, particularly his notion of 'recognition' and 'realization rules' to the readings students make of the interpretive context. The paper concludes with a brief discussion of the potential of this dual analysis (textual and contextual) for making success in school English both more visible for students currently disadvantaged by examination English and more tractable rhetorically in their production of successful responses.

<http://www.benjamins.com>

**07-73 MYKLEBUST, JON OLAV** (Volda U College, Norway; [jom@hivolda.no](mailto:jom@hivolda.no)), **Class placement and competence attainment among students with special educational needs.** *British Journal of Special Education* (Blackwell) 33.2 (2006), 76–81. doi:10.1111/j.1467-8578.2006.00418.x

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

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**07-74 PRAY, LISA** (Utah State U, USA), **How well do commonly used language instruments measure English oral-language proficiency?** *Bilingual Research Journal* (National Association for Bilingual Education) 29.2 (2005), 387–408.

This research examines three tests commonly used to assess the English oral-language proficiency of students who are English language learners (ELLs): the Language Assessment Scales–Oral, the Woodcock–Muñoz Language Survey, and the IDEA Proficiency Test. These tests were given to native English-speaking non-Hispanic White and Hispanic students from varied socioeconomic levels. Since these tests use native-language proficiency as the standard by which responses are evaluated, it is reasonable to expect native