Vol. 2 | AILA Symposia Abstracts

Abrantes, Ana Margarida / Brandt, Per Aage • *Stemmatic syntax: A cognitive theory for language education* • In this paper we present the cognitive based theory of Stemmatic Syntax, which describes the structure of sentences on the basis of a finite set of canonical nodes. The purpose is to provide an account for syntactic structure which conforms to the experience of effective communication. We propose the use of this theory in language education as a means to enhance linguistic awareness and to promote learning success and communicative efficiency, both in first and foreign language acquisition.

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Adone, Dany • *Convergence in bilingual grammars?* • In the center of the recent debate on bilingual acquisition theories scholars have discussed the content of functional categories. In this study I present data from bilingual children. Following Sanchez (2003) I argue that the data supports the view that there is convergence possible between two languages in the domain of functional categories. In the first part I present the sociolinguistic background of the bilingual society in question. In the second part I analyze the data.

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Agathopoulou, Eleni • *Regular and irregular past tense morphology in interlanguage* • In Dual Mechanism (DM) (Pinker 1999) regular past forms are rule-generated, while irregulars are memorized. I tested DM in L2 English. Intermediate and advanced Greek learners and English natives produced the past tense of nonce regular and irregular verbs varying in similarity to real English verbs. Contra DM, results show similarity effects on both irregulars and regulars. Also results indicate no qualitative differences between L1 and L2 representation of regular and irregular morphology.

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Ahrenholz, Bernt • *The development of learner varieties of children with migration background* • The paper presents the German Research Foundation (DFG) project conducted at the Technical University of Berlin on "Remedial Instruction and Language Acquisition of German as a Second Language: A longitudinal study on oral language competency among schoolchildren in Berlin whose mother tongue is not German." The project regards the development in oral competence among elementary school children in third and fourth grade with an immigration background.

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Akdogan, Pinar • *The structure and strategy of requests in Japanese and Turkish* • The present study investigates conversation strategy differences between Turkish and Japanese. Request-making conversations in Japanese and Turkish were compared, based on the Politeness Theory of Brown and Levinson. Japanese requests between intimate friends were found to be more direct, with fewer face reparatory acts than the Turkish ones.

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Akerman, Kelly • *Pedagogia polifonica: socially constructing identity in a multilingual Italian preschool* • This paper reports on a year-long study of four immigrant children in one preschool classroom in northern Italy. Drawing on the ethnography of communication as primary methodological approach together with language socialization and situated learning as the main theoretical orientations, the study seeks to ask how the four children's social identities are jointly constructed through patterns of talk at school.

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Akinci, Mehmet Ali / Pfaff, Carol • *Literacy activities of Turkish bilingual children and adolescents in France and in Germany* • This paper aims to investigate literacy activities of Turkish bilingual children and adolescents in France and Germany with a questionnaire. The results constitute a critical source of information on demographic variables and literacy-related activities in and outside subjects' homes. A total of 120 participants in three age groups in France and Germany filled out the questionnaire. On the basis statistics, analyses yielded significant differences with regard to reading and writing activities.

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Al-Sahafi, Morad • *Mother tongue and fatherhood: Perspectives on Arabic intergenerational transmission in New Zealand* • This qualitative study explores how Arab Muslim immigrant fathers, who play an active role in parenting, describe challenges and opportunities for transmitting Arabic to their New Zealand-raised children. The findings highlight how these parents perceive their roles in teaching Arabic to their children; what language decisions they make in order to fulfil these roles; and how such decisions are linked to their identities as Arab Muslim parents living in an English-dominant environment.

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Alanen, Riikka / Aro, Mari • *Beliefs about SLA: Agency, voice and appropriation of English as a foreign language at school* • In the paper, the presenters will present and discuss longitudinal data about young English L2 learners' (N=15) beliefs about SLA and attempt to relate such beliefs to the learners' success in learning English at school during their first six years at school. The data come from interviews with the children and their use of English in various tasks, with the focus on the way they position themselves as active agents in the mediated activity of language use and learning.

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Alcón Soler, Eva • *Learners' interactive work in foreign language classrooms: The effect on oral language performance* • The study addresses the issue of how unplanned focus on form (FF) is accomplished in foreign language classrooms and its effect on participants' learning outcomes. The focus on form episodes found in seventeen intact classroom lessons were used to relate twelve young learners' interactive work to post and delayed oral language performance tests. Results of the study show that FF is effective to facilitate immediate accurate language use, but cast doubts on long-term learning.

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Alibabaei, Ahmad • *A psycholinguistic analysis of language switching in the written performances of Iranian EFL learners* • This study was intended to investigate the possible patterns and expressed causes of Language-Switching behavior in the thinking processes of Iranian EFL learners engaged in L2 composing task. To do so, the study used a multi-method data collection consisting of thinking aloud protocol, retrospection and unstructured interview. The results support "Topic Knowledge" (Freidlander, 1990) and "High Level Knowledge Demand" (Qi, 1998) as two major factors influencing L-S behavior.

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Aline, David • *Orientation to form and meaning by second language learners during peer discussion activities* • This paper examines L2 learners' orientation to form and meaning in small group discussion tasks. A conversation analytic examination of the data revealed that speakers' shift orientation between form and meaning on a moment-by-moment basis, often within one turn or turn constructional unit. Furthermore, there are differential orientations in that speakers ori-

ented to grammatical accuracy through self-initiation of repair, while listeners usually maintained their orientation to meaning.

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Allan, Rachel • *Acquiring vocabulary: Investigating the effectiveness of learning tasks* • This paper describes an ongoing project researching two different types of explicit vocabulary learning tasks in adult learners of English, with the aim of identifying their effectiveness for acquiring various aspects of word knowledge amongst different learner styles and groups.

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Allen-Tamai, Mitsue • *Phonological awareness and reading development of young learners from non-alphabetical background* • The aim of the research was to examine the effect of phonological awareness on word recognition and reading in foreign language learning. The first study showed that phonological awareness predicted word recognition among Japanese children, ages 8 to 12. The second study, with older children of ages 12 and 13, suggested that they develop phonemic awareness in English from their Japanese mora knowledge and that it is this phoneme awareness that helps them to become successful readers in English.

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Alm, Antonie • *The use of digital technologies in collaborative language learning environments* • This paper describes the use of digital technologies in an intermediate German language class. For a video production a range of Internet applications were used to facilitate language input, collaborative writing and feedback on language output. Special emphasis is given to the role of technology in collaborative writing and feedback.

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Alonso Belmonte, Isabel / McCabe, Anne • *The expression of writer stance in the British and Spanish press: A comparative corpus-based study* • The present study explores the notions of fact and opinion, on the one hand, and neutrality and involvement, on the other, in a corpus of British and Spanish newspaper reports and editorials. The combined analysis of the dominant illocutionary value of propositions and of the lexis of evaluation, following the APPRAISAL systems of attitude and engagement, sheds light on the degrees of neutrality or bias inscribed in the linguistic choices made by Spanish and English journalists.

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Alonso Belmonte, Isabel / Ramírez Verdugo, Maria Dolores • *Analysing the textual organisation of informal conversation in English: A corpus based study* • The paper presents the results of a contrastive analysis of the textual realisation of the problem-solution pattern of organisation (Hoey 1983, 2001) in two different spoken corpora: one made up of informal conversations on controversial topics among English native speakers and the other composed of a similar sample of ESL learner conversations. Our aim is to compare the results obtained from the analysis of the problem-solution sequence in the two corpora and derive pedagogical implications.

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Alonzo, Rosario I. • *EFL Intensive English Programs: The University of the Philippines* • The College of Education, University of the Philippines, the country's premier state university, has been offering Intensive English Program since 1960. Through the years, it has developed language packages that combine theory and practice in developing academic use and basic interpersonal communication in English. The

program design and instructional tasks will be presented in the spirit of sharing successful EFL pedagogy.

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Van Alphen, Ingrid C. • *The strategic use of the new quotative "van" and reported speech in the Netherlands* • Direct reported speech (DRS) is used strategically in Dutch public speech. The spectacular rise of the new quotative "van" ("like") and – therefore – DRS lies in a combination of interactional strategies: hostile questions disguised as DRS; embedded "quotes" carrying rhetorical questions, directives or other disprefered speech acts. The analysis reveals a disturbing relation between DRS and non-powerful people and calls for more sociolinguistic analysis of 'fictive interaction'.

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Alptekin, Cem • *Becoming bilingual and multicultural through ELF* • ELF defies being bound by the language- and culture-specific norms of a native local variety. Its universal use fosters both bilingual and multicultural competence. This paper reformulates Cook's notion of multicompetence in relation to bilingualism with multiculturalism. It shows how ELF implicates learning multiple other cultures. The ensuing culture-based awareness contributes to the cognitive attributes of multicompetent minds as much as linguistic factors.

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Amengual-Pizarro, Marian / Herrera-Soler, Honesto • *A cross-cultural analysis of business press headlines* • In this paper, we carry out a cross-cultural study of Spanish and English business press headlines. Among the different patterns isolated, we focus on idioms and idiom-like expressions cropping up in our study. The beliefs and cultural values that underlie these headlines show specific cultural characteristics that stand out when interpreting them.

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Andersson, Ingrid / Kagwesage, Anne Marie / Rusanganwa, Joseph • *Learning within a multilingual context: The case of Higher Education in Rwanda* • In this paper, we investigate strategies employed by students, teachers and academic administrators to facilitate learning within a university in Rwanda. On a political level, the potential of linguistic diversity is a tool for nation building and, in times of globalization, access to information, communication, technology and business with international communities. However, on a societal and individual level, using foreign media of instruction may hamper the implementation of targeted goals.

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Ando, Yuka • *The Prototype Theory and the Acquisition of "ni"* • The psychological prototypes in the Prototype Theory will be obtained empirically to test if they are identical or similar to the theoretical prototypes of the Japanese case particle "ni" and if they correlate to the acquisition order of the different functions of "ni" in JFL.

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Andringa, Sible / Hacquebord, Hilde / Linthorst, Roelien • *Predicting vocabulary test item difficulty* • In many vocabulary tests, the selection of words for test construction is based on frequency, assuming that test item difficulty will increase as word frequency decreases. This paper explores the predictive value of frequency and a number of other measures of word difficulty for test item difficulty.

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Ansaldo, Umberto / Lim, Lisa • *Multilingual by definition: Identity alignment and the Sri Lanka Malays* • A recent change in the lin-

guistic practices of the Sri Lanka Malays involves shift from their vernacular to Malaysia's Standard Malay, a global target for small Malay diasporas in an attempt for 'revitalisation' of their endangered variety and to gain increased economic and social capital. Traditional views would see this as loss of both vernacular and community's identity. We propose the notion of identity alignment to better encapsulate the repertoire and identity of multilingual communities.

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Ansarin, Ali Akbar / Khalilzadeh Tabrizi, Ayatay • *Hedging for non-conviction in applied linguistics vs. plant biology* • This study investigates and compares the types of hedges employed in the research papers in applied linguistics and plant biology. The findings of an analysis of 60 research papers in these fields revealed excessive use of such hedges in applied linguistics. Removal of such devices from the texts in applied linguistics is perceived to convict the research paper writers if the claims of studies are rejected or faced opposition from others. So they prefer nonconviction by opting for more hedges.

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Apel, Heiner • *Über den Einfluss der Prosodie auf das Erinnern und Verstehen von Hörfunknachrichten* • Vorgestellt wird eine empirische, sprechwissenschaftliche Untersuchung über den Einfluss der prosodischen Komplexmerkmale Akzentuierung, Melodisierung, Gliederung und Sprechgeschwindigkeit auf das Erinnern und Verstehen von Hörfunk-Nachrichten. Grundlegende Hypothese ist, dass prosodisch nicht angemessen gestaltete Hörfunk-Nachrichten schlechter behalten und verstanden werden als prosodisch angemessen gestaltete.

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Apitz, Anja • *Advance organizer support for comprehending foreign language video – Do language and modality matter?* • This study deals with the critical language learning skill of listening comprehension by focusing on authentic foreign video delivered in a multimedia environment. It explores the use of advance organizers (AO) presented in English or German and in different modalities with intermediate-level learners of German before watching scenes from a German television program. AOs are presented in four conditions: picture+English audio, picture+English text, picture+German audio, and picture+German text.

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Aradgoli, Mari • *Linguistically based literacy* • The recently developed Physiology of Writing can be considered as analogy to Physiology of Speech and could be used for the Target group adults without formal education. Independently from the above mentioned item it is useful to implement null elements into the grapheme system as in the case of English which has many arbitrary features. These tools are being used by creative | generative -synthetic Method in the frame work of teaching language as a whole.

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Arras, Ulrike • *Subjektive Theorien als Faktor bei der Beurteilung von Prüfungsleistungen* • Subjektive Theorien sind individuell geprägte kognitive Strukturen, die Überzeugungen, Einstellungen, theoretische Wissensbestände und Erfahrungswissen beinhalten. Sie spielen daher auch bei der Beurteilung von Leistungen in der Fremdsprache eine bedeutende Rolle, wie eine empirische Untersuchung im Kontext der Prüfung TestDaF anhand von introspektiven Daten zeigt.

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Ashikaga, Toshihiko • *The discourse of advertising on the internet: American English and Japanese* • The purpose of this study is to examine the discourse of advertising on the Internet in English and Japanese. In particular, this study seeks to determine the linguistic forms, lexical features, topics, and functions of advertising as well as politeness strategies. This study also examines similarities and differences in advertising between English and Japanese to learn what kind of cultural values are expressed through advertising on the Net. Pedagogical application will also be considered.

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Ashton, Karen • *Can you read what I can read?: Case studies of German, Japanese and Urdu learners* • As part of a UK Department for Education and Skills initiative, Cambridge Assessment is developing a new suite of language assessments (Asset Languages) to be available at six stages of ability across a number of languages. This paper introduces a learner-centred mixed-methods approach to comparability focusing on A1 - B1 (in CEFR terms) secondary school readers of German, Japanese or Urdu. Data is drawn from think-aloud protocols of students working through assessment tasks.

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Atanasoska, Tatjana • *Multilinguale Identität und muttersprachlicher Unterricht in Umeå* • In Schweden haben eigentlich alle Kinder Recht auf muttersprachlichen Unterricht durch das Schulsystem. In meiner Magisterarbeit untersuche ich die Rolle, die der muttersprachliche Zusatzunterricht für die Identitätskonstruktion der teilnehmenden Kinder spielt. Die Schülerinnen meiner qualitativen Studie sind zwischen 10 und 14 Jahre alt und ich konzentriere mich auf ihre mehrsprachigen Identitäten.

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Atanassova, Gergana / Hama, Mika • *Proficiency level and perceptions about classroom corrective feedback* • Developmental studies have found that L2 learners benefit differently from corrective feedback. One suggested reason for this is that learners at different proficiency levels differ in their ability to notice corrective feedback; however, little empirical research has been carried out to support this explanation. The current study uses introspective measures to investigate this question empirically.

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Atechi, Samuel • *Pidgin English and social interaction in Cameroon* • Cameroon is a multilingual and multicultural society with over 248 home languages, two received languages and a dominant Pidgin English (PE), which serves as a lingua franca. This complex linguistic landscape ushers in a myriad of challenges. The numerous home languages are mostly mutually unintelligible and because Cameroonians need to interact socially and otherwise, they need a link language to cater for these crucial needs. I intend to show in this paper that although PE is not codified and does not enjoy any overt prestige, it is the language that is most used for social interaction in Cameroon.

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Azuma, Masumi • *Mental lexicons, schemas and cultural knowledge in understanding metaphorical expressions* • This presentation (based upon the author's past research) overviews (1) the relationships between learners' mental lexicons and understanding of figurative/metaphorical expressions, (2) their schema activations, and discusses (3) unique aspects of the schema activations, networking and mapping, and (4) how language teachers can apply these findings in their language teaching. It addresses the importance of dealing with figurative expressions in lessons.

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Baba, Kyoko • *Dimensions of lexical proficiency in EFL students' writing summaries* • This study empirically investigated how different dimensions of lexical proficiency in 68 Japanese native-speaking undergraduate EFL students contribute to processes and quality of L2 summary writing performance in relation to other L1 and L2 language abilities. Word-definition ability and reading comprehension made unique contribution to the students' summary writing. Textual analyses revealed that word-definition ability seemed to augment coherence in text.

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Babault, Sophie / Puren, Laurent • *Nothing ventured, nothing gained: acquiring a second language by means of cross-border schooling* • Cross-border schooling has been chosen by a number of European families living in border areas in order to give their children an opportunity for the acquisition of a second language. The analysis of interviews carried out with families living in the French-Belgian border area enables us to address both the motivations of these families and the effects of their choice on their language and social practices. Finally we conclude on the necessity to set up "cross-border schools" in these areas.

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Babicheva, Julia • *Social identities in Russian advertising discourse at the stage of transition* • Based on the analysis of print gender-oriented advertising messages designed for the Russian audience, this study provides a comprehensive account of discursive and social practices, which serve as the sources of social identities promoted in contemporary Russia at the stage of transition.

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Bada, Maria • *The Na-naš variety towards sociolinguistic patterns, bilingual educational needs and schooling* • Croato-molisano or Na-naš is an endangered linguistic variety currently spoken in three villages (Acquaviva Collecroce, San Felice del Molise, Montemitro) in the area of Campobasso, in Molise (South of Italy) by approximately 1.700 subjects among 2.132 inhabitants. The paper will be focused on a brief exploration on sociolinguistics issues, educational needs and schooling in Na-naš speaking-communities.

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Bai, Qiumei / Liu, Yaming • *A Chinese perspective on bilingual education* • This paper reports on an investigation into Chinese teachers' and learners' perceptions on bilingual education. The study suggests a positive attitude towards yet a low assessment of bilingual teaching at tertiary level. A mismatch indicates the significance of negotiation between teachers and learners in syllabus design and teaching method selection.

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Baker, Anne • *The importance of contrastive analysis for learner autonomy with reference to foreign language learners* • A contrastive analysis of German and Zulu has recently become available. The benefits to Zulu speaking learners of German are in the process of being tested in the classroom. The facilitating role of the primary language in foreign language learning is the focal point, specifically the role of generalizing existing knowledge of the primary language.

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Barkaoui, Khaled • *The role of scoring method and rater experience in ESL essay rating: A qualitative study* • I compare the processes that 15 novice and 15 experienced raters employed when scoring ESL essays holistically and analytically while thinking aloud. I analyzed and compared the think aloud protocols across raters and scoring methods in terms of rater decision-making behavior, essay aspects focused on, problems encountered while rating, and strategies used to resolve them. The paper discusses the findings and their implications for essay rating practices and research.

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Barkhuizen, Gary • *Teacher learning and language learning in a migrant context: Making connections through narrative* • This presentation reports on the findings of a narrative inquiry case study which explored connections among the stories of a Tongan pre-service teacher and three adult Tongan English learners – all migrants living in Auckland, New Zealand. The issues raised through analysis of their written narratives and narrative interviews reveal complex, interrelated perceptions of investment among all participants' experiences, including those historical and those imagined.

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Barni, Monica / Bagna, Carla / Machetti, Sabrina • *Problems in migrant education: L1 and L2 linguistic education* • The objective of this contribution is to present the structure and the results of a project aimed to improve theoretical knowledge of teachers involved in migrant education on topics dealing with linguistic education, and in particular on assessment of linguistic-communicative competence in Italian L2.

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Barraja-Rohan, Anne-Marie • *The use of "really" and other interactional resources in two adult Japanese learners of English* • This paper reports a longitudinal study in which 2 Japanese learning English were filmed interacting with native speakers for 1 university year in a natural setting. A conversation analytic study was conducted revealing that there is a marked contrast between the learners. Learner1 who is linguistically more advanced overuses the newsmarker really as an interactional strategy. Learner2 who is linguistically less advanced shows a more sophisticated interactional competence using more interactional resources like response tag questions.

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Barron, Anne • *Public information campaigns in the mass media in Germany and Ireland: A contrastive analysis* • This study investigates public information campaigns in the mass media in Ireland and Germany with the purpose of examining how such communication functions, and whether these conventions differ across cultures. The contrastive genre analysis conducted focuses on the schematic structure of the communicative functions and the move register of one particular move, "interact with addressees". The question is posed whether cross-cultural differences throw light on government-citizen relations.

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Barton, David • *Multilingual literacy practices on the photo sharing website Flickr* • The paper examines the photo sharing website Flickr studying what is new about writing in virtual spaces. It argues that there are new forms of writing and text types, emergent from existing forms of writing. These constitute new literacies. The multimodal configurations of practices are new. The paper focuses on multilingual activities, examining the ways in which people create new multilingual identities, combining languages in different ways and interacting with different audiences.

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Bastos, Liliana • *Pain and suffering in health professionals' narratives* • This paper analyses how the experience of suffering is constructed and shared in narratives told in meetings of an interdisciplinary group that offers support to health professionals who deal with children and adolescents victims of violence. In short and long narratives, health professionals index suffering which originated by facing the pain of the other (the patient, the victim of violence) and their own suffering, often related to taking difficult decisions and assuming responsibilities.

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Baten, Kristof • *Kasuserwerb niederländischsprachiger Lerner im DaF-Unterricht: Die Erwerbssequenzhypothese* • Nach der Erwerbssequenzhypothese werden grammatische Strukturen in festen Sequenzen erworben. Welche Strukturen sich gerade unter dem sequenziellen Ansatz erfassen lassen und welche nicht, ist Gegenstand der Forschung. Der Beitrag bespricht, ob in Bezug auf DaF aus niederländischsprachiger Sicht ein sequenziell geordneter Erwerb im Kasuserwerb festgestellt werden kann oder nicht.

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Baten, Lutgarde / Stubbe, Carolien / Schulte, Frits • *WebCEF: Online self-assessment of oral competence* • WebCEF (Socrates project) aims at developing an online tool for self-assessment for Dutch, Polish, German, French, Finnish and English. In this task-oriented tool (both productive and interactive oral competence), the end-user will be able to consult and upload samples within the different CEF-levels as to learn how to (self) assess

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Batty, Aaron Olaf • *Vocabulary learning strategies vs. depth of vocabulary knowledge: Do strategies have any effect?* • Does vocabulary learning strategy use have any observable effect on depth of vocabulary knowledge when general target language proficiency is controlled for? I address this important question via two studies of 358 Japanese university students. Results are analyzed via Rasch modeling, factor analysis, cluster analysis, and linear regression. Finally, pedagogical implications of the studies regarding the efficacy of vocabulary learning strategies are discussed.

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Bauereiß, Sabine • *Die Fachtextkrise am deutschen Gymnasium* • Deutsche Schüler lesen falsch! Besonders mit fachwissenschaftlichen Texten werden die Schüler kaum konfrontiert. Dies hat keine Konsequenzen nach sich gezogen. So finden sich im bayrischen G8-Lehrplan des Faches Deutsch Hinweise auf ein Lernziel „Fachtexte Sinn erfassend" lesen können. Aber eine Befragung von Lehrern an Nürnberger Gymnasien stützt obigen Befund. Ein handlungs- und produktionsorientiertes Unterrichtsmodell für die Oberstufe für das Erarbeiten sprachwissenschaftlicher Fachtexte wird vorgestellt.

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Baumann, Klaus-Dieter • *A Cognitive-communicative analysis of the information transfer in LSP* • The present cognitive perspective of Applied Linguistics holds that the communication for specific purposes is part of the cognitive system which comprises perception, emotions, categorization, abstraction processes, and reasoning. All these cognitive abilities interact with various means of communication and generate an information flow. Based on empirical studies the complex processes will be described that bring together information and language and integrate them into a specific text form.

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Baumann, Holger • *Sprachkontakt, Sprachmischung, Sprachkonvergenz im tschechisch-deutschen Areal* • Im Beitrag sollen Sprachmischung und Sprachkonvergenz als langfristige Wirkungen des Sprachkontakts im tschechisch-deutschen Areal mit Blick auf die tschechische Sprache als Zielsprache interessieren. Dabei liegt das Hauptaugenmerk auf Erscheinungen in der tschechischen Sprache, die eher als Ergebnis konvergenter Entwicklung der tschechischen und der deutschen Sprache aufzufassen sind (Merkmale des Tschechischen als ‚haben'-Sprache, im Unterschied zum Russischen als ‚sein'-Sprache).

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Bayyurt, Yasemin / Cecen, Sevdeger • *Revisiting the image of women in network TV commercials* • With the rise of feminist studies, the analysis of how gender is socially constructed has been placed within critical discourse analysis (CDA). In the CDA line of research, this study investigates the data from a panel discussion held in one of Turkish TV channels. It aims to examine the image of women in advertisements with respect to the analytical framework introduced by Chouliaraki and Fairclough (1999). With its critical scope, the study explores the social problem of women representation.

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Becker, Tabea • *Schriftspracherwerb kontrastiv: Vergleich eines mono- und eines bilingualen Lernprozesses* • Über die ersten vier Grundschuljahre hinweg wurden Erwerbsprozesse untersucht, die zweisprachige Kinder beim Aneignen der Schrift durchlaufen. Vorgestellt werden sollen exemplarisch ein deutsches und ein deutsch-türkisches Kind. Auf der Basis einer qualitativen Analyse der Schreibprodukte werden Unterschiede und Parallelen in Lernwegen, Hypothesen- und Strategienbildung beider Kinder aufgezeigt.

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Beckett, Tracy G. • *Language attrition in bilingual South Africans narrative discourse in the Western Cape* • This paper investigates the effectiveness of narrative discourse analysis in determining discourse performance in the bilingual Coloured community in Cape Town, South Africa. It looks at issues of language, culture and identity, in order to provide a holistic and humanistic overview of this populations' communicative competence.

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Behtary, Shahabaddin / Yaghoubi-Notash, Massoud • *Task-elicited variability: What does text access have to offer?* • Task-based language teaching provides a communicative involvement in the learning process. Cognitive approach to task-elicited behavior seeks to account for how different task conditions claim the learners' attentional resources by imposing cognitive demand, thereby prompting variability. This study focuses on EFL learners' L2 speech elicited through oral reproduction tasks. The specific issue addressed is whether access to text affects the learners' complexity, diversity and accuracy of speech.

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Bektas-Cetinkaya, Yesim • *Turkish pre-service English teachers' intercultural competence* • In Turkey, English language and the notion of intercultural communication have gained importance when the country has started the process of integration into Europe. English language teachers are one of the key elements of this social integration in terms of being able to supply the answers for successful intercultural communication. In this study, I will explore Turkish Pre-Service English Teachers' intercultural competence and how they position themselves in intercultural communications.

yesim.cetinkaya@deu.edu.tr • Dokuz Eylul U • Turkey

Belcher, Diane / Kandil, Madgi / Paltridge, Brian / Wang, Wei • *The combinatory power of textual, intertextual and contextual approaches to genre* • This presentation considers how genre analysis can be enriched by concurrently employing multiple analytic frameworks, namely, new rhetoric, systemic functional linguistics, and ESP, and by combining such analytic tools as corpus linguistics and critical discourse analysis. To illustrate the analytical power of these combined approaches to genre, analyses of media commentaries of September 11 and the Palestinian/Israeli conflict will be presented.

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Belhiah, Hassan • *The functional uses of gestures in ESL tutorials* • This study examines the functional uses of gestures in ESL tutorials. The analysis shows that gestural expression forms part and parcel of the activity of spoken definitions, a recurrent activity in ESL tutorials. It also demonstrates the importance of viewing the use of gestures as a fundamental part of the input provided to second language learners.

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Bensoussan, Marsha / Bogdanov, Olga / Baten, Lutgarde • *L1 vs. L2 responses on EFL reading comprehension test* • There is disagreement concerning the use of L1 or L2 answers on tests. The study was carried out on 46 undergraduates in a 50-hour advanced intermediate English reading comprehension course at the University of Haifa. Students in two classes read two English texts and answered open-ended questions, one in English and the other in Hebrew. No significant differences were found. To maintain ethical justice and social fairness, it would seem preferable to use the L2 in answers to test questions.

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Bergroth, Ulla-Maija / Seppälä, Riina • *Can learning to learn languages be taught?* • Preparing university graduates for the globalised academic labour market means ensuring that they possess versatile skills through which to develop their communication expertise. In this presentation student perceptions from a specific learner training course are reported to address the issue of whether transferable language learning skills can be taught.

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Berk, Özlem • *Multicultural writers, multilingual texts: Özdamar and Tawada's hybrid texts* • As two migrant writers living in Germany, Emine Sevgi Özdamar and Yoko Tawada create hybrid texts that are characterised by cultural and linguistic heterogeneity. My paper will focus especially on Özdamar's Mutterzunge and Tawada's Übersezungen which deal with issues such as language, translation and intercultural understanding. I will try to demonstrate how these writers live and create in a multilingual/multicultural environment.

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Berndt, Annette • *An investigation into template learning and the use of dynamic Stereotypes in professional communication among non-native speaker engineering students* • Classroom observation has revealed that one of the difficulties non-native speaker (NNS) engineering students face in professional communication is knowing when to apply fixed phrases and dynamic stereotypes as they move from one genre to another. This study explores the pedagogical and rhetorical uses of context – and the instructor's position in that con-

text – to counteract the incorrect and indiscriminate application of standardized phrases, particularly in the Letter of Adjustment.

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Berry, Roger • *Grammar myths* • Misconceptions about English grammar (e.g. that English has a future tense) have been shown to be prevalent in the past. The same is demonstrated in a survey of English majors in Hong Kong, despite the existence of a communicative syllabus. Comparisons are made with other groups of learners, and reasons are offered both for why this is a serious problem and for why such myths come about (e.g. oversimplification, or misleading terminology).

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Beuningen, Catherine van • *The effect of corrective feedback on writing in the multilingual classroom* • This study investigates the effectiveness of two different forms of corrective feedback (i.e. direct corrective feedback vs. indirect corrective feedback) on student's written output in Dutch multilingual classrooms that have adopted a content-based language instruction approach. In separate analyses the influence of language proficiency and educational level on feedback uptake are investigated.

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Bhatia, Aditi • *"Our war is not against a religion"… Or is it?* • The fusion of religion and politics is not uncommon. Religion is often invoked by political leaders to create solidarity amongst audiences. However, the use of religion has an equally polarising effect, segregating those who do not uphold the values set by dominating groups. Using a multi-perspective framework this paper presents a critical analysis of the relationship between religion and war, exploring the binaries that both engender, thus bringing into effect the discourse of illusion.

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Bidin, Siti Jamilah • *Students' and teachers' attitudes towards grammar learning and teaching* • This paper investigates the attitudes towards grammar learning and teaching among 227 Malaysian university students and 42 English instructors. The findings are based on an attitude questionnaire and semi-structured interviews. Implications of the findings are related to meeting social and cognitive expectations of young adult students.

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Birk, Elisabeth • *Is "Visual Literacy" a useful metaphor?* • Visual literacy is notoriously hard to define – it revives the enormous problems inherent in the traditional dichotomy of the verbal and the pictorial. A first step towards a definition is a clarification of the term „visual", a taxonomy of visual representations. I think this task will fall to a general theory of symbols, and I will argue, that Nelson Goodman's theory of symbols can provide the basic framework (but not a complete blueprint) for such a taxonomy.

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Birken-Silverman, Gabriele / Bierbach, Christine • *Soziokulturelle und sprachliche Hybridität im Kommunikationsstil einer Clique italienischer Migrantenjugendlicher* • Am Beispiel der konversationellen Bearbeitung der Kategorie "kulinarischer Habitus" in der ingroup-Kommunikation analysiert der Beitrag migrationsbedingte kulturelle und sprachliche Veränderungsprozesse: soziokulturelle Hybridität und funktionale Sprachmischungen als identitäre Marker.

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Bland, Janice • *Sharing reading mysteries: discovering, inferring and resisting* • All sorts of literacies are involved in learning with children's literature. Functional literacy is supported by the mnemonic patterning of many texts for children. The word/image interplay in picture books help children learn visual literacy – and not to confuse representations with reality. Creative interaction with literature is the best preparation for literary literacy – taking pleasure in inferring. Critical literacy, e.g. discovering implicit ideologies, is crucial for reading the world.

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Blank, Cintia Avila / Zimmer, Márcia Cristina • *Grapho-phonic-phonological transfer from French (L2) into English (L3): A connectionist account* • This study investigates the role played by grapho-phonic-phonological transfer of the knowledge of French (L2) vowels into North-American English (L3) vowels during word and nonword naming tasks in English and French by three native speakers of Brazilian Portuguese (L1). Thus this research aims to assign such transfer to the way the hippocampal and neocortical memory systems organize L1, L2 and L3 knowledge and processing in a connectionist perspective (McClelland et al., 1995).

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Boas, Hans • *Documenting an endangered dialect: The Texas German Dialect Archive* • This paper presents the organization and workflow underlying the Texas German Dialect Archive (http://www.tgdp.org). Following a brief historical overview of the Texas German community, it discusses different types of data recorded and archived: elicitation tasks, open-ended sociolinguistic interviews, and written biographical questionnaires. Finally we show how to use the on-line archive for research, teaching, and outreach purposes.

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Boeckmann, Klaus-Börge • *Aktionsforschung zum E-Verbundlernen in der Fremd- und ZweitsprachenlehrerInnenausbildung* • Der Beitrag wird ein Forschungs-/ Entwicklungsprojekt darstellen, in dem angehende Lehrkräfte für Deutsch als Fremdsprache, die in einem E-Verbundtutorium (Präsenztutorium mit Online-Phasen) eingesetzt werden, ihre Unterrichtsplanung und -praxis mit Instrumenten der Aktionsforschung dokumentieren und reflektieren. Als Ergebnis soll eine kommentierte Sammlung von erprobten und positiv evaluierten E-Verbundlernszenarien entstehen, die in der Lehreraus- und -fortbildung zum Einsatz kommen soll.

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Boehm, Siegfried • *Interkulturelle Situationen inszenieren* • Um kulturelle Missverständnisse zu vermeiden, wird die dramapädagogische Lehrmethode bevorzugt, um den mexikanischen Deutschlernern das fremdkulturelle Orientierungssystem beizubringen. Demzufolge werden szenische Spiele mit kulturell verschiedenen Interpretationsmöglichkeiten vorgestellt sowie Anweisungen zur Durchführung der Aktivitäten erteilt. Die konsequente Anwendung dieser Methode soll eine interkulturelle Sensibilität der Lerner schaffen, die ihnen später im Gastland zugute kommen soll.

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Bogner, Andrea / Dengel, Barbara • *Wissenschaft als mehrsprachige Praxis: Vermittlungskonstellationen in der internationalen Wissenschaftskommunikation* • Am Beispiel eines Workshops mit Studierenden aus China, Neuseeland und Deutschland wird das spezifische Potential einer mehrsprachigen Wissenschaftspraxis analysiert. Gezeigt wird, wie die Schaffung von mehrdimensionalen Konstellationen der Vermittlung in der Wissenschaftskommunikation den Beteiligten die Ausgestaltung des kommunikativen Raums mit ihren jeweiligen Ressourcen ermöglicht und wie die wechselseitige Bezugnahme auf kulturspezifische Formen des Wissens Austauschvorgänge bereichert.

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Bohn, Hilario I. • *The development of literacy skills: The importance of the language variable* • The paper addresses the question whether the linguistic principles considered central by researchers and teachers in the acquisition of reading and writing can be challenged. It proposes the notion of belonging to a community of practices as crucial in the development of literacy skills.

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Boku, Mariko • *Instrument reliability in EFL learners' motivational analysis* • This paper analyzes the reliability of the retrospective motivational scale with narrative description (i.e., description of critical events that influenced motivational change) (Boku, 2005). Also, the study investigates the relationship between EFL learners' motivation and class participation. Participants are 100 Japanese university EFL learners enrolled in intermediate-level classes in 2006. This work was supported by Grant-in-Aid for Scientific Research No. 19652061.

mboku@msn.com • Ritsumeikan U • Japan

Bolger, Patrick A. / Zapata, Gabriela C. • *How semantic homogeneity in story contexts affects vocabulary learning* • Our study examines how L2 learners learn novel words for common items presented in either semantically related or unrelated stories. We measured both groups' performance with a semantic-categorization task, and later, with a vocabulary-picture matching task using an eye-tracker. Preliminary results suggest that there seem to be no lasting effects between groups. It is possible that episodic traces from the story contexts override any disadvantage introduced by semantic homogeneity.

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Bonini, Adair • *Genres and social practices in the hotel reception: A case study* • This paper presents the results of an on-going project on hotel genres and practices. The corpus analyzed is a 14-hour audio recording of receptionist-client interactions in a three-star executive hotel. We tried to determine: 1) which genres were used at the hotel lobby; and 2) which social practices were carried out in this space.

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Boorsma, Gabriele / Cakir, Yurdakul • *Fragebogen zum Sprachenportfolio Deutsch als Zweitsprache und Herkunftssprachen* • Im Rahmen des von der Stiftung Mercator geförderten Projektes wurde eine Befragung an fünf Grundschulen durchgeführt. Dabei sollten die befragten Migrantenkinder über ihre Sprachen reflektieren, ihre sprachlichen Fertigkeiten einschätzen und bewerten sowie ihre Strategien bei der Bewältigung bestimmter Aufgaben angeben. Im Vortrag sollen einige Ergebnisse dieser Befragung vorgestellt werden.

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Bordyuk, Lyudmila • *Background knowledge as a prerequisite for international professional content comprehension* • Ukrainian business students' experience proved that linguistic proficiency in English only is not sufficient for adequate professional content comprehension if knowledge of the world which is based on prior experience and cultural knowledge is limited. To prepare students so that reading

international professional materials become more comprehensible to them special emphasis should be laid on broadening business students' cultural and intercultural background knowledge. A set of cases illustrating different levels of comprehension proves such an approach to be effective.

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Borges de Almeida, Vanessa • *The issue of pronunciation and events of language testing in a Brazilian teacher education context* • Studies have revealed the lack of language ability of EFL teachers in Brazil. A research project led to the development of the TEPOLI, a test used to assess the language competence of teachers-to-be when they finish university. This paper focuses on mapping pronunciation aspects of students' performance in order to validate the scale descriptors of TEPOLI. Students' performances are analyzed according to production of syllabic structure, vowel length, consonant production and nuclear stress.

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Bossart, Marie-Nicole • *Foreign language learning and language representations of bilingual primary school students* • The paper focuses on bilingual learners' representations of 'their' languages, the influence of early language experiences on future foreign language learning and students' expectations when it comes to learning new languages. What do the linguistic resources in two or more languages contribute towards the learning of the school's foreign languages? Potential consequences refer to the "effectiveness" of integrating prior foreign language experiences into the teaching and learning of subsequent languages and therefore contribute to sharpen our understanding for a third language teaching methodology.

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Braun, Angelika • *The effect of cultural distance on emotion recognition from voice* • 118 listeners with three different cultural/linguistic backgrounds were asked to recognize four basic emotions from the vocal behavior of a total of six speakers. Results show that in their own language listeners achieve recognition rates which are comparable with those reported in previous studies. Performance generally deteriorates with linguistic/cultural distance.

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Breeze, Ruth • *Language contact in advertising: the case of English in Spain* • This paper discusses the use of different languages in advertising, on the basis of the case of English in Spain. The results suggest that English is used to index modernity, progress and a cosmopolitan identity. However, English is also still used to create associations with aspects of the English-speaking world, usually the USA and Britain. English is also often used for humorous effect. These findings are discussed in the light of Bakhtinian theory and Baudrillard's concept of hyperreality.

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Breiteneder, Angelika / Pitzl, Marie-Luise • *A VOICE for ELF in Europe: Introducing a new resource* • The unprecedented use of English as a European lingua franca creates the need for rethinking the role of English in many areas of applied linguistics. This paper introduces the Vienna-Oxford International Corpus of English (VOICE), the first general corpus of spoken ELF, as a unique resource for meeting this need.

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Breitkopf, Anna • *Wo ist mein Papa? Wo ist mein Mama? – Repetitional turn-taking in bilingual child interaction* • This paper focuses on the interaction in a German-Russian kindergarten and analyzes some errors that can be observed in a spontaneous communication between children or between children and a teacher. Errors that are produced by children, are not just characteristics of the learner's variety or the results of the language contact, but emerge from the communicative situation. Grammatical overextensions can be provoked by repetitional turn-taking that is typical for children in pre-school age.

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Bressan, Edward • *British and Italian attitudes towards the rise of China as an economic superpower* • The paper compares the portrayal of China in the UK and Italian business media, focusing on the discourse generated in two sets of corpora. The linguistic realisations of societal attitudes and values are examined through the key economic and business terms used in the texts. A multi-pronged textual analysis of the discourse is employed to determine whether attitudes towards China differ in each country.

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Bretxa i Riera, Vanessa / Vila i Moreno, F. Xavier / Sorolla Vidal, Natxo • *Fuzzy mother tongues? The identification of first language in a largely bilingualized society* • In this paper, we provide evidence for a new type of early bilinguals in the Catalan-speaking areas, namely early bilinguals who claim that they speak Spanish only to their father and mother, but they declare both Spanish and Catalan as their first languages. The analyses of these differences in how individuals declare their first language(s) is worth researching, because Catalan L1 speakers do not seem to be part of the trend of declaring two initial languages.

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Briguglio, Carmela • *Promoting the development of intercultural communication skills for multinational work settings* • This paper presents the findings of a study which sought to identify the sorts of intercultural communication skills required by workers using English as a global language in multinational/ multicultural settings. It then discusses ways in which desirable intercultural communication skills can be promoted and developed in undergraduate business courses in order to prepare students for the challenges of multilingualism in the workplace.

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Broeder, Peter / October, Michelle • *Educational policy realisation through the teacher* • The presentation reports on the results a 2-year project into language and literacy for language policy realisation in Khayelitsha, an educational district in Cape Town South Africa. The aim is to develop an implementation model through language profiles of primary schools by documenting teachers' language proficiency and habits, in the process fostering a new South African linguistic citizenship, and by promoting multilingualism through informed language planning at school/district levels.

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Brogden, Lace Marie • *Bilingualism and subjectivity: Towards exogamous conceptions of (Canadian) citizenship* • How might exogamous conceptions of citizenship serve to disrupt linguistic polarity and exclusivity? This paper combines personal narratives of linguistic subjectivity and policy analysis pertaining to immersion and minority language education in Canada as a means of complexifying notions of language and culture with/in a context of "official bilingualism".

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Brooks, Rachel L. / Brau, Maria M. • *Developing a model for verbatim translation exams* • World events since 9/11 have led to a consentient demand for the development of tests in critical languages. Consequentially, a model by which valid translation performance tests can be quickly created is needed. Taking into account the research of Bachman, Weir, Stansfield, and others, Language Testing at the Federal Bureau of Investigation (FBI) has produced Verbatim Translation Exams (VTEs) designed to have high construct validity by using authentic tasks in 15 languages.

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maria.brau@ic.fbi.gov • Federal Bureau of Investigation • USA

Brooks, Lindsay • *Paired oral proficiency testing: Challenges but mostly opportunities* • This paper presents the differences in performance of adult ESL test-takers in paired and individual oral proficiency testing. The paired format resulted in more complex interaction and overall higher scores. Framed within sociocultural theory, the findings from this study have implications for both test theory and practice. Among the implications is the need to re-define the construct of oral proficiency in terms of the added complexity when two test-takers interact and negotiate meaning.

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Browne, Charles • *Optimizing EFL vocabulary learning with IRT and online technology* • How many words do our students know? Is it possible to accurately identify the specific words that each learner knows and should study next? How can online technology be used to test and teach these words? This presentation will discuss both the theoretical underpinnings and practical applications of the online testing and teaching of vocabulary for EFL students, Examples of online tests and learning programs which can be used with EFL learners of all countries will be introduced.

browne@gol.com • Meiji Gakuin U • Japan

Brunfaut, Tineke • *Reading academic texts in L1 and FL: The relationship between perceptions and proficiency* • This paper discusses the results of an investigation into 1) linguistics and literature students' perceptions of reading academic texts (including attitude), 2) the relationship between these students' perceptions of L1 versus FL academic reading, 3) the relationship between the students' perceptions of L1 and FL academic reading and their L1 and FL academic reading proficiency respectively, and 4) the transferability of the affective domain of reading from L1 to FL within an academic context.

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Burns, Anne / Moore, Stephen • *Exploring accountant-client spoken interaction: Implications for ESP teaching* • This presentation reports research investigating the use of Conversation Analysis (CA) as a discourse analytical tool for probing simulated accountant-client interactions. Power relations in turn taking, question usage and the co-construction of clarification in 'trouble' spots are highlighted. Based on the analyses, implications for ESP classroom teaching are considered.

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Burr, Elisabeth • *Mehrsprachigkeit im städtischen Raum. Eine Soziolinguistische Untersuchung zu den Straßen von Kairo* • In Kairo steht das Französische in einem durch das Nebeneinander von arabischer Einsprachigkeit, arabisch-französischem / arabisch-englischem Bilingualismus sowie arabisch-französisch-englischem Trilingualismus bedingten Beziehungsgeflecht. Ziel des Projektes, aus dem erste Ergebnisse vorgestellt werden, ist es mittels ethnographischer Untersuchungen die darin aufscheinenden Realitäten hinsichtlich von Polarisierungen und Hierarchisierungen von Räumen und Identitäten zu bestimmen.

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Buschmann-Göbels, Astrid / Kühn, Bärbel • *The implementation of EPOS, a web-based version of the European Language Portfolio, within a tutorial programme at the University of Bremen* • We would like to introduce the electronic language portfolio EPOS, a web-based version of the European Language Portfolio, and describe its implementation within an innovative tutorial programme. This programme is course-independent and combines autonomous foreign language learning with tutorial advisory service. EPOS has additional features, as it provides a communication platform between tutor and student, offers a multimedia-based dossier and is adaptable to special kinds of educational institutions.

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Butler, Yuko Goto / Lee, Jiyoon • *The effects of self-assessment on English language learning among elementary school students* • This study examines the effectiveness of self-assessment (SA) among 240 young learners of English as a foreign language. SA was employed every two weeks throughout the academic year in a control group. Multiple measurements were employed to monitor students' performance and attitudes periodically. It was found that the students quickly adopted self-assessment as part of their learning routine and showed enhanced metacognitive skills and more positive attitudes towards learning English.

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Butzkamm, Wolfgang • *We only learn language once. The role of the mother tongue in FL classrooms: Death of a dogma* • I will demonstrate bilingual techniques that I consider to be central to foreign language teaching. Using the mother tongue is not just for meaning-conveyance but has repercussions on many aspects of teaching, such as communication, content, quality of texts used, and grammar. The prevailing monolingual orthodoxy has to be overturned.

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Bycent Hennig, Barbara • *Exploring motivation of Hong Kong tertiary students learning German as a third language – a sociocultural perspective* • This paper discusses the findings of a longitudinal case study conducted at a university in Hong Kong exploring the motivation of Hong Kong Chinese tertiary students learning German from a sociocultural perspective. The study suggests that the students' motivation is shaped through their interaction with their surrounding world and that the majority of participants commonly regarded their learning German as a tool for defining their future roles both within Hong Kong and in other countries. The findings will be outlined and explained in detail through selected case studies.

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Byrd Clark, Julie • *Voices of youth, ideologies of language and discourses of multilingualism and multiculturalism* • This sociolinguistic and ethnographic work explores the multiple ways in which 6 self-identified, multi-generational Italian Canadian youth socially construct their identities and invest in French language learning programs juxtaposed the discourses of Official French/English bilingualism and multiculturalism in the urban landscape of Toronto, Canada.

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Cabau-Lampa, Beatrice • *The new Swedish language policy: A missed opportunity for second foreign language teaching?* • The

present paper uses the Swedish government bill introducing a new language policy in late 2005 as a springboard to illustrate the various challenges which may occur in a multilingual nation in terms of the status given to languages – not only national and minority languages, but also foreign languages.

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Cabrales-Sanchez, Juan Enrique • *Teachers beliefs on the use of formulaic language for L2 development* • Though formulaic language is still difficult to organize and classify it has been fully acknowledged as a key component that pervades both written and spoken language. It is also believed to be paramount in the fluency aspect of L2 learners. This paper explores whether this relatively new insight and focus on lexis is known and understood among English language teachers in the Mexican context regardless the ideas and beliefs of current English teaching practice in such context.

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Cacchiani, Silvia • *Coherence relations: On discourse markers in English and Italian historical research papers* • In this paper we shall carry out a corpus-based analysis of discourse markers in English and Italian historical research papers keeping in mind the needs of Italian students and scholars writing an academic text in English. After identifying meaning and function of our inventory of discourse markers, we shall concentrate on exemplifiers, inferrers, reformulators and resumers in the two corpora and discuss their inclusion and representation in monolingual and bilingual dictionaries.

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Cai, Wie • *Linguistic knowledge, linguistic processing speed and strategic knowledge in Chinese listening* • This study aims to explore the contributions of linguistic knowledge (word knowledge and syntactic knowledge), linguistic processing speed and strategic knowledge to Chinese listening proficiency and whether their contributions are the same for heritage and non-heritage learners. 100 Chinese learners (50 heritage and 50 non-heritage learners) will take five tests and one questionnaire. Statistic analysis will be run to examine the correlation between the factors and listening proficiency.

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Cakir, Yurdakul • *Schreiben im Studium in der Zweitsprache Deutsch* • In der Zeit vom 1.10.1997 bis zum 31.12.2004 wurden an der Universität Duisburg-Essen 150 wissenschaftliche Arbeiten türkischer Studierender mit Deutsch als Zweitsprache im Hinblick auf Sprache, Inhalt und Form analysiert. Im Rahmen eines Einzelvortrags sollen einige Ergebnisse der Sprachanalyse (insbesondere die Problembereiche des Deutschen, die mit Hilfe einer Fehleranalyse ermittelt wurden) vorgestellt werden.

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Calfoglou, Christine • *Optimality in translation: A proposal for the L2 class* • In this paper we explore L1 - L2 similarities and differences in the language class through translation. A set of constraints sifting potential L2 (translation) outputs on a ranked basis in an Optimality Theory fashion (Prince & Smolensky 1993, 2004) are proposed while constraint ranking and re-ranking are seen as determined by Prince & Smolensky's (1993) "do only when necessary" principle. The framework sheds light on intermediate grammar learner outputs, treated as a continuum, in line with a process-oriented view of error.

xkalfog@enl.uoa.gr • Hellenic Open U • U of Athens • Greece

Callies, Marcus • *The (non-)representation of agentivity in L2 academic writing* • This study examines writer (in-)visibility in advanced German EFL learners' academic texts. The findings suggest that even advanced students are insecure about the use of the first person in academic texts. This results in a massive overuse of the passive and nominalisations, used as default strategies to suppress the active subject. The paper argues that advanced language teaching should include several strategies that can be used to defocus the agent.

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Campe, Petra • *Dutch translation alternatives for the German compound* • In this paper I will elaborate on my corpus-based research on the nominal compound in German and its translation alternatives in Dutch, a language, which is less 'compound-sensitive'. First I will shortly go into the construction and composition of the used parallel corpus. Subsequently I will focus on the results of a systematic confrontation of the compounds in the German corpus with its translation alternatives.

petra.campe@hogent.be • U College Ghent • Belgium

Cantone, Katja Francesca • *What role does the lexical category verb play in word order?* • Although mostly being attested as ill-formed, mixes between verbs and objects nonetheless occur in bilingual speech. We discuss the role of the lexical category verb in the word order of mixed utterances by analyzing data from bilingual Italian/German children (2; 6 to 5 years). We claim that all mixes respect the grammars of the two languages involved. We also claim that mixing in young bilingual children does not differ from adult code-switching.

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Carbonell Olivares, María / Gil Salom, Luz / Soler Monreal, Carmen • *A contrastive study of the rhetorical organization of English and Spanish PhD theses introductions* • We present an analysis of the introductory sections of 21 and 10 doctoral theses in computing written in Spanish and in English, respectively, based on a modified version of Bunton's model (2002) for thesis introductions. We aim to assess how the organization of such chapters varies in both languages at the move and step levels. We determine the patterns and frequency of move cycling and verify whether steps in both corpora develop the same rhetorical strategies to present the thesis research.

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Carmagnani, Anna Maria • *Identity in question: A study of the representation of the "other" in EFL textbooks* • This study aims at analyzing and discussing how foreign culture(s) and people are represented in EFL textbooks used at schools and language institutes in Brazil. My contention is that the discourse produced in EFL textbooks strongly contributes to the identity constitution of learners and teachers of English as a foreign language in the Brazilian context, symbolically placing them at a conflicting in-between condition (cf. Hommy Bhaba). The results show us how the dichotomy us (central nations) and them (other cultures) is produced in texts and images.

amcarmag@usp.br • U of São Paulo • Brazil

Carobbio, Gabriella • *Mündliche Wissenschaftskommunikation: Vortragsstil deutscher und italienischer Wissenschaftler* • Der Beitrag stellt erste Ergebnisse eines Forschungsprojektes zu den Merkmalen mündlich vorgetragener Wissenschaftstexte vor. Im Vordergrund stehen dabei rhetorische und stilistische Aspekte wissenschaftlicher Argumentation, die anhand eines Korpus deutscher und italienischer Vorträge aufgezeigt werden.

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Carroll, Heather • *Performing the other in talk entertainment* • This presentation reports on a study of language style performance during talk entertainment (TV and radio talk shows). Using conversation analysis, it seeks to define performative style shifts (i.e. putting on an accent) through understanding the sequences of action surrounding them and participants' orientation to them. For example participants tend to treat performative style shifts as an object through correction, laughter, or an additional performative shift.

hcarroll@wisc.edu • U of Wisconsin • USA

Carson, Lorna • *Refugees and the European Language Portfolio in Ireland: The motivational role of goal-setting* • This paper examines the motivational role of goal-setting within an ESL curriculum for adult refugees based on the ELP. Drawn from a larger ethnographic study, it investigates the motivational impact of helping learners set regular, personal, optimally challenging goals. This not only of vital importance in terms of enhancing learner autonomy and linguistic outcomes, but also within wider society where it is a matter of survival for refugees to access services, training and employment.

carsonle@tcd.ie • Trinity College Dublin • Ireland

Carvalho, Nuno / Caels, Fausto • *Linguistic diversity in Portuguese schools* • The main goal of Project Linguistic Diversity in Portuguese Schools was to develop guidelines and materials that would foster improvement in the linguistic competence of students who do not have Portuguese as their mother-tongue, to create awareness within the school community on the importance of multilingualism, to promote and to value the mother tongue of the pupils. In this presentation we will guide you through the different stages of the Project.

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Castillo, E. Desirée • *Self-Access Centers for language learning as an aide to develop learner's multilingualism* • SACs are used by learners to develop their multilingualism in Mexico, which does not have an explicit multilingualism policy. Yet there has been a large increase of learners wishing to learn more than one language, even if they must do it on their own. Some learners use SACs to learn up to three languages at a time. We will highlight the choices learners make in the management of their multilingualism in SACs and their reasons for their varying use of a center's services for each language.

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Castillo, Emma S. • *Wireless handheld devices for ubiquitous learning by adult ESL learners* • Web 2 technological advances have great promise re applications in many areas of learning, e.g., ubiquitous learning. Internet access offer interesting resources. The use of wireless handheld devices (WHDs) in a UL environment is especially appealing to adult ESL learners. In the paper, scenarios are presented which lend themselves to the use of wireless handheld devices, seen to be motivating forces in the process of teaching/learning English as a second or foreign language.

emmasc86@hotmail.com • Linguistic Society of the Philippines • Philippines

Cavalari, Suzi • *Language learning in tandem: A discussion on self-assessment issues* • Due to increased attention to learner-centered curricula, tandem language learning and learner autonomy, the topic of self-assessment has become of particular interest in foreign/second language education. This paper aims at presenting the preliminary outcomes of a research on how self-assessment was conducted by a group of Brazilian undergraduate learners of English in a tandem language learning setting. Its main focus is on the learners´ perspectives within self-assessment process.

personaleng@uol.com.br • UNESP / São Paulo State U • Brazil

Chacón-Beltrán, Rubén / Senra-Silva, Inmaculada • *A grammar checker for Spanish EFL students: A case study* • E-gramm is a computer program that helps EFL students to detect and correct errors in their compositions. This tool has been developed to provide students with feedback that enables them to correct their own written production. This presentation analyses students' use of e-gramm and its implications for language learning.

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Chan, Brian Hok-Shing • *From borrowing to Code-Switching: The case of English in Hong Kong* • This paper rethinks a popular position regarding the motivation of Cantonese-English code-switching in Hong Kong. Despite some evidence, there seem to be a number of conceptual, methodological and empirical problems which have not been tackled. Drawing on data from both spoken and written discourse, I propose that genre plays a dominant role in prompting code-switching. Identity also plays a crucial role as well, but in a way more subtle than assuming a "Westerner" identity.

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Chan, Soek Yee • *Different Paths, Same Destination* • Based on a comparative analysis of contextual, output operational variables in bilingual education policies of European Schools and Malaysia, this paper intends to prove that bilingual education policies for minority groups are often implemented with the goal of language transition. This analysis provides insights on transitional elements in bilingual education for minorities, offering opportunities for a more emancipated bilingual education model.

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Chang, Shan-mao / Chen, I-Ju / Huang, Sheng-hui • *Reading strategies: When, where and how to use* • This case study aims to investigate reading strategies used by EFL learners of the high-intermediate proficiency level. With the use of the open-ended questionnaire, face-to-face interviews and think-aloud protocols, we intended to explore when, where and how learners use specific reading strategies.

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Chang, Chia-chien / Wu, Min-Jia • *Shifts in discourse markers in consecutive interpreting between Chinese and English* • This paper explores the differences in the construction of coherence relationship between Chinese and English by comparing the occurrence of discourse markers in Chinese-to-English consecutive interpreting and English-to-Chinese consecutive interpreting. The implications of the findings to interpreter training, with reference to how note-taking can be taught, and how discourse analysis can be incorporated into the basic curriculum of interpreting into different language directions, will also be discussed.

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Chang, Yuh-Fang • *How to say no: Comparing native and non-native judgments* • Most comparative pragmatic studies collected production data, analyzing the differences in the use of refusal strategies. Cross-cultural comparison of refusal strategies through production data only, however, does not provide insights on the cross-cultural difference in the politeness values. This study aims to investigate

cross-cultural differences in the speech act of refusal through perception data.

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Cheffy, Ian • *Conceptions of literacy: People and programmes in Cameroon* • One factor standing in the way of increasing adult literacy rates in developing countries may be the lack of agreement between literacy programme organizers and their target populations concerning the content and goals of literacy classes. This can have important implications for the take up and outcome of literacy efforts.

ian_cheffy@sil.org • SIL International • USA

Chen, Shen / Wa Sit, Hing • *ESL/EFL teacher training in a multilingual learning environment* • This paper reports on an innovative model of ESL/EFL teacher training in which the effectiveness of teaching strategies is assessed in a multilingual environment including (1) a multilingual classroom interaction between local and international learners; (2) a practicum of teaching ESL in local schools and (3) an overseas experience to teach EFL in a non-English-speaking country. Both quantitative and qualitative approaches were employed in the research in order to evaluate the learning outcome.

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Chen, Su-chiao • *Language maintenance and shift among the foreign brides and their children in Taiwan: A comparative study* • This study investigates how the immigrant languages have been maintained and shifted among the "foreign brides" and their children in Taiwan. The Vietnamese brides, the largest group, and the Thailand brides, the earliest group, will be chosen for the comparative study. Data will be collected with questionnaires and interviews throughout the Taiwan Island. Data will be analyzed in terms of ethnic identity, language use in domains, language attitudes and language proficiency.

chensu@mail.ncyu.edu.tw • National Chiayi U • Taiwan

Chen, Szu-yu Ruby • *Code-alternation in online discussion forums in Taiwan: A functional approach* • The purpose of my research is based on sociolinguistic view, to apply pragmatic approaches in codemixed electronic texts. Concurrently, I would like to investigate posters' identity and how they encode the texts by using different languages or codes. By examining the electronic texts on bulletin board systems (BBS) in Taiwan, I would like to investigate the linguistic and pragmatic functions of written code-switching amongst English and Mandarin Chinese or other writing systems.

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Cheng, Le • *Presuppositions in court interaction* • In court, lawyers use presuppositions as illocutionary force to achieve their intentionality. Based on the court transcripts of the O. J. Simpson case, this paper argues that presuppositions will not be evacuated from court interaction just for its complexity or trickiness and finds in direct examination, presuppositions make narrative more coherent, believable; in cross-examination, to challenge the credibility of the hostile witness and therefore deconstruct the opposite narrative.

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Cheng, Xiao • *Chinese students' academic reading experience: An NLS and AT approach* • This research explores Chinese postgraduate students' academic reading practices in the UK from a combined NLS and AT perspective. It attempts to investigate the academic reading practices the students undertook while writing assignments to reveal some of the historical, social, cultural and institutional factors that are seen as influential in shaping their current reading practices.

The data were gathered mainly through ethnographic interviewing, observation and document collection.

chengxiaopan@hotmail.com • East China Normal U • China

Chevalier, Joan F. • *Language contact and language maintenance in the Republic of Tyva, Russian Federation* • This study traces the evolution of Tuvan – Russian language contact up to the present in the Republic of Tyva in the Russian Federation, identifying key factors that have contributed to high levels of Tuvan language maintenance. Second, the study evaluates the current status of language contact in Tyva fifteen years after the ratification of language laws and assesses the long-term future of the Tuvan language.

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Chiang, Yung-nan • *Sources of interpretation learning anxiety: Interviews with interpretation students* • Although interpretation often induces anxiety in both professional interpreters and student interpreters, available studies have focused on identifying professional interpreters' sources of job stress while neglecting sources of student interpreters' anxiety. This paper fills this gap by interviewing 10 interpretation students about the sources of their anxiety. Five major sources were identified.

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Chik, Alice • *When does learner autonomy kick in?* • Drawing on a database of 10 Hong Kong second language learners' narratives collected over 2½ years, this paper discusses the developmental nature of autonomy in language learning. The findings suggest that among these learners, the ecological transition from primary to secondary education triggered a strong sense of language- and self-awareness, which caused autonomy to kick in.

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Chik, Claire / Mates, Andrea W. • *Success in heritage/non-heritage language classrooms: Leveraging intellectual and social benefits* • Classes containing heritage language (HL) and non-HL students are an increasing reality in American schools despite arguments that this format is not optimal for either group. We argue that language students can thrive in these classrooms when differentiated teaching techniques which foster social bonding are implemented because social bonding taps into a neurobiology of motivation and learning.

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Chlopek, Zofia • *Is globalization real in Eastern Europe? First and second foreign language teaching, intercultural education and learner motivation in Poland* • The paper analyses the reasons why first and second foreign language learning are not really efficient in Polish schools, why Polish learners hardly ever gain true socio-cultural knowledge and develop intercultural awareness, and why they are often unmotivated to do so. Suggestions for the improvement of the situation are proposed, which could bring young Polish people closer to the EU. A suggestion is made that the discussed issues are extendable to other East European countries.

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Chou, Min-chieh • *The path from pseudo-passives to targetlike passives to real passives: A case study with Taiwanese EFL college learners* • This longitudinal study aims to find out how Chinese adult EFL learners progress from L1-affected pseudo-passives to targetlike passives and to real passives, validating the assumptions that Chinese learners are inclined to produce discourse-oriented structures, and that although the learners with higher English proficiency may produce well-formed English passives, their targetlike passives are

distinct from real passives of English due to the implicit influence of topicalization of L1 Chinese.

chou_eng@faculty.pccu.edu.tw • Chinese Culture U • Taiwan

Chudnovskaya, Ekaterina • *National varieties and identity from an immigrant perspective: A case of Austrian German in Alberta* • The study explores attitudes to Austrian German, "High German" and English by different generations of Austrian-Canadians in Alberta. The results elicited through questionnaire, matched-guise experiment and interviews show actual proficiency in and attitudes towards both varieties as well as importance thereof for maintenance of Austrian ethnic identity in Canada.

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Chung, Hyun-Sook / Ahn, Hyunkee • *How strongly are phonemic recognition skills related to L2 listening ability?* • This study examines the relation between phonemic recognition skills and L2 listening ability in 502 primary school children in Korea. What the experimental data show is a high degree of interdependence between them which suggests the importance of giving L2 students ample opportunity to practice aural processing of the various phonemic patterns of English.

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Cohen, Andrew D. / Sykes, Julie M. • *Learners' Perceptions: Pragmatics Online* • The presentation compares learner perceptions of various CALL technologies for the acquisition of L2 Spanish pragmatics. It reports results from two studies which examine learner perceptions. The first is an in-depth qualitative study of the first-of-its-kind website for learning Spanish pragmatics and the second an in-depth study examining the use of a synthetic immersive environment (a 3-dimensional gaming space) for pragmatic acquisition. Implications for pedagogy and research will be presented.

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Cohen, Bella / Koppany, Steven • *Diagnostic Assessment: Profiling Learner Strengths and Weaknesses* • Content: The likelihood that learners will attain higher-level proficiency is improved when teachers understand what those learners can/cannot do well and can tailor the instruction accordingly. This presentation explores diagnostic assessment techniques including administering three-skill interviews, developing learner profiles and customized learning plans. Method: Through the use of interactive discussions, video demonstrations and case analyses, participants will learn the fundamentals of three-skill interviews, develop learner profiles of strengths/weakness, and generate customized learning plans for classroom implementation.

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Colpaert, Jozef • *The role of ICT in language learning for multilingual communities: Distributed Language Learning* • In multilingual communities, literacy skills in the native language appear to transfer to the second language, which entails specific challenges for course design and for determining the role of technology. Distributed Language Learning is a conceptual and methodological framework for analyzing, designing, developing, implementing and evaluating CALL systems and applications. In this presentation we will describe its rationale and show how it is being applied in various projects.

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Comajoan, Llorenç / Nogué, Neus / Gomàriz, Eva • *Oral testing in Catalan: Evolution in theory and practice* • In this paper, we provide a review of tests for oral skills in Catalan designed by four types of teaching institutions in Catalonia in the last 25 years, and we relate their evolution to changes in language testing. The analysis of the tests show evidence for: a) differences in the design of oral tests depending on the age and learning environment, b) the evolution in how oral language is conceptualized, and c) the inclusion in current times of interaction as a key element in oral testing.

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Consiglio, Maria Cristina • *Interference phenomena in the forming of Italian American lexicon* • This presentation is about the way in which English and Italian overlap phonologically and/or morphologically and contribute to the forming of Italian American lexicon. An analysis of oral texts has highlighted the existence of two categories of words: insertions and americanisms. The former are English words inserted in the Italian speech, the latter are phono-morphological and/or semantic adaptations.

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Constantinou, Maria • *Metaphors, images and creativity: A contrastive approach to literary translation* • This paper addresses the question of translatability of creative metaphors in literary texts. The talk is inscribed within the framework of cognitive linguistics, textual semantics and contrastive linguistics. It investigates how metaphors and images are re-constructed in the other languages. It aims at illustrating that the translation of creative or new metaphors should not be posed in terms of (un)translatability but in terms of creativity and inventiveness of the translator.

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Coracini, Maria José • *Discourse of migrators: Mourning and inscription of the self* • Migrators living in São Paulo have to make the mourning of their own language to be able to in-scribe themselves in the language-culture of the other. Based on this hypothesis, we have analysed five narratives. Some subjects want to bury their differences in order to penetrate in paulista's social groups, others want to watch the phantasm as a manner to preserve their identity. Every narrative shows that the ghost is living in the subjectivity and the other one is bringing changes in identity.

mjfcoracini@uol.com.br • ALAB • Brazil

Corino, Elisa • *The difficult art of writing a task, analysis and suggestions* • The task of an exercise is the first text on which the learner practices his comprehension strategies. As such it has to be clear and effective to get students to fulfil the teacher's expectation. On the basis of the data are extracted from the VALICO corpus among narrative compositions of students of Italian as a foreign language, various ways of formulating a task are compared and commented so as to provide teachers with a practical guide to write good general instructions and questions.

elisa.corino@gmail.com • U di Torino • Italy

Coscarelli, Carla / Cafiero, Delaine / Rocha, Gladys • *Reading and writing abilities of Brazilian children on the third year of school* • In this presentation we will discuss what children know about the written system after attending school for three years. In order to evaluate students reading and writing abilities, an exam was elaborated and taken by 259.734 children with three years of school took this exam. Children could be placed in three main levels. We will show in more details the abilities developed by the students in each one

of those levels as well as some consequences of this evaluation for school practices.

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Cremer, Marjolein • *Accessibility of semantic networks of Dutch L1 and L2 children: A reaction time study* • The research reported on investigates the nature of lexical semantic knowledge in Dutch mono- and bilingual children and its effect on reading comprehension. After establishing word association norms of 530 Dutch children in an association task, a reaction time experiment measures how easy (fast) context-independent knowledge about stimulus words is available to children. Separate analyses investigate the influence of language background on lexical development and reading.

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Crichton, Jonathan / Papademetre, Leo / Scarino, Angela • *Developing the intercultural dimension: Interlinguistic considerations in international education* • This paper addresses the question of how to understand the 'intercultural dimension' of the internationalisation of education. Based on studies conducted at the University of South Australia we argue that this is a dialogic and interdiscursive process in which lecturers and students explore connections between their disciplines, language(s) and culture(s).

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Bulla, Gabriela da Silva / Garcez, Pedro de Moraes • *On the development of collaborative pedagogical activities and language learning* • This research explores how Portuguese as a second language learners develop collaborative pedagogical activities during classroom pairwork at the computer. Seven hours of interaction were videorecorded, from which two segments are analyzed to demonstrate the learners' multimodal embodied actions as they struggle to jointly constitute spaces for participatory classroom language learning.

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Dahlmann, Irina / Adolphs, Svenja / Rodden, Tom • *Patterns in learner English – Use and storage of formulaic language* • This paper discusses patterns of use of formulaic sequences by learners of English using a corpus approach. The main focus is on the use of pauses. Preliminary results indicate that pauses not only seem to be an additional sign for holistic storage but they also add to a more refined understanding of formulaic sequence boundaries. The results of our study will be discussed in relation to the wider issue of how we might use empirical approaches in the study of second language speech fluency.

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Dailey-O'Cain, Jennifer / Liebscher, Grit • *Linguistic heterogeneity among German-Canadians: Language use and language attitudes* • In this paper on German-Canadians' attitudes towards their own linguistic heterogeneity, we discuss interview data with a subset of approximately fifty German-speaking immigrants and their direct descendants in two different multilingual communities. The study combines qualitative and quantitative approaches of language attitude research and addresses the question: What tensions exist between standard German and other German varieties in the construction of a German-Canadian identity, in terms of both individual membership and the drawing of inward or outward community boundaries?

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Daller, Helmut • *Turkish immigrants in Europe: Psycholinguistic aspects of bilingual language proficiency* • The focus of the present paper is to describe and explain the bilingual language proficiency of Turkish adolescents in Germany and the UK. Apart from the question on ultimate attainment in L1 and L2 we are interested in the specific linguistic structures that evolve in an immigrant setting. Our findings show that the bilingual groups tend to conflate the underlying structures of both languages. This might be an indication that a diaspora variety of Turkish is developing in Germany and the UK.

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Damnet, Anamai • *Developing Thai students' intercultural nonverbal competence: World Englishes* • The study revealed that students in the experimental group who received the explicit teaching intervention had a higher level of ability to apply nonverbal communication appropriately and more positive attitudes than students in the control group who participated in the traditional teaching intervention. Further, the explicit teaching intervention was more effective in enabling students to change their practice of nonverbal communication when communicating with English native speakers.

faasamd@yahoo.com • Kasetsart U • Thailand

Dannerer, Monika • *The development of oral and written narrative competencies in German as a second language* • The paper investigates the development of oral and written narrative competencies of 10 to 14 year old students in Austrian secondary schools with German as a second language. In a longitudinal study their abilities to produce a story based on a cartoon were compared to native speakers attending the same classes. The focus lies on the competencies of global narrative structuring, the use of local means of cohesion as well as of typical phrases, and the representation of discourse.

monika.dannerer@sbg.ac.at • U Salzburg • Austria

Day, Dennis • *Activity-situated multilingual competencies* • This paper addresses the notion of multilingual competencies in relation to professionals working within multinational companies. It takes as a point of departure an inductively derived logic of code choice at two workplaces (Day & Wagner, In press). Together with Collins and Slembrouck's (2005) respecification of multilinguistic competence as well as Mondada's (2004) work on plurilingual interactions, it attempts to delineate the role of social activity in multilingual competence.

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De Cássia Barbirato, Rita • *Tasks as a powerful tool for EFL teachers' formation programs* • We will discuss the results of using a thematic task-based syllabus with EFL beginner pre-service teachers, enrolled at a Language and Literature undergraduate program. The results demonstrate contributions of such syllabus for the linguistic- communicative competence development, providing more opportunities of relevant interaction, having meaning instead of form as focus.

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De Dijn, Melina / Sercu, Lies / Heyvaert, Liesbet • *Think LT! Fostering principled and informed decision making in language teaching* • In this paper, we present an electronic learning environment for pre-service language teachers, developed with the authorware package Lectora, and intended to foster their ability to make principled and informed methodological choices. We will demonstrate the environment's structure and contents, and comment on the methodological principles on which it is built. We will conclude with an evaluation (stronger and weaker points), based on the results of a small-scale survey carried out among student teachers.

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De Florio-Hansen, Inez / Odabasi, Siddik • *Linguistic development of Turkish children and adolescents from migrant families* • The pilot study is part of an ongoing research project on the development and interdependence of the main languages with which pupils of Turkish origin have to cope. In our paper we will discuss our research questions: (1) What is the influence of Turkish on the development of German language skills? (2) What differences can be found between BICS and CALP, the latter being necessary to follow subject matter courses? Furthermore, we will present initial findings and outline possible conclusions.

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De Graaf, Anna • *Eliciting home-grown speech for language analysis: Evidence from paired recordings* • The Dutch government uses Language Analysis to establish a refugee's country of origin based on a recording of his speech. This paper compares results of two separate recordings of the same person's speech to see whether he uses similar language characteristics on both recordings, and how observed differences can be explained.

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De Haan, Pieter • *Development of argumentation skill in English and Spanish FL writing* • This presentation describes a longitudinal study of FL student essays written by Dutch students of English and Dutch students of Spanish, addressing the following research questions: 1. Does the difference in general FL fluency between English students and Spanish students, observed in the 1st year, decrease over time?; 2. Can we observe an increase in the correct use of cohesive devices in FL over time in either cohort?; 3. Can we relate any development in argumentation skill to research question 2?

p.dehaan@let.ru.nl • Radboud U • Netherlands

De Houwer, Annick / Remael, Aline / Vandekerckhove, Reinhild • *Intralingual subtitling of native language television programs aids comprehension for all viewers* • We measured comprehension in 453 adult speakers of Dutch who viewed subtitled and non-subtitled fragments of Dutch television programs. Subtitled fragments received significantly higher comprehension ratings than the fragments without subtitles across all age groups. Native language subtitles have a facilitating effect for comprehension. Their ever increasing usage certainly serves a purpose in making native language programming more accessible to all viewers.

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reinhild.vandekerckhove@ua.ac.be • U of Antwerp • Belgium

De Knop, Sabine • *Conceptualisation and the teaching of German abstract motion expressions and their case-marking* • In the wider context of verb-framed and satellite-framed languages, the case study explores German examples of partial motion and abstract motion. It aims at offering a more adequate framework for explaining the case alternation (accusative/dative) used in German motion events to French speakers. The presentation of variation in the conceptualization of motion events in French and German becomes the basis for learning strategies for the acquisition of typical German conceptualizations.

sabine.deknop@online.de • U of Brussels, St Louis • Belgium

De Rycker, Teun • *Deep definitions and vocabulary development: An analysis of students' perceptions and definitions* • This paper argues that an eclectic combination of definitional formats, the so-called "deep definition", provides learners with a flexible tool for activating their conceptual understanding and enlarging their lexical competence. To verify this claim, we examine the perceptions of HE students of business English (N = 38) related to the usefulness of the "deep definition" template and analyse a 20,000-word corpus of 304 "deep definitions". The major findings of both studies will be reported.

teun.derycker@lessius.eu • Lessius U College • Belgium

Degand, Liesbeth / Hadermann, Pascale • *Overuse of connectives in L2 writing: Transfer and/or interlingual phenomenon?* • We investigate whether L2 writers demonstrate similar deficiencies as poor L1 writers, focussing on a corpus-based analysis of the use of relational coherence markers. We focus on the overuse of connectives and hypothesis that this overuse should be viewed as traces from the planning and structuring difficulties the writer experiences when writing in his L2, thereby lacking to take his audience into account, rather than as signals for discourse coherence at the address of the reader.

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pascale.hadermann@ugent.be • U Gent • Belgium

Deters, Ping • *Adult migrants' SLA experiences: Challenges and opportunities in diverse societies* • This paper presents a study of the SLA experiences of 34 adult migrant professionals in Canada and Europe. The data from first-person narratives and longitudinal case studies, analysed through socioculturally-informed frameworks, highlight the importance of socio-historical identity and agency in the SLA process, and their co-constructed, contingent and dialectic nature.

pdeters@oise.utoronto.ca • OISE / U of Toronto • Canada

Dicker, Sue • *The role of English in paradigms of immigrant adaptation to the United States* • This paper discusses the various paradigms that have been used to refer to immigrant adaptation to United States society, and the ways that English-language and native-language use fit into them. Expert definitions of the various paradigms will be given. Discourses from different segments of society reveal the tension that exists between expectations for and the reality of immigrant adaptation.

susied@msn.com • Hostos Community College / CUNY • Australia

Dickinson, Jules • *"Who said what?" – Turn-taking and source attribution in interpreter mediated workplace meetings* • Drawing on data from an ethnographic study of sign language interpreting in workplace settings, this paper aims to explore the ways in which Sign Language Interpreters (SLIs) manage the interaction in team meetings. The focus of the paper will be on instances of overlapping talk and will examine how SLIs deal with multi-party contributions to ongoing dialogue, focussing primarily on the issues of turn-taking and source attribution.

julesdickinson@hotmail.com • Heriot Watt U • UK

Dijkstra, Jelske • *F-TARSP: For assessing and treating young Frisian speaking children* • The Frisian "Language Assessment Remediation and Screening Procedure" (F-TARSP) provides speech and language therapists in the bilingual province of Fryslân/ Friesland in the Netherlands with a language instrument that can be used in assessing as well as treating young native speakers of Frisian between 1,9-4,2 years old.

jdijkstra@fa.knaw.nl • Fryske Akademy • Netherlands

Domke, Christine • *Die Kultur der Werbung: Medien und Orte neuer Formate* • Die Aufmerksamkeit potentieller Konsumenten ist immer schwieriger zu erlangen, Werbung sucht daher verstärkt nach neuen Formaten an neuen Orten. In dem Beitrag werden aktuelle Werbe-Formate an Bahnhöfen und Flughäfen in Bezug auf wahrnehmbare

semiotische Ressourcen und Medien untersucht. Dabei wird das spezifische Zusammenspiel aus Ort und Werbung untersucht und der Frage nachgegangen, inwieweit dabei auf einerseits lokale, andererseits internationalere symbolische Ordnungen Bezug genommen wird.

christine.domke@phil.tu-chemnitz.de • TU Chemnitz • Germany

Dresemann, Bettina • *Verständnissicherung in ELF (English as a Lingua Franca)* • For speakers of ELF with different linguistic backgrounds assuring comprehension can be a problem. However, in professional communication comprehension is paramount. Thus the question is how speakers assure cooperation and avoid misunderstandings when their real world goals differ and their or their interlocutor's language knowledge is limited. Data from authentic business negotiations will be used to demonstrate that deviations from standard forms can be regarded as linguistic strategies.

bettina.dresemann@uni-erfurt.de • U of Erfurt • Germany

Drewelow, Isabelle • *Influences of instructed learning on the cultural assumptions* • This study investigated how college-level learners of French perceive factors within and outside the instructed situation as influencing their cultural assumptions about the French people and the French language. Analysis of data collected from surveys and focus interviews show how learners perceive their political and ideological positions came in contact with those of others, and whether they appropriated new impressions or retained their initial dispositions despite instruction.

drewelow@wisc.edu • U of Wisconsin, Madison • USA

Dürscheid, Christa • *Das Deutsche und seine Grammatiken* • Im Vortrag wird zunächst der Frage nachgegangen, ob Grammatiken (= Lehrwerke) auf regionale Varianten Bezug nehmen. Im Anschluss daran wird gezeigt, dass es im Deutschen areale Unterschiede gibt, die dazu berechtigen, von verschiedenen Grammatiken (= internen Regelwerken) zu sprechen. Die Überlegungen stehen im Kontext eines Forschungsprojekts, das sich zum Ziel gesetzt hat, die Varietäten der deutschen Sprache in einer Variantengrammatik zu erfassen.

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Duff, Patricia A. / Li, Duanduan • *Negotiating languages, literacies and identities: Chinese heritage learners' language socialization* • Drawing on five in-depth case studies, this presentation investigates the relationship between Chinese students' heritage-language (HL) learning and their identity (re-)construction, as well as investment in their cultural/national roots, life trajectories, economic prospects, and in their development of new literacies and ways of speaking for transnational as well as local purposes.

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duanli@interchange.ubc.ca • U of British Columbia • Canada

Dumitrescu, Anca-Felicia • *Insights into the language education reform in today's Romania* • This paper aims at providing relevant insights regarding nowadays Romania's strategies for addressing the issues of multiculturalism and plurilingualism in view of policies that can lead to constructive, positive, more tolerant communities and a collaborative dialogue of cultures. References are made to the provision of bilingual and multilingual education in post – 1989 Romania.

ancad@b.astral.ro • Romanian Institute of Educational Sciences • Romania

East, Martin • *Promoting multilingualism beyond Europe: Challenges and Opportunities for New Zealand* • This presentation provides an insight into how one small and geographically isolated country outside Europe grapples with the challenges and opportunities of mul-

tilingualism. It describes several key languages-in-education policy initiatives designed to promote multilingualism in New Zealand, and evaluates their success in comparison with the European situation.

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Eberhardt, Jan-Oliver • *Interkulturelle Kompetenz und Fremdsprachenlernen – Eine explorative Studie mit Zehntklässlern* • Im Zentrum meiner qualitativ-explorativen Befragung von Schülern der Jahrgangsstufe 10 steht die Kommentierung kulturell aufgeladener Fotos und interkultureller Dilemmata. Die Auswertung der Daten mittels qualitativer Inhaltsanalyse (Mayring 1993) soll zeigen, welche Dimensionen und Niveaus sich erkennen lassen und in welchem Verhältnis die Ergebnisse zu den in den Bildungsstandards (KMK 2003) formulierten Anforderungen bezüglich interkultureller Kompetenz stehen.

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Edelman, Loulou • *Languages in Dutch linguistic landscapes: Explanatory factors* • This presentation considers social factors explaining the distribution of languages in linguistic landscapes in the Netherlands. The languages used on signs in different shopping areas in Amsterdam and the province of Friesland were studied. Results show that Dutch and English are the most common and minority languages are rare. The linguistic landscapes are influenced by a complex of factors, including the ethnolinguistic composition of the neighbourhood, tourism and the vitality of a language.

l.j.edelman@uva.nl • U of Amsterdam • Netherlands

Edu-Buandoh, Dora Francisca • *Syntactic structures used in educated Ghanaian English to mark politeness* • The paper examines how educated Ghanaians use syntactic structures available in the English language to mark politeness. Since English language co-exists with several Ghanaian languages in Ghana, some syntactic structures available in some Ghanaian languages for marking politeness have crept into the use of English in Ghana. This paper identifies and discusses these syntactic structures basing its analysis on the theoretical framework of "face".

dora.edubuandoh@gmail.com • U of Cape Coast • Ghana

Egusa, Chiharu • *How do Japanese Senior High School students' speaking performance improve?* • This is a longitudinal study that investigates how eighteen-month communicative-oriented program develops speaking skills of Japanese senior high school students. The data collected in 2006 show that there was an increase in fluency and complexity. Further data will be collected in 2007 to investigate a long-term development of speaking skills.

egupon2jp@yahoo.co.jp • Hokkaido Rishiri High School • Japan

Ehrenreich, Susanne • *English as a business lingua franca in multinational corporations – Contexts of use and attitudes* • This paper presents findings of an ethnographic study in which I seek to explore the linguistic realities as experienced by mid-to-top-level business managers in two German MNCs using in-depth interviews, participant observation and 'shadowing' of individual managers, as well as recordings of spoken and written data. I will describe a number of contexts of language use and look at the attitudes of this specific group of language users towards English as an international business lingua franca.

ehrenreich@lmu.de • LMU Munich • Germany

Ehrensberger-Dow, Maureen / Perrin, Daniel • *Capturing translation processes to access metalinguistic awareness* • What do translators do when they translate – and do they know why they do it? Results are presented from a long-term study investigating trans-

lation processes using a multi-method approach that captures diverse aspects of writing and translation processes. The realization of metalinguistic awareness in strategies for translating to and from a translator's dominant language is highlighted for the combination German-English, and significant differences between novices and experts are identified.

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Ehret, Rebekka • *An unknown balancing point: What happens at the point of language contact when social pressures conflict with professional ethics* • The role of language at the Special Court for Sierra Leone is complex. Over 20 languages are spoken in Sierra Leone and the language unit of the war crimes court is faced with many challenges. Its members must comply with professional ethics and accurately interpret testimony into several languages. All of the members are also Sierra Leoneans and were affected, to some degree, by the horrific violence that took place. The language unit was a focal point where ethical rules, linguistic principles, and social pressures met, at times in conflicting and traumatic contexts.

rebekka.ehret@unibas.ch • U of Basel • Switzerland

Eitler, Tamás • *Interspeaker accommodation and emergent identity management in a Hungarian workplace community of practice* • The paper discusses the results of a participant observation-based research project conducted at a transnational company in Hungary. The aim of the research was to map the patterns of interspeaker accommodation within a team collaborating in an open-plan office. Although accommodation correlated with network position and strength, the correlations were different for the examined linguistic variables, suggesting an emergent character of identity construction and network positions.

eitler@freemail.hu • ELTE U Budapest • Hungary

Eklund, Monica / Fredriksson, Ulf / Taube, Karin • *Reading among students of immigrant origin in a number of Swedish municipalities* • A number of studies have been organized on reading skills among students in grade 8 in several Swedish municipalities. Results from these studies will be used to compare the reading skills of the Swedish students and the students of immigrant origin. The differences will analysed in relation to age, participation in remedial education, participation in education in the mother tongue of students of immigrant origin and participation in education in Swedish as a second language.

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ulf.fredriksson@jrc.it • Centre for Research on Lifelong Learning, Ispra • Italy

Elbers, Ed • *Teachers' (in)sensitivity to linguistic diversity in interactions in multi-ethnic classrooms* • Dyadic interactions were studied in two multicultural classrooms at secondary schools. We analysed video-recordings of 23 mathematics lessons focusing on dyadic teacher-student interactions (100). Teachers in these classrooms seem not to be sensitive to the diversity of students, both with respect to language and mathematic competence. The consequences for students' learning and achievements will be discussed and ways of empowering teachers to make a focussed use of the dyadic interactions.

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Elspaß, Stephan • *Regionale Variation in der Grammatik: Möglichkeiten und Grenzen der Exploration per Internet* • Regional variation in the grammar of standard and colloquial German has been notoriously overlooked by grammarians and sociolinguists. Empirical research in this area of grammatical variation requires large amounts of text corpora, which are not available at present. In looking for alternatives, the paper discusses the pros and cons of explorations via internet in gaining data for a "Variational Grammar of German", using examples from the current Atlas zur deutschen Alltagssprache project.

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Ender, Andrea • *Transfer und Fossilierung in Deutsch als Zweit- und Fremdsprache* • Der Vortrag beschäftigt sich mit der Interaktion zwischen Transfer und Fossilierung beim Spracherwerb. Daten aus dem Zweitspracherwerb von fortgeschrittenen Deutschlernenden in dialektsprachigen Gebieten zeigen auf, inwiefern Transfer – zwischen Sprachen bzw. Varietäten der Zielsprache – zu Stabilisierung und schließlich Fossilierung führt. Dies soll Aufschluss geben über die Integration des Konzepts der Fossilierung in einer Spracherwerbstheorie, die auch das Nicht-Lernen erklären kann.

andrea.ender@isw.unibe.ch • U of Bern • Switzerland

Engelberg, Stefan • *German language politics and language attitudes in the former German colonies in the South Pacific* • From the mid 19th century on, German traders and planters settled in the South Pacific. After parts of Oceania came under German administration in the late 19th century, a number of language contact phenomena emerged that were due to the German presence in the area: (i) German loanwords in indigenous languages, (ii) settler varieties of German, and (iii) the spread of pidgins. It will be shown how language attitudes and language politics account for the kind and extent of these phenomena.

engelberg@ids-mannheim.de • IDS Mannheim • Germany

Van Enk, Anneke Aaltje Johanna • *Re-examining the "dialogical" use of narrative in adult education: An analysis of reported speech* • This research develops interpretive methods for re-examining the "dialogical" use of personal narrative in emancipatory education and applies them to accounts by adult literacy learners. One method is focused on here: analysis of reported speech. Tracing ways learners orient themselves to other voices offers a better understanding of how they "dialogically" construct identities. Such understanding is key to cultivating a more critical sense of the educational role of personal narrative.

anneke_van_enk@hotmail.com • Simon Fraser U • Canada

Eom, Minhee • *Underlying traits of listening measured by a standardized English as a foreign Language test* • This study investigates underlying traits of listening. About 450 Korean students' TOEFL scores were collected and factor-analyzed in an exploratory manner. Thirteen listening abilities were identified as primary variables by three criteria: language knowledge, comprehension processes, and test formats. The study found two underlying factors of listening: language knowledge and comprehension. These traits represented as a continuum of top-down and bottom-up processing of listening.

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Erbring, Saskia • *Pädagogisch professionelle Kommunikation* • Die Kommunikation von Lehrpersonen wurde untersucht und Kategorien pädagogisch professioneller Kommunikation bestimmt. Das methodische Vorgehen bei der Untersuchung der Kommunikation von Lehrpersonen und das Kategorienschema werden im Vortrag erläutert. Gemeinsamkeiten und Unterschiede der Kommunikation in unterschiedlichen Kommunikationsanlässen werden aufgezeigt. Abschließend wird die Eignung des Kategorienschemas als Evaluationshilfe diskutiert.

saskia.erbring@uni-koeln.de • U of Cologne • Germany

Eskildsen, Søren Wind • *Moment-to-Moment L2* • Drawing on insights from Conversation Analysis and Usage-Based Linguistics, this

paper investigates the L2 development of 4 classroom learners of English along the following dimensions: 1) routinization of locally contingent linguistic patterns and expressions; 2) routinization of interactional activities; and 3) item-based emergentism. The empirical point of departure is an audio-visual classroom interaction corpus consisting of almost 4000 hours of recordings over several years.

swe@language.sdu.dk • U of Southern Denmark • Denmark

Eslami, Zohreh • *Email communication of Iranian EFL Learners: Openings and closings* • This paper examines 150 emails by Iranian non-native English speaking (NNES) graduate TESOL students and Native English speaking graduate students (NES) received by two non-native English-speaking professors. The study concentrates on the openings and closings of emails and how they are realized by native and Iranian non-native English speaking graduate students and explores the areas of differences between the two groups of students.

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Espírito-Santo, Francisco • *Phonetisch-phonologische Analyse deutscher und portugiesischer Vokale* • Ziel dieser Arbeit ist es, Deutsch und Europäisches Portugiesisch phonetisch-phonologisch zu vergleichen, indem jeweils eine der Sprachen als Zielsprache betrachtet wird. Berücksichtigt werden segmentale Erscheinungen und Merkmale in den jeweiligen Vokalsubsystemen, die Interferenz bzw. Fehler bei Lernenden hervorrufen können. Auch intralinguistische Kontexte (wie phonotaktische Regeln oder Variation) werden miteinbezogen.

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Étoré, Murielle • *Wie geht es der deutschen Wirtschaft? Zur sprachwissenschaftlichen Analyse der Bewegungsverben und deren unmittelbaren Umfeld im Satz in der deutschen Fachpresse* • SprachwissenschaftlerInnen lesen auch Wirtschaftszeitschriften und -zeitungen, aber anders als die Fachleute der Branche. Experten in Fragen der verbalen Wortbildung fallen u. a. Bewegungsverben wie sink- und wachs- sofort auf. Einer Klassifizierung dieser Verben nach morphologischen, syntaktischen und semantischen Kriterien folgt eine Analyse der produktivsten Bewegungsverben im Verhältnis zu ihren unmittelbaren Satzgliedern. Es wird versucht, die Ergebnisse dieser letzten Analyse zu didaktisieren.

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Ewert, Anna • *Language awareness: L2 users' perceptions of L1 morphosyntactic norms* • The paper shows differences in the knowledge of L1 morphosyntax between subjects in bilingual and monolingual education programmes. Data from secondary school subjects confirms previous research, showing that bilinguals know their L1 better than monolinguals. Data from university students shows these subjects gradually depart from the prescriptive norm, opting for non-standard forms. It will be argued that the inter-group differences result from changed cognitive sensitivity to linguistic form.

eanna@ifa.amu.edu.pl • Adam Mickiewicz U • Poland

Faingold, Eduardo D. • *Language rights in the 2004 draft of the European Union Constitution* • The 2004 draft of the EU constitution contains legal language defining the linguistic obligations of the EU and the language rights of its citizens, but the draft fails to achieve language justice for EU citizens who speak regional minority languages. These minority languages include Catalan, Basque, and Galician in Spain, Welsh in the UK, and others. I propose an alternative constitutional path, one that recognizes the rights of linguistic minorities having or seeking autonomy (Faingold 2004).

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Faquire, A.B.M. Razaul Karim • *Learner variety of modality in the emergent interlanguage of Japanese* • This study elucidated that learner variety of modality in the emergent interlanguage of Japanese constituted of stereotypic means, protosyntactic means, and paratactic structure for verifying the hypotheses by means of the corpora collected from their spontaneous speech of seven learners. The hypotheses were idiosyncratic characteristics of modal system in Japanese constraint the process of grammaticalization.

bangla1999@hotmail.com • U of Dhaka • Bangladesh

Farid, Georges • *Pour une terminologie typologique des erreurs à l'écrit* • Les erreurs que les scripteurs commettent en français sont nombreuses. Vouloir entreprendre une analyse minutieuse de ces dernières exige d'abord la connaissance de leur terminologie. Notre objectif est de souligner la difficulté d'une terminologie commune quant à la classification des syntaxique... seront présentées et analysées afin d'atteindre une terminologie typologique opérationnelle erreurs. Plusieurs erreurs, connues sous la dénomination grammaticale, orthographique.

georges.farid@uqo.ca • U du Québec en Outaouais • Canada

Fasel, Virginie • *The collaborative elaboration of explanations in the second language classroom* • Explanations in the second-language classroom are co-elaborated in interaction instead of being a mere transmission of knowledge. The resources that advanced learners of French (L2) mobilise in order to participate to the co-elaboration of an explanation and to present their contribution as relevant in the sequential context will be analyzed.

virginie.fasel@unine.ch • U of Neuchâtel • Switzerland

Fehlmann, Maribel • *Word power and verbal magic: an issue in intercultural communication* • Open or covert belief in verbal magic is far from being uncommon and may reveal a cause of interindividual clashes. Although it is generally assumed that it is characteristic of 'primitive' minds, we argue that it is neither a matter of evolution, nor of education, but rather a cultural one.

maribel.fehlmann@unil.ch • Lausanne U • Switzerland

Fei, Fei / Ahn, Seongmee / Xiaoqing, Andy Chen / Li, Shaofeng • *L2 learners' beliefs about grammar instruction and error correction* • This study explored L2 learners' beliefs about grammar instruction and error correction, and how learners studying different target languages differ in their beliefs. An exploratory factor analysis was performed. In addition, qualitative data were used to explore the reasons behind their responses to the questions in relation to their attitude towards grammar learning. Finally, the study discusses pedagogical implications in terms of grammar instruction and error correction in L2 classroom.

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Fekete, Olga • *Kleine Fische und große Fragen: Zum Deutscherwerb ungarischer Muttersprachler* • Grundlage dieses Dissertationsprojektes bilden schriftliche Erzählungen deutscher und ungarischer SchülerInnen. Die Präsentation fokussiert folgende drei Analysebereiche: verbaler Bereich, Satzmodelle und Kasusverwendung. Miteinbezogen werden die Ergebnisse der für die Sprachstandsdiagnose eingesetzten C-Tests sowie die in der ZISA-Studie aufgestellten und in der DiGS-Studie diskutierten Spracherwerbssequenzen.

olga.fekete@uni-muenster.de • U of Münster • Germany •

Ferguson, Gibson • *The role of English as an international language of scientific communication: Questions of equity and access* • The dominance of English in scientific communication has given rise to a number of concerns, one of which is that it places non-native researchers at a relative disadvantage in placing their work in interna-

tional journals. Drawing on a variety of data sources, this paper investigates the extent to which such putative disadvantage is a function of language or other factors, and considers what language planning interventions, if any, may help mitigate communicative inequity.

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Ferilli, Laura • *Les paradoxes de la reconnaissance d'une langue minoritaire: le cas du dialecte du Capo di Leuca* • Contre toute attente, le dialecte originaire du Capo di Leuca n'est pas en voie de disparition. Au contraire, il a survécu aux émigrations massives, au temps et aux cultures. Les personnes qui ont en commun cette langue et deux lieux – le sud de l'Italie et la Suisse romande – disposent d'un colinguisme transculturel, transterritorial et transhistorique. Peut-être que leur façon "d'être au monde" et de négocier avec celui-ci constitue un modèle valable pour la covivence linguistique?

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Fernandes-Boëchat, Marcia / Siebeneicher Brito, Karim / Jasinski, Luciana Pereira • *Neuropsycholinguistic findings in individual multilingualism* • The Cognitive Chain Reaction Theory© in individual multilingualism (Fernandes-Boëchat 1999, 2000, 2005, 2006) proves that unintentional intrusions of preceding foreign languages (PFL) items during target language (TL) production are most observable at early learning stages. A pattern of regularity occurs from research studies in France and Brazil of adults whose TL was either French, English or German. Neuropsycholinguistic findings may be useful for those aware of the principles.

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Fernandez, Claudia • *Intention to continue or to not continue FL Study: An investigation on learners' beliefs* • The purpose of this study is to explore the beliefs of college students of seven different FL's at the end of their required first year of FL learning, and whether or not continuing students hold different beliefs from non-continuing students. The results contribute to understand some of the reasons of student attrition and highlight the importance of promoting beliefs that lead to persistence in FL learning.

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Fernandez, Sue • *Can young learners focus on form? A German partial immersion program in Australia* • This paper reports on an investigation of 'focus on form' in a primary school partial immersion program in Melbourne, Australia, where young children learn part of the curriculum through the medium of German. It explores the impact of the introduction of a 'focus on form' with two cohorts of learners - 7 and 10 year olds. It considers the impact on the learners' interlanguage and explores affective aspects of participation in activities which introduce the learners to aspects of German grammar.

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Fernández Dobao, Ana M. • *The role of motivational and attitudinal factors in foreign language classroom interaction* • This study explores individual variation in the amount of collaborative dialogue generated in FL classroom interaction. It shows that learners' motives and goals in doing a task, together with their attitudes towards peer-correction and collaboration, shape their linguistic behavior, thus influencing the opportunities that interaction offers for collaborative dialogue and L2 learning. Stimulated recall activities seem to exert a positive effect on learners' perception of collaborative dialogue.

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Fernández-Villanueva, Marta • *Semantic and pragmatic functions of "also" in oral semi-informal German. A corpus based analysis* • In this paper I analyse the uses of "also" in semi-informal oral interactions on the basis of empirical data from a sub-sample of the VARCOM corpus. Specifically analysed is the presence and frequency of "also", its distribution and its functions as a logical-semantic connector or discourse and interaction marker, in order to contrast the results of oral data with the description of "also" provided by current reference works, mainly based on written data.

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Ferreira, Anise • *Ancient Greek online course design and online teacher development* • Designing and teaching an online ancient Greek course implies facing challenges related to Greek language teaching itself and those shared with language learning approaches and distance education in general. This paper will present guidelines, developed from an ancient Greek online course for adults, which the choice of: web instructional design models, language syllabus design, grammar approach, computer-assisted language learning strategies, digital tools, and Internet resources and interfaces.

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Corrêa Ferreira, Luciane • *A cognitive approach to metaphor comprehension in the foreign language* • This study concerns the understanding of metaphors by foreign language learners. Ten linguistic metaphors were selected and analysed context-based on the conceptual metaphor inventory presented by Lakoff and Johnson (1980, 1999). We have thereby examined the ways in which foreign language readers comprehend linguistic metaphors (Gibbs, 1994). The sample comprised 221 Brazilian undergraduate students and 16 US-American undergraduate students.

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Ferreira, Teresa / Ançã, Maria Helena • *Eastern immigrants in Portugal and second language appropriation* • In the past five years the community of Eastern immigrants has increased significantly in Portugal. Having in mind their effective integration, this study aims at improving the teaching of Portuguese to adult native speakers of Slavic languages. Through the analysis of metalinguistic representations, error analysis, and contrastive analysis, we will highlight the interference of the Mother Tongue, the expression of time and aspect through verbs, and the importance of language awareness.

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Festman, Julia / Rodriguez-Fornells, Antoni / Münte, Thomas • *Language control and executive control in bilingual performance – Is there a connection?* • Recent research suggests that bilinguals cope with non-target language interference by recruiting "executive function" brain areas. However, it remains unclear whether all bilinguals are able to prevent interference to the same extend. We found that bilinguals indeed differ in their language and executive control abilities. We expect such reflection in their ERPs. This interdisciplinary approach could reveal differences in the application efficiency of cognitive and language control functions.

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Fielding, Ruth • *The OpShop: How do primary students in an Australian bilingual program value their languages?* • This paper illustrates how one primary school in Australia has addressed the challenges of multilingualism through two bilingual programs. The paper outlines aspects of a research project which investigated how students in the bilingual programs identify with each language and with being bilingual to indicate their development of social identity (Cummins, 1996, 2000, 2003; Lave & Wenger, 1991; Norton, 2000). This paper

discusses the nature of the two programs and some findings of the study.

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Filipovic, Jelena / Djuric, Ljiljana / Vuco, Julijana • *Plurilingual and pluricultural language education policies in a country in transition* • In this paper, the degree of implementation of the Council of Europe's guidelines on language education policy in Serbia is investigated. A critical analysis of the possible reasons attributed to the acceptance/rejection of those guidelines is provided, and perspectives for a future efficient and effective implementation of plurilingual and pluricultural language education policies in Serbia are outlined.

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Finkbeiner, Claudia / Knierim, Markus • *Adequate learning strategy use during cooperative EFL literacy events* • The ADEQUA research project wants to gain empirical evidence as to how autonomous learning in the English as a Foreign Language (EFL) classroom can effectively be supported during cooperative reading tasks. Two key questions are: (1) What learning strategies do students use under what conditions? (2) Are these strategies situationally adequate? The analysis is based on videography data from 9th grade German EFL students' task performances (N = 176) as well as questionnaire data and test scores.

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Finkbeiner, Claudia / Lier, Leo van • *Comparative intercultural analysis: A collaborative online project* • This paper focuses on the development of deep intercultural understandings between two groups of trainee teachers in Germany and the USA. The process involved the writing of cultural autobiographies and biographies in a collaborative sequence, and resulted in intercultural analyses and pedagogical reflections aiming to transcend superficial cultural comparisons and promote the construction of "third space" intercultural literacy.

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Fischli, Patrik • *The "metazone" in classroom discourse* • This paper focuses on the pragmalinguistic features of recorded English language lessons. It discusses how participants create their own metalinguistic "code" to achieve different goals. Emerging questions related to the "explicitness" of such a "metazone" are debated within a framework of ethnomethodology. Conclusions refer to pragmalinguistic resources that learners use within the constraints of the language classroom and opportunities for them to expand their metalinguistic repertoires.

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Florou, Katerina • *Contrastive analysis of native and non-native corpora and its applications in the Italian language* • Constructive linguistics and learner corpora are two concepts that play a leading role in that research because they are the most current way for a researcher to trace interlanguage. The aim of this paper is to present how simple methods and tools can make learners' problems in the learning procedure eminent. For this reason two compared corpora will try to lead to useful conclusions concerning teaching Italian as a foreign language.

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Flowerdew, John • *Stigma and scholarly publication in English* • In this paper I will consider Goffman's "Stigma" and what it can tell us about scholarly writers who use English as an additional language.

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Flubacher, Mi-Cha / Studer, Patrick / Kreiselmaier, Felicia • *Language policy and planning in politically different multilingual settings: Results and perspectives* • Language policies and planning on the European (i. e. EU) and national level (i.e. Switzerland) will be analysed against the backdrop of discourses on multilingualism, multiculturalism, minorities, migration and citizenship. The aim of the paper is to compare the results of two studies, and to analyse the viability of the interdisciplinary methodologies employed. For further information, please visit www.linee.info (WP4 and WP5).

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Fontanini, Ingrid • *Working memory capacity and L2 reading comprehension of hypertexts and linear texts* • L2 reading comprehension (English) may result from the interplay of different aspects- some intrinsic to readers' characteristics, such as their memory capacity, and some inherent to the texts in question, such as the mode of text presentation, among others. These two variables are interrelated, and may directly influence each other in unpredictable ways. This study scrutinized working memory capacity and the reading of English texts presented in two different modes to verify how and why comprehension can be affect by these variables.

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Fraser, Carol A. • *A cross-linguistic study of reading rate and performance across five tasks* • A repeated measures ANOVA design compared the L1/L2 reading rates and task performance (accuracy and comprehension) of 2 groups (Mandarin Chinese and French) of ESOL learners across five readings tasks (scanning, skimming, normal reading, learning, memorizing). To examine the impact of L2 proficiency, the listening section of a standardized English proficiency was used as a covariate in L2 data analyses.

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Frei, Christina • *Articulation of a German foreign language program: Applying data from a CMC-based learner corpus* • We provide examples of cross-modality transfer by showing how student chat sessions contributed to greater pragmatic awareness in subsequent oral interviews. In addition, we show how – over the course of several semesters – students gradually develop a more academic register through participation in both online and in-class discussions and move from a more private toward a more public discourse mode.

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Freiermuth, Mark R. • *Online chat: Speaking with your fingers?* • This presentation looks at specific linguistic features of online chat and compares them to features that are found in speaking and writing. Features that are discussed during the presentation will clearly illustrate that it is difficult to label online chat as either speaking or writing because it exhibits features of both, but it also exhibits features that are distinct from either. The reasons for these distinctive characteristics will also be discussed.

mark-f@gpwu.ac.jp • Gunma Prefectural Women's U • Japan

Freire, Maximina M. • *Educating language teachers in/for teaching-learning environments mediated by computers* • This paper presents a course whose goal was to promote language teachers' digital inclusion. Theoretically grounded on a 6R's perspective, the mentioned course was focused on "teachers technological education" as the tar-

get phenomenon. By adopting a hermeneutic-phenomenological research approach, the phenomenon was described, interpreted, and cross-examined thus providing an inclusive understanding of what it is like to technologically educate language teachers.

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Freitas, Lucia G. de / Garcia da Silva, Denize Elena • *Social actors in Brazilian migrants' narratives: Negotiation of roles* • This paper shows how a group of Brazilian migrants construct representations of social actors in the contexts of arrival, mainly the USA and some European countries. A critical discourse approach is adopted and issues of globalization and hegemony are considered. The results identify who are the principal actors in the migrant's narratives and what their respective power relations are on the mechanisms evolving migratory fluxes.

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Frischherz, Bruno • *Ethische Rhetorik in der Online-Unternehmenskommunikation* • Aufgabe der integrierten Kommunikation ist es, ein konsistentes Bild eines Unternehmens zu vermitteln, das den eigenen ethischen Ansprüchen entspricht. Der Beitrag stellt die Ergebnisse einer Untersuchung zur ethischen Rhetorik auf den Websites der 50 wertvollsten Schweizer Marken dar. Die Ergebnisse aus drei Analysen werden präsentiert: Textsorten (insbesondere Leitbilder, Ethik-Kodizes und Geschäftsberichte), Kommunikationsbotschaften und Techniken der ethischen Argumentation.

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Fujii, Akiko / Egi, Takako • *Pre-task planning, L2 production, and L2 development* • The current study investigated (1) the effects of pre-task planning on short/long-term L2 development (morphosyntactic and pragmatic acquisition of giving and receiving verbs) and (2) the relationship between planning, L2 production (accuracy, complexity, and fluency) and L2 development. The study was conducted in an authentic classroom context, and employed a pretest-posttest-delayed posttest design with 48 learners of Japanese as a foreign language.

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Fujii, Tetsuro • *What constitutes good example sentences for dictionary users and language learners?* • This paper analyzes the comprehensibility of example sentences in English learner's dictionary entries from user perspectives. Research using lexical-guessing tasks and dictionary-user surveys reveals seven major factors that make the sentences illustrative and conducive to vocabulary acquisition. The research proposes guidelines, along with concrete sample sentences, for lexicographers and material writers to edit example sentences in order to improve vocabulary acquisition and retention.

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Fujio, Misa • *Interactive strategies to overcome cultural constraints in intercultural communication* • In intercultural communication, negotiating cultural constraints is extremely important. Based on the longitudinal conversational data of three Japanese who had studied in the UK for one year, I would like to report 1) how both Japanese and British interlocutors negotiated their common ground regarding cultural topics, 2) when breakdowns occurred how they overcame the problems and 3) how Japanese participants improved longitudinally their skills in negotiating cultural constraints.

kokucho2@w5.dion.ne.jp • Tokyo Fuji U • Japan

Fujioka, Mayumi • *Reciprocal socialization of an L2 student and the professor in graduate literacy practices* • Drawing on Lave and Wenger's (1991) theoretical framework of "Communities of Prac-

tice" (CoP), this study explores academic socialization by investigating the engagement in disciplinary reading and writing practices by an L2 graduate student and his American professor in a master's level course. Interview and written data indicate that the professor and the student were engaged in reciprocal socialization through differing patterns of participation in different activities in this classroom CoP.

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Fukao, Akiko / Ohata, Kota • *L2 learners' developing conceptions of themselves as academic readers* • This paper investigates EFL learners' developing conceptions of themselves as academic readers. Japanese university students in an EAP program were engaged in in-depth individual interviews, where they were asked to describe their perceived images of themselves as academic readers over a ten-month period. In addition to the changes in their perspectives, learner perceptions about the contributing factors to the construction of their self-conceptions are discussed.

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Fukuda, Makiko • *Japanese colony in Catalonia: Language use of an expatriated colony in a globalizing world* • The present study tries to subdivide the Japanese colony in Catalonia in the term of language use by means of Principal Component Analysis and Cluster Analysis, to show their internal heterogenity. As a result, three main subgroups that are caracterized by their language use were identified: the group of Japanese use, that of Spanish use, and the group that make much use of Catalan. The result also shows that Catalan is learned as a second stage of integration into host society.

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Furlong, Áine • *Insights into a third level CLIL experience* • This paper discusses challenges associated with CLIL at third level and describes the implementation of a template designed to tackle the challenge of a) generating comprehensible input and b) promoting comprehensible output when teachers and learners alike are confronted with difficult material. Finally, qualitative as well as quantitative evidence of this CLIL experience will be presented.

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Fusari, Sabrina • *A survey of the learning needs of trainee translators in Italy* • This paper presents a study of the professional objectives and learning needs of trainee translators at the Advanced School of Modern Languages for Interpreters and Translators (SSLiMIT) at the University of Bologna at Forlì, Italy. By comparing our results with those of a previous study on our students' employment conditions, we evaluate the correspondence between students' expectations and market demands, and the students' degree of satisfaction with the educational offer of our B.A. program.

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Futer, Miriam • *Learning and teaching styles in a multicultural classroom of Portuguese L2: A case-study* • Understanding learning and teaching styles is important not only for students, but also for teachers in order to choose better strategies for teaching and/or studying and, consequently, develop and improve educational process quality. This paper, then, presents research that took place in Brazil, analyzing the relationship between learning and teaching styles in a Portuguese L2 multicultural classroom, trying to add to the body of work in this important field of second language acquisition.

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Gabrys-Barker, Danuta • *From oral input to written output: A psycholinguistic perspective on note-taking* • This presentation describes the way bilinguals transform oral input in L2 into written output when taking notes. It is assumed that the process of transformation may give evidence of how language is being processed from the input stage to the output stage, observed both at the level of form (the text organization) and of content (chunking of information, completeness of thoughts).

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Garcia Sanchez, Inmaculada M. • *Moroccan immigrant children's language socialization into Pan-Arabic identities* • This paper investigates Moroccan immigrant children's language socialization into Pan-Arabic identities, through an examination of language ideologies and practices in both Arabic Language Heritage and Koranic School lessons. The children in this study attended Arabic Language Heritage classes at a Spanish public school and Koranic School at a local mosque.

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García-Laborda, Jesús • *Socio and cognitive effects of Erasmus mobility in ESP for tourism* • This study explored the language acquisition and social impact of 15 Erasmus' students and contributions in the ESP environments experienced by 15 Erasmus students and their Spanish counterparts in the Universidad Politécnica de Valencia at Gandia. The paper is centred around the issues of L1 and L2 use, learning and fluency development and social attitudes towards their integration and the Spanish students' response.

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Gattolin, Sandra • *Materials development and foreign language vocabulary acquisition in an ESP context* • The purpose of this presentation is to show and discuss the results obtained in a study which aimed at investigating the vocabulary learning process of a group of Brazilian university students using an English for Specific Purpose material produced not only to enable the development of the reading skill but also to help learners be aware of the aspects involved in knowing a word so that they could continue building their lexical knowledge autonomously.

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Gavioli, Laura / Baraldi, Claudio • *Interlinguistic mediation as a way to promote multilingualism* • We analyse recordings of interpreter-mediated interactions in Italian medical settings involving speakers of Nigerian English, Arabic and Chinese. We focus on "interpreters' responsive actions" (direct answers, feedback channel, assessments of previous turns and re-formulations) and suggest that their interactional management is fundamental in promoting the interest of speakers in each other's language and culture and in giving social life to multilingualism in cross-cultural encounters.

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General, Claudia • *Qualitätskontrolle von Konferenzdolmetschern* • Neben einer Eingangsprüfung werden immer mehr freiberufliche Konferenzdolmetscher auch im Laufe ihrer Karriere einer Qualitätskontrolle unterzogen. Eine Internationale Organisation hat eine Qualitätskontrolle aller von ihr beschäftigen Dolmetscher durchgeführt. Die Qualitätskontrolle umfasst die rein dolmetscherischen Leistungen, die sprecherischen Fähigkeiten sowie persönliche Eigenschaften. Das Konzept, die Durchführung und die Auswertung der Qualitätskontrolle sowie die sich daraus ergebenden Konsequenzen werden vorgestellt.

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Geok Imm, Lee • *Impact of feedback on ESL learners' dialogue journal writing* • An effective technique of helping ESL learners to overcome their fear of writing is to engage them in dialogue journal writing. This case study investigates the nature of instructor's feedback and its effect on learners' writing in terms of content, vocabulary and grammar. A rating scheme is used to assess their writing ability. The findings suggest that there is improvement in idea generation and vocabulary use but only a slight improvement in grammar as a result of the feedback.

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Gerhardt, Cornelia • *Negotiating multimodality: The gaze behaviour of television viewers* • This paper examines how participants negotiate the multimodality of their everyday lifeworld by describing the gaze behaviour of people watching television and talking to each other. It is based on the ATTAC-corpus, i.e. recordings of Britons watching football on TV in their homes. In contrast to conversation in general, the fans, immersed in the games, mostly waive gaze as a resource in their talk. However, humour and evaluations prompt them to (re-)direct their gaze towards their co-viewer(s).

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Geridönmez, Serkan • *Turkish and English article systems: Do the differences and similarities affect L2 production?* • This study will try to explore whether Turkish EFL students' correct and incorrect uses of English articles can be explained by the similarities and differences between Turkish and English article systems. The data will be collected from 100 upper-intermediate level Turkish EFL students through translation tasks and essays written by subjects. The data will be analyzed according to categorization suggested by Bickerton's (1981).

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Ghahraki, Shahram • *EFL learners' attitudes towards learning English: A sociolinguistic investigation at Iranian universities* • The purpose of this study was to identify EFL learners' attitudes towards learning English, English language and culture. 3418 students majoring in basic sciences and engineering, medicine, and human sciences participated in the study. The results indicated that the students were highly motivated and have positive attitudes towards learning English.

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Gharibian, Telma • *How do bilinguals and bicultural adult migrants learn English as a third language?* • In my project I aim to explore primarily the affective factors underlying the acquisition of English as a third language. A close look at the biographies of young migrants shows interdependencies between the many factors which are involved in bilingual and bicultural experiences. I will discuss some authentic data from qualitative interviews with students, elaborating on five types of learning processes that have evolved from these interviews.

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Ghenghea, Voichiţa Alexandra • *Effective information transfer in user manuals – An empirical study* • The present study deals with the effectiveness of information transfer, i.e. of communication between professionals and laymen/endusers in German and Romanian user manuals. The approach highlights their similarities as well as a few culture bound differences in structure and style which can lead to a higher or lower degree of intelligibility of user manuals in both languages.

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Gil Valdés, María J. • *Angewandte Phonetik: Die Lehre der deutschen Phonetik im spanischen Kontext*

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Girnth, Heiko / Michel, Sascha • *Multimodale Kommunikation in Polit-Talkshows: Desiderate und Perspektiven* • In dem Vortrag geht es um Desiderate und Perspektiven einer Erforschung der multimodalen Kommunikation in Polit-Talkshows. Es stellt sich nicht nur die Frage, wie die sprachlichen Form-Funktionszusammenhänge beschaffen sind (z.B. die diskursive Funktion bestimmten Vokabulars) und wie – aus gesprächslinguistischer Sicht – dialogische Interaktionen strukturiert sind, sondern auch, welche Funktionen bestimmter Gestik, Mimik, Körperhaltung, Suprasegmentalia etc. in spezifischen Situationen zukommen.

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Giuliano, Patrizia / Di Maio, Luca • *Discourse cohesion in descriptive texts: A comparison between Germanic and Romance languages* • We analyse discourse cohesion in descriptive texts comparing Germanic and Romance languages, both as L1s and L2s demonstrating that a. the options found in the expression of reference maintenance reflect distinct unifying principles of typological nature b. structures in language which reflect core principles in information organisation may be hard to acquire since learners have to recognize clusters of form-function relations c. learners tend to employ cohesive means tracing back to their L1.

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Glogowski, Patricia • *Online personal learning environments: Blogging and podcasting in second language learning* • The presenter will report on an ESL research project that utilized blogging and podcasting to create open learning environments where learners engaged in social interaction. The presenter will argue that creating online personal spaces with blogging and podcasting tools helps second language learners strengthen their linguistic skills, communicative and written competences, and leads to increased motivation, autonomy, and self-confidence.

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Goertler, Senta • *Corrective feedback during computer-mediated communication* • Research on computer-assisted language learning has to always be seen within the bigger scope of second language acquisition. The purpose of this study was to investigate corrective feedback types and their effectiveness during computer-mediated communication. It was found that definitions of feedback types and measures of effectiveness had to be modified in order to be applicable for computer-mediated discourse.

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Götz, Dieter • *Defining vocabularies in learner's dictionaries: Another great vocabulary hoax* • Can defining vocabularies define their respective vocabulary items? Certainly not. Most lists are of doubtful origin and the way the items are counted is very opaque and arbitrary. It is furthermore not correct to equate meaning with verbal paraphrase. Defining vocabularies are useful for imposing discipline on dictionary-makers. But they should not be used for deceiving lay people about what dictionaries can(not) do. •

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Golebiowski, Zosia • *What do linguistic and educational abstracts tell their readers?* • This paper examines the rhetorical structure of abstracts of papers published in Applied Linguistics and Education.

The two disciplines are shown to employ different relational patterns to fulfil the objectives of an abstract: to provide a synopsis of the article, and to promote it to relevant research and professional communities.

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Gorenc Zoran, Annmarie / Erben, Tony • *Analysis of EFL corrective feedback within a delayed synchronous text-based environment* • This paper is based on an analysis of EFL peer-to-peer interactions across grade levels. More specifically, it addresses the nature of corrective feedback and interactional characteristics among EFL adolescents, with or without special needs, interacting within an online synchronous text-based tool. A mixed design was used as the guiding framework for data collection and analysis. Research on dyad interactions contributes to the on-going research within negotiation and interaction.

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Grabowski, Joachim • *Oral and written language production in the diagnosis of language: The writing superiority effect* • The writing superiority effect says that speaking and writing are not equivalent with respect to recall from memory they allow for. We will report on experiments in which the effect is more deeply investigated, and compared with oral and written working memory performance in children and adults. Results will be discussed with respect to the role of the verbal modalities in the diagnosis of knowledge, and with respect to developmental aspects in the educational use of oral and written recall.

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Graf, Eva-Maria • *Enabling clients' self-discovery and change in person-centered coaching: What works best?* • The paper focuses on clients' change processes and their linguistic manifestations in person-oriented coaching. Based on the assumption that clients' self-discovery and change are facilitated by the specific ways that coaches communicate with them, the paper aims to explore those strategies that set off such processes. The findings should make a linguistic contribution to the discussion of evaluation and quality management in the coaching profession. Transcribed coaching sessions serve as data.

eva-maria.graf@uni-klu.ac.at • U of Klagenfurt • Austria

Graham, Suzanne / Vanderplank, Robert / Santos, Denise • *Selective listening in L2 learners of French* • This paper presents the findings of an investigation into listening comprehension in L2 French, which considers whether L2 listeners process different word classes 'selectively' in the way in which L1 speakers do. It further considers the extent to which any selective processing is related to listening strategies and the listening instruction learners have received. Implications for listening pedagogy are discussed.

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Grant, Audrey / Hardman, Frank • *Changing pedagogical practice in Kenyan primary schools: The impact of school-based training* • This research investigates the impact of a national, school-based teacher development programme on learning and teaching in Kenyan primary schools. Video-recorded classroom lessons in English, maths and science and semi-structured interviews with school personnel, teachers and pupils were analysed. The greatest impact on classroom practice was seen in classrooms of the teachers who had undergone the most systematic in-service training. Wider implications of the research findings are discussed.

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Grawunder, Sven • *Evaluation of subjective measures in speech training in the case of average speaking pitch* • We present evidence for a proposal about (re-)evaluating a number of subjective measures which have been considered to be best practice in speech training, speech and voice diagnostics. The focus will be held on the estimation of average speaking pitch. Here we see implications for contrastive cross-linguistic studies of speech cultures. The evaluated factors of influence seem not only to be specific for this particular measurement but in general applicable to similar measurements.

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Grego Bolli, Giuliana / Rocca, Lorenzo • *Language testing used for migration or citizenship purposes* • Many European governments are introducing specific requirements for migration. This perspective poses ethical problems: this paper aims at presenting the work done by the Centre for Assessment and Language Certification of the Università per Stranieri - Perugia, which has developed an A1 certificate for illiterate immigrants: is the first example, in the Italian context, of a fundamental collaboration among institutions involved not only in language assessment but also in the provisions for language tuition.

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Grigoletto, Marisa • *Language and the media: Discourses about the English language in Brazilian media* • This paper analyses the ways contemporaneous Brazilian media influence the production and circulation of discourses about English, examining how the English language is represented in multimodal media discourse. I shall explore how certain ideologies are established by means of a hegemonic discourse about the need that all Brazilians should know English, while this discourse is contradicted by veiled meanings that English should remain the possession of only a segment of the population.

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Griva, Eleni / Chostelidou, Dora / Tsakiridou, Eleni • *Foreign language skills development in Vocational Education: Bridging the gap* • The study aims at identifying the needs of students in the Greek Vocational Education context, through a needs analysis project taking place as the course proceeds. Suggestions are made for developing a FL module framework for first semester students aiming to equip them with the necessary skills to meet the requirements of the ESP courses to follow.

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Große, Julia Katharina / Sköldberg, Emma • *Figurative language among adolescents in multilingual urban environments* • In the survey the use of figurative language in essays written by 175 high school students in multilingual urban environments in Sweden is being investigated. The study shows that some students use a significant amount of figurative language. The figurative expressions found in the data can be divided into different categories according to their grade of lexicalization. Preliminary results also indicate possible links between use of figurative language and linguistic background.

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Grzega, Joachim • *Basic Global English als Wegbereiter zur Multikulturalität* • Aufgrund der Rolle des Englischen als Lingua Franca wurde für den Anfangsunterricht Basic Global English (BGE) entwickelt. BGE speist sich aus Sprachformen, die sich zwischen Nichtmut-

tersprachlern als funktionierend zeigen. Neben 20 Grammatikregeln, den wichtigsten Lauten und Höflichkeitskonventionen sind 1.000 Wörtern zu erwerben. Derzeit wird BGE in einer 2. Klasse im Rahmen eines länderübergreifenden Projekts getestet. Der Vortrag stellt BGE vor und liefert einen Bericht zum Schulprojekt.

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Gür, Derya • *Der Klimawandel-Diskurs in deutschsprachigen Online-Zeitungen* • Der Vortrag befasst sich mit dem öffentlichen Diskurs über den weltweiten Klimawandel. Begrenzt wird dieser mehrsprachige Diskurs auf Deutschland und deutschsprachige Online-Zeitungen. Grundlage der diskursanalytischen Untersuchung sind Diskursdokumente, die in seriösen und populären Online-Zeitungen veröffentlicht werden. Dem Fachpublikum werden Ergebnisse einer diskursanalytischen Untersuchung zum Klimawandel-Diskurs in Online-Zeitungen vorgestellt.

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Guijarro Ojeda, Juan Ramón / Ruiz Cecilia, Raúl • *Challenges of the ECTS system in EFL teacher training: Conducting critical discourse analysis on gender issues* • In this presentation we report on the outcomes of a discourse analysis research on gender (queer) issues conducted with 60 first year English as a Foreign Language Teacher Trainees at the Faculty of Education of the University of Granada in Spain. We theoretically underpin our work on qualitative research and on the most challenging postulates of Queer Theory on gender issues. We pursue the objective of raising gender awareness in participants by demonstrating how gender boundaries are culturally constructed and bounded to time, space, and personal idiosyncrasy.

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Gunnarsson, Britt-Louise • *Homogeneity and heterogeneity in academic articles. A comparison of printed and online journals* • The paper discusses the role of Internet for the social balance within the academic world. Earlier studies found that the gradual homogenization of article patterns were combined with an adaptation to English patterns and a decreasing role of small discourse communities. An interesting question is if Internet has changed this trend. Focusing on homogeneity and heterogeneity, a comparison of article organization and layout in printed and open access academic journals will be presented.

britt-louise.gunnarsson@nordiska.uu.se • Uppsala U • Sweden

Gunten, Anne von / Dittmann-Domenichini, Nora / Müller, Romano / Khan-Bol, Jeannine • *The development of educational language competencies of multilingual and monolingual pupils* • The results of the first measurement of a 3½-year lasting project (2006–2010) comparing the development of school standard language competences in reading, writing and listening between multilingual and monolingual students (2nd, 5th, 9th grades) will be presented. The study focuses on the differences in language development and eventual stagnations on a learner's interlanguage level. In addition the impact of educational and institutional contexts on language development of multilingual pupils will be discussed.

sprachlichekompetenzen@phbern.ch • PH Bern • Switzerland

Guo, Junhai • *Motivation and strategy of learning Japanese by bilingual Singaporean students* • The purpose of the study is to examine the role of learner's expectancy of success and the relationship between motivation and strategy use in learning of Japanese as a third language by bilingual Chinese Singaporean students.

kakujh@isc.kyushu-u.ac.jp • Kyushu U • Japan

Guth, Sarah / Davies, Gillian / Helm, Francesca • *The Interculture Wiki project* • The Interculture Wiki project involves the development of a wiki based on our experience of telecollaboration projects. The aim of the project is to involve students in an experience which challenges their expectations of language learning and their notions of culture. At the same time, using a wiki makes it possible to create an ever-growing repository of intercultural pages for current and future students. The wiki is open to the public so others around the globe can contribute as well.

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francesca_helm@fc.cla.unipd.it • U of Padova • Italy

Haberzettl, Stefanie • *On measuring the so-called cognitive academic language proficiency (CALP)* • How should CALP be defined? Which language skills are necessary for coping with an academic style? And which kind of language assessment test is suited to grasp this particular linguistic proficiency? We discuss data from a project supporting students with a migration background (Bremen Förderprojekt). We designed and conducted a test which focuses on both the grammatical correctness of written language production and genre-specific writing styles required in the classroom.

haberzettl@uni-bremen.de • U of Bremen • Germany

Habib, Rania • *Sociolinguistic variation in Syrian Arabic within the framework of Optimality Theory* • This study investigates sociolinguistic variation among rural migrants to the Syrian city of Hims within the framework of Optimality Theory and the Gradual Learning Algorithm. The study shows that different types of sound variations within the same setting and same speakers could be attributed to different factors. Some are influenced by social constraints, e.g. [q] and [ʔ]; others are influenced by faithfulness constraints and lexical conditioning, e.g. [z] and [d] in place of [ð].

rhabib@ufl.edu • U of Florida • USA

Häcki Buhofer, Annelies / Beckert, Christine • *Erwerb von Lese- und Schreibfähigkeiten im außerschulischen Kontext* • Das Leistungsgefälle zwischen bildungsnahen und -fernen Gesellschaftsgruppen ist in der Schweiz so stark ausgeprägt, dass die Chancengleichheit in der Schule beeinträchtigt ist. Dennoch: Schriftentwicklungen sind mit der sozialen Herkunft nicht determiniert. Das Projekt „Literale Resilienz" fragt danach, welches Wirkungsgefüge literale Sozialisation und Fähigkeiten von Jugendlichen aus bildungsfernen Lebenswelten prägt und wie daraus resultierende Lese- und Schreibfähigkeiten zu erklären sind.

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Hajer, Maaike / Eerde, Dolly van • *Developing teachers' competences and thinking in content based programs* • A series of case studies explored content teachers' behaviour and thinking about language learning using observational data, concept-mapping tasks and stimulated-recall interviews. A pattern was found in the development of teachers' thinking and acting in their classrooms, which we describe in terms of four hypothetical steps that could be used in the design of professional development programs, eventually leading towards leaner tailored language instruction in content areas.

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Hansen, Lynne / Brewer, Jeremi / Brewer, Rebecca / Lee, Jae Song • *Why is L2 vocabulary easier to learn and harder to forget in some languages than in others?* • The study examines L2 vocabulary in six subgroups of a population of L1 English-speaking adults who learned German, Japanese, Korean, Mandarin, Portuguese or Spanish in the respective target cultures for two years. Frequency, cognate status, word length and grammatical category are related to the learnability of the L2 words and to their retention over 40 years.

hansenl@byuh.edu • Brigham Young U, Hawaii • USA

Harris, Vee / Grenfell, Michael • *"Learning to learn" languages: The differential response of learners to strategy instruction?* • "Learning to learn" languages is increasingly important in Multilingual Europe. Based on "Learner Strategy" research, this paper reports on a project in two multicultural schools in England. Students learning French underwent a programme of strategy instruction in reading and listening. Both Qualitative and Quantitative findings are presented to explore whether certain factors, such as gender, proficiency and bilingual status, are more influential than others in producing higher test scores.

v.harris@gold.ac.uk • BAAL • UK
m.grenfell@soton.ac.uk • BAAL • UK

Hartog, Jennifer • *Assessing a person's degree of invalidity through interpreted interviews* • A pilot-study conducted in a Swiss insurance company used discourse analytical tools to reconstruct how decisions concerning invalidity pensions are taken on account of knowledge built up through language and changed by interpreters. Discourse analysis will be compared to the written conclusions of the psychiatrist. The study shows how go-between mediators often jeopardize the professional assessment of the traumatized person's degree of invalidity.

jennifer.hartog@gmx.net • U of Hamburg • Germany

Hasegawa, Nobuko • *A word list for young learners of English in Japan* • This paper presents part of the findings of a five-year research project on second language (L2) development of young learners in Japan. The paper reports a process of developing a working word list as a basis for the vocabulary assessment of young learners of English in Japan, and findings of the characteristics of children's L2 vocabulary as compared with those of adults' vocabulary, discussing implications and future directions for young learner language instruction and assessment.

hasegawa@kanda.kuis.ac.jp • Kanda U of International Studies • Japan

Hashimoto, Hiroko / Takimoto, Masato • *Interpreting and translation in an undergraduate language program* • Research studies that focus on the significance of introducing interpreting and translation in advanced language learning have been very limited to date, especially those which focus on students' voices. This paper aims to fill the gap and will discuss a number of issues, drawing upon various data including longitudinal semi-structured interviews and survey questionnaires with students of an advanced-level Japanese language subject (Interpreting and Translation) at an Australian university.

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Hauser, Eric • *Constructing bilingual interaction as practicing English* • This paper analyzes how interaction that is actually conducted in two languages, Japanese and English, is constructed by the participants as conducted in English. The ostensible purpose of the interaction is to provide one of the participants, a second language speaker, with opportunities to practice English. Even though much of this participant's talk is in Japanese, the participants work to construct what he is doing as practicing English.

hauser@bunka.uec.ac.jp • U of Electro-Communications • Japan

Hayashi, Chiyo • *Foreign language learners' use of metacognitve reading strategies* • This presentation reports on a study which investigated the use of metacognitive reading strategies by foreign language learners of English in Japan. The results of the study demonstrated that there was a significant difference in the use of problem solving strategies between the high and low reading proficiency groups.

chiyo@rainbow.dti.ne.jp • Kunitachi College of Music • Japan

Hayashi, Keiko • *Key principles of foreign language teaching for understanding and writing through the Theory of Multiple Intelligences*• For developing students' understanding through the rubrics of writing, this paper examines the elements of understanding in EFL classes from the viewpoint of the Theory of Multiple Intelligences, and puts forward seven principles of foreign language teaching showing the effect of cooperative learning on understanding and writing.

aabch005@kcat.zaq.ne.jp • Hiroshima Jogakuin U • Japan

He, Lin • *"Integration" in form and meaning* • The proposed study investigates the current popular language phenomenon in China: the combination of foreign language with Chinese. The study analyzes the both written and oral material in the field of entertainment section. It aims to understand how tolerant nowadays Chinese young people are to take in foreign language and foreign culture and to what extent they might want to use the foreign language or the combination of the two languages in their life.

bettyhe28@yahoo.com.cn • Huili Tang • China

Heemann, Christiane / Andreazza, Pedro Ernesto • *Learning through computers: An Activity Theory view* • Learning is not just a product of the interaction of man and environment and is accomplished by the presence of the other. The computer can be conceived as a tool capable of empowering man's abilities and transforming his way of thinking. Activity Theory is a commonly accepted name for a line of theorizing and research and a valuable framework to explain how the individual can learn when using a tool such as computers.

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Heinzmann, Sybille • *Primary school children's language learning motivation and its relation to different kinds of language attitudes* • Based on a large scale quantitative longitudinal study carried out in Swiss primary schools I will illustrate what motivates Swiss 3rd - 4th graders to study English and what role their language attitudes play in determining their motivation. The impact of two kinds of attitudes will be outlined: attitudes towards specific national groups and attitudes towards an international community. I will also determine to what extent these children are aware of the status of English as a lingua franca.

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Heller, Dorothee / Roncoroni, Tiziana • *Wissenschaftssprachliche Kompetenz – deutsch-italienische Perspektiven* • Der Beitrag geht den Fragen nach, welchen Schwierigkeiten italienische Muttersprachler bei der rezeptiven und produktiven Auseinandersetzung mit den Konventionen der deutschen Wissenschaftssprache begegnen und welche Konsequenzen sich daraus für die Entwicklung wissenschaftssprachlicher Kompetenz sowie für die Erforschung von Strukturen und Konventionen akademischen Schreibens ableiten lassen.

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Heltai, Pál • *Intralingual and interlingual translation* • According to the relevance-theoretic approach to translation there is no fundamental difference between intralingual and interlingual interpretive use, i.e. intralingual and interlingual translation. A study was conducted comparing parts of Robinson Crusoe, its intralingual translation for children, a graded reader based on the same book for foreign learners, and the Hungarian translation to explore the effects of a different cognitive environment with those of a different code.

heltai.pal@fibermail.hu • U of Pannonia • Hungary

Hempel, Karl Gerhard • *Kulturelle Anpassung bei der Übersetzung von Bedienungsanleitungen (italienisch-deutsch)* • Zwischen italienischen und deutschen Bedienungsanleitungen lassen sich charakteristische interkulturelle Differenzen nachweisen, etwa im Grad der Explizitheit oder bei der Unterstreichung der textsortentypischen kommunikativen Distanzsituation. Anhand eines Paralleltextkorpus wird diskutiert, inwieweit Kulturunterschiede bei Übersetzungen aus dem Italienischen ins Deutsche eine translatorische Anpassung erfahren.

gerhard.hempel@web.de • U del Salento (Leece) • Italy

Herry-Bénit, Nadine / Bénit, Stéphane • *Assessing learning of oral skills in English: The role of formative evaluation in primary schools* • Our research is based on the use of an assessment tool which aims at being formative. This enables both teachers and learners to assess the acquisition of oral English skills in French primary schools. The population under study is composed of French primary school teachers who worked on the drafting of teaching contents from skills found in French syllabuses. This work is part of a larger project named "recherche action" which takes place at the University of Paris VIII over a year and a half.

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Hess-Lüttich, Ernest W.B. • *Language Policies in multilingual Societies – Schweizerische Sprachpolitik als Modell für mehrsprachige Gesellschaften?* • Die Sprachpolitik der Schweiz gilt als Vorbild für mehrsprachige Gesellschaften. Mit dem in Europas Flächenstaaten höchsten Ausländeranteil sei sie für die Probleme (sprachliche Minderheiten, Sprachkontakt, Zwei- und Mehrsprachigkeit, Codeswitching, Übersetzungsbedarf etc.) sensibilisiert. Angesichts der Brisanz der Frage, wie in Europa Mehrsprachigkeit entwickelt und organisiert werden soll, lohnt die Prüfung dieses Urteils. Oder Vorurteils?

hess@germ.unibe.ch • U of Bern • Switzerland

Higgins, Christina • *The role of social languages and cultural models in HIV/AIDS education* • Using Gee's (1999) framework for discourse analysis, this paper reports on the presence of competing cultural models at HIV/AIDS education sessions sponsored by non-governmental organizations (NGOs) in Tanzania. Through an analysis of recorded talk, interview data, and training documents, I discuss how health workers and educators use specialized social languages to convey information about prevention within particular cultural models to various audiences, with varying degrees of success.

cmhiggin@hawaii.edu • U of Hawaii at Manoa • USA

Hijikata, Yuko • *The effects of chunk-cues and pauses for Japanese EFL readers* • It is controversial whether or not presenting passages with chunk-cues is effective for reading comprehension. This study focuses on the limitation of working memory as a possible factor preventing the promotion of reading comprehension with chunk-cues, and aims to explore the effect of phrase-based chunk-cues and sorting pauses between chunks.

yukohijikata@tk2.so-net.ne.jp • U of Tsukuba • Japan

Hild, Adelina • *Expertise effects on discourse processing in simultaneous interpreting* • The paper presents a study of expert-novice differences on discourse processing, which traces the effect of five variables, indexing intersentential processing, on performance accuracy.

It outlines significant ways in which experts demonstrate superiority when faced with an informationally denser text. At the same time, similarities in the general pattern of accuracy variations for the discourse indexes suggest transfer of robust discourse-processing skills at a very early stage of interpreting.

adelina@gmx.ch • State U of New York • USA

Hildén, Raili • *Validating the European Language Portfolio – a case from Finnish comprehensive education* • The purpose of this study was to validate data from the European Language Portfolio (ELP). A range of goal components set by Finnish national language curricula were correlated in relation to each other, and additionally, with certain dimensions of the learning-to-learn ability. The overall image of the Finnish ELP came to emphasize in-school-work and written language. Therefore, a broader variation with regard to practical implementation and the research methodology would be warranted.

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Hildén, Raili / Salo, Olli-Pekka • *Finnish language teachers' views on pupil autonomy and learner agency in the core curricula* • We discuss Finnish language teachers' beliefs regarding pupil autonomy and learner agency in the core curricula. All respondents consider pupil autonomy very important, but opinions differ on how and when the pupils are capable of exercising it. The respondents fall into three groups: teachers who think learners of any age are able to achieve autonomy, those who think only older pupils can do that, and those who agree with the objectives, but consider true commitment to them too demanding.

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olsalo@edu.jyu.fi • U of Jyväskylä • Finland

Hill, Jonnie • *Adventures in Intercultural Listening* • This diary study of the listening adventures of two American teachers in Asia explores the cognitive, affective, and socio-cultural challenges of communicating in a language and culture that one is in the process of acquiring. After a brief introduction to classification and analysis of the diaries, participants will gain insight into the challenges of intercultural listening. Discussion will consider the implications of this diary study for residents of multicultural communities.

jonnie.hill@balamand.edu.lb • U of Balamand • Lebanon

Hlatshwayo, Abigail • *Perceptions of university students and lecturers to multilingual education* • Prior to 1994, the nine indigenous languages in South Africa were marginalized. The existence of language boards in 1955 did very little to ensure the development of these languages. But when the ANC government came into power in 1994, a number of initiatives including multilingual education were introduced to promote indigenous languages. This paper presents the perceptions of students and lecturers towards multilingual education.

abigail.hlatshwayo@nwu.ac.za • North-West U • South Africa

Hofer, Gertrud • *Urkunden im semi-professionellen Kontext* • Im Zuge der Globalisierung werden Urkunden und Dokumente in seltenen Sprachen oft durch nicht ausgebildete Dolmetscher übersetzt. Im Referat werden Resultate einer Untersuchung zur Qualität von Übersetzungen vorgestellt. Anhand eines Korpus von Urkunden werden die hauptsächlichen Fehlerquellen belegt. Es zeigen sich gravierende Mängel in Bezug auf Parallelität, Korrektheit und Vollständigkeit, die den Weiterbildungsbedarf unterstreichen.

gertrud.hofer@zhaw.ch • ZHAW • Switzerland

Holm, Lars • *The construction of a common European literacy. A critical discussion of standardization* • This paper investigates an implementation of written literacy based on the conceptual under-standing found in "Common European Framework". The context for the investigation is adult second language teaching in Denmark. The implications of the understanding of written literacy found in the framework are discussed in a pedagogical and language acquisition perspective and related to development tendencies regarding standardisation and the use of writing and written communication in a globalised knowledge society and to questions about citizenship and democratic processes.

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Holtz, Christina • *Vermittlung interkultureller Handlungskompetenz im Englischunterricht der Sekundarstufe II* • In diesem Vortrag werden Möglichkeiten der Vermittlung Interkultureller Handlungskompetenz im schulischen Kontext der Sekundarstufe II vorgestellt. Die Ergebnisse basieren auf Handlungsregulationstheorien und sind in einer Fallstudie praktisch erprobt worden. Zur Veranschaulichung werden konkrete Unterrichtsmaterialien unter Nutzung neuer Medien vorgestellt.

christina.holtz@uni-muenster.de • U of Münster • Germany

Hong, Jinxiu • *A Study of verbalization in Chinese compounds: The case of the Chinese morpheme –hua (化)* • In modern Mandarin Chinese, verbalization is mainly presented as the morphological process of compounding. The components of compounding can be free, bound morphemes and be affixes, which seems to contrast with the general linguistic view that compounds are composed of two or more existing words. The Chinese morpheme –hua (化) will give us an opportunity to examine such verbalization in modern Chinese as it can be seen as a free or bound morpheme, especially as a modern suffix.

janesenglish@yahoo.co.uk • Zhangzhou Normal U • China

Horiba, Yukie • *Strategic processing in L2 text comprehension* • This research examined and compared text processing and memory of L2 readers who were told to read an expository text for expressions, for image, and for critique. Think-aloud responses were analyzed for modes of processing and recall protocols were analyzed for quantity and quality of mental representations of the text.

horiba@kanda.kuis.ac.jp • Kanda U of International Studies • Japan

Hoshii, Makiko / Sakai, Kazumi • *Was motiviert japanische Deutsch-lernende? – Eine empirische Studie* • In diesem Referat soll anhand von Ergebnissen einer Umfrage zur Diskussion gestellt werden, welche Motive aus der Sicht japanischer Deutschlerner zum Weiterlernen entscheidend sind. Dabei geht es u.a. um folgende Fragen: a) Was motiviert die Studierenden? Wie entwickelt sich die Motivation im Laufe eines mehrjährigen Lernprozesses? b) Welche Faktorenkonstellationen sehen die Lerner selbst? c) Was für eine Rolle spielt die Lehrperson? d) Wie korrelieren Lernbewusstheit und Lernmotivation?

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Hosoda, Yuri • *Second language learners' orientation to multimodal activities in group discussion tasks* • This conversation analytic study looks at participants' orientation to multimodal activities during discussion tasks in EFL classes. Analysis of group interaction by Japanese university students revealed that the speakers and the listeners coordinated their speech and non-speech sounds. In addition, the participants' gestures were also accommodated to their talk. L2 learners are attentive not only to speech but also to a range of other audible and visible resources as they construct their talk.

yhosoda@kanagawa-u.ac.jp • Kanagawa U • Japan

Howell, Catherine • *Vocabulary recycling in beginning classrooms: Repetitions, task types and student production* • This paper reports on a study of oral classroom input and vocabulary acquisition by beginning second language learners, focusing on the contexts for vocabulary recycling. The data, from 4 classes, includes 38 hours of videotaped discourse. The data shows that even in very low level language learning classrooms, vocabulary recycling occurs in many different contexts and with enough frequency to provide ample input for vocabulary learning as well as multiple opportunities for student production.

scath@alumni.duke.edu • St. Mark Community Education Program • USA

Hsieh, Li-hsueh • *Effects of songs on undergraduates' English learning attitude and achievement* • This study investigates the impact of a song-teaching element in EFL Freshman English classes regarding the promotion of English learning attitudes and achievement. It suggests that previous educational experience in song learning and achievement level in English tended to influence the students' learning attitudes and later achievement.

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Hsin, Ai-li / Tsai, Ju-yin • *Chinese EFL learners' acquisition of English DPs: Contrast in syntax and cognition* • This research aims to explore the interlanguage variations of Chinese EFL learners' acquisition of English determiner phrases. 90 subjects participated in a fill-in-the-blank task. Results show that subjects' errors came from not only unfamiliarity of English article usage but cognitive distinctions in matching the reference with the right nominal forms.

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beelovers@yahoo.com.tw • National Kaohsiung Normal U • Taiwan

Hsu, Jia-Ling • *Western cultural images in residential real estate advertising in Taiwan* • This study shows that it is a trendy development to adopt Western cultural themes such as references of Western landmarks or historic sites in either Chinese or English product names and background visuals in residential real estate ads in Taiwan, to yield a sense of internationalism, quality guarantee, and authenticity in advertised properties.

jlhsu@ntu.edu.tw • National Taiwan U • Taiwan

Hu, Guangwei / Rui, Bai • *An investigation into the effectiveness of strategies-based writing instruction in Singapore* • This paper reports on an empirical investigation into the effects of strategies-based writing instruction on L2 writing produced by Singaporean upper primary school pupils and their use of target L2 writing strategies. Preliminary analyses of questionnaire, test and interview data collected in a quasi-experimental design show encouraging evidence of improvement for pupils in the experimental classes who received a weekly hour of explicit instruction in selected writing strategies for 12 weeks.

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rui.bai@nie.edu.sg • Nanyang Technological U • Singapore

Huang, Li-Shih • *What can we learn from test-takers' strategic behaviours in performing TOEFL® iBT speaking test?* • This study investigated 30 non-native graduate and undergraduate engineering students' strategic behaviours in performing TOEFL iBT speaking test and examined the relationships among the strategic behaviours vis-à-vis participant groups, task types, and test scores. This study, the first to empirically examine test-takers' strategic competence in its totality in relation to the second language speaking construct, has far-reaching implications for both test-takers and language instructors.

lshuang@uvic.ca • U of Victoria • Canada

Huang, Shu-chen • *The educational aspect of formative assessments in L2 oral skill – a learner perspective* • Two types of oral assessment, an open-ended report and a semi-structured short-answer exam, were employed in three EFL speaking classes. Data on student attitude, reaction, and effort for the two types of assessment were collected through questionnaire and interview. On average, students valued more and invested more time on open-ended reports. Most students associated a desirable public image and higher learner autonomy and control with the more open-ended oral reports.

sjh241@yahoo.com.tw • National Chiao Tung U • Taiwan

Huang, Daphne • *Language choice and code-switching between Chinese and English in emails* • This paper reports on a research of how Chinese/English bilinguals use their languages in emails. 223 emails were examined and the results suggest that there are two levels of code-switching: code-switching between different writing systems, i.e. Chinese characters, Chinese Zhuyin system, and English alphabets; and code-switching between different languages, i.e. Mandarin, Taiwanese and English. In addition, identity changes through the online medium.

ljhuang@pu.edu.tw • Providence U Taiwan • Taiwan

Hughes, Stephanie • *Multilingualism in the Lorraine region of North-East France: Challenges and opportunities* • Legal, political and administrative barriers in everyday life still make the public use and acceptance of Rhenish or Moselle Franconian in the Lorraine region of North-East France difficult if not impossible. This paper examines the current situation in North-East France, the challenges and opportunities facing the minority language communities there, and concludes with an analysis of the potential for renegotiation of traditional regional identities in a broader European perspective.

stephanie.hughes@ua.ac.be • U of Antwerp • Belgium

Huls, Erica / Kuiper, Yvette • *Evasions by male and female politicians and non-politicians in news interviews* • The study focuses on evasive conversational behaviour by interviewees in news interviews. The main question is: do interviewees of different gender and political commitment differ in their evasive reactions to questions? The results show that politicians are more evasive than non-politicians, and also that males are more evasive than females.

huls@uvt.nl • Tilburg U • Netherlands

Humphreys, Gillian / Miyazoe-Wong, Yuko • *The curious case of Japanese as a foreign language in Hong Kong* • This paper explores the phenomenon of the popularity of Japanese as a chosen foreign language in Hong Kong where citizens are already overloaded with compulsory languages in the form of English and Putonghua. It investigates the reasons behind this popularity and seeks to explain them in terms of language attitudes, geopolitical factors and linguistic identity.

eghump@polyu.edu.hk • Hong Kong Polytechnic U • Hong Kong

Hung, Chia-Yuan • *Framing games: Constructing meaning using multimodal discourses* • This paper is an ethnographic study of a group of high school students who are recent immigrants from China, and studies the meaning-making practices they use to make sense of video games. They provide an opportunity to observe how players can make sense of games even though they may not understand the game's language. The study uses participant observation and conversation analysis to explore how they draw on the multimodal discourses to understand the complex contexts of video games.

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Hunze, Friederike • *Textbedingte Variation russischer Mehrwortbenennungen (MWB) aus dem Fachgebiet Marketing* • Der Vortrag

stellt die Ergebnisse einer Untersuchung russischer fachlicher MWB in Hinsicht auf ihre Verwendung in Fachtexten vor. Der Schwerpunkt liegt auf Varianten, die durch textbedingte Faktoren wie Identifizierung, Charakterisierung und Spezifizierung des Redegegenstands sowie Erstnennung vs. Wiederaufnahme entstanden sind. Sie sind durch Kontextabhängigkeit, formale Instabilität und mangelnde Lexikalisierbarkeit gekennzeichnet und werfen damit ein neues Licht auf die Eigenschaften von MWB.

f.hunze@mx.uni-saarland.de • Saarland U • Germany

Hussin, Habsah binti • *English in Higher Education in Malaysia: Policy for global needs* • This paper discusses the educational policy of using English as the medium of instruction at tertiary level in Malaysia. It looks at the rationale and implementation of the policy over a five-year phase (2003-2007) and explores the implications and future of the policy in the Malaysian education system.

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Huynh Cong Minh, Hung • *Split attention effect in reading comprehension: A case of English as a second/foreign language* • The purpose of this paper is to examine the split attention effect in reading comprehension. Using the split attention format, questions were placed at the end of a textual passage while in the integrated format: questions were integrated into the passage. The split attention format may impose an extraneous cognitive load that would interfere with learning. The integrated format may reduce this extraneous cognitive load and facilitate reading comprehension.

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Igboanusi, Herbert • *Mother tongue-based bilingual education in Nigeria: Attitudes and practice* • Using data collected through questionnaires administered to 1,000 respondents in five states of Nigeria, this study analyzes the attitude of Nigerians towards mother tongue-based bilingual education and critically examines the problems of implementing this system of education. It also explores the implications of mother tongue-based bilingual education for the national language policy and planning, the education policy, indigenous and minority language education, and the preservation of linguistic and cultural diversity in Nigeria.

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Igoudin, A. Lane • *Asian American girls at the crossroads of language and identity* • The study focuses on language attitudes and practices of 3 Asian American adolescent girls who use AAVE in daily speech while speaking mother tongues at home. Subjects are fond of AAVE despite awareness of its stigma and a varying ability to code-switch between AAVE and Standard American English. Code choice helps subjects enrich social identities with desirable qualities and gain access to power and prestige among peers. Cross-cultural socialization and popularity confirm code choice success.

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Igoudin, Lane • *Social identity and motivation for advanced formal L2 learning: Exploring the connection* • This case study of immigrant student participation in an advanced college reading course (n=10) revealed social identity as a motivational factor in language learning. Motivation often originated in a gap between current and desired identities, a gap which formal language learning served to close. The student's integrative orientation correlated strongly to desired identification with the L2 community. The study's multi-mode research model included an AMTB survey, interviews, and observation.

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Iijima, Yuka • *Undergraduate EFL students' difficulty in writing a research paper* • This classroom-based qualitative study investigates various types of difficulty that undergraduate EFL students experience in the process of academic research paper writing at a Japanese university. The diverse student difficulty was analyzed in terms of the research process, the writing process, and the written product. The results offer implications for EAP program as to ways to incorporate a variety of strategy training to help students act as autonomous language learners and researchers.

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Ikari, Yukio • *A neuropsycholinguistic consideration of three principles supporting L1 acquisition* • The purpose of the presentation is to propose the principles which could explain the mechanism underlying the automatic processing of L1. Three principles will be introduced through the examination of some typical phenomena in language development. As for the automatic processing of L1, the observed phenomena could be explained by three principles. The principles are synchronization, prediction and adjustment, which are considered to be innate properties supporting L1 acquisition.

ikari@lit.osaka-cu.ac.jp • Osaka City U • Japan

Ikeda, Maiko / Takeuchi, Osamu / Sumi, Seijiro • *EFL reading with computers: How does it differ from ordinary reading with textbooks?* • This presentation reports on an attempt to identify the possible changes in the learners' behaviors and strategies when reading with computers. The results obtained through qualitative analyses found that 1) EFL learners' metacognitive strategy use was enhanced through learning with computers; and 2) the use of some cognitive strategies, on the other hand, was discouraged in computer learning. Suggestions for reading instruction are to be made based on the findings.

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sumi@himeji-du.ac.jp • Himeji Dokkyo U • Japan

Imai, Junko • *Isolated or Integrated FFI? Japanese ESL learners' and their teachers' views in a U.S. high school* • This paper examines learners' preferences for form-focused instruction (FFI). Two instructions examined are isolated and integrated FFI, which isolates/integrates grammar instruction from/within communicative activities. Participants were 166 Japanese high-school ESL students and their teachers near NYC. A survey, student/teacher interviews, and class observations were administered. Results will be examined by leaner profiles, their teachers' perspectives and other qualitative data.

jimai820@gmail.com • OISE / U of Toronto • Canada

Imai, Yasuhiro • *Recasting affect in SLA: Emotions as mediation of collaborative learning* • Calling into question the mainstream assumption about affect and language learning, this study brings a wide variety of emotions to the foreground of research foci in exploring group functioning and collaborative learning of two groups of Japanese university students learning English as a foreign language (EFL). Conversation analysis of in-group verbal interactions among the students offers alternative understandings of roles of emotions in learning and development.

yas-imai@sophia.ac.jp • Sophia U • Japan

Intemann, Frauke / Bieswanger, Markus • *Between standard and chaos: Aviation English (mis-)communication at JFK International Airport* • The International Civil Aviation Organization (ICAO) introduces mandatory English proficiency tests for pilots and air traffic controllers (ATCs) from 2008 onwards. Native and non-native pilots as well as ATCs tend to deviate from standardized ICAO aviation English, which regularly leads to potentially dangerous communication problems. The paper compares ICAO phraseology with actual lan-

guage use and is based on a corpus of communication recorded at JFK International Airport in 2007.

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Ioannidou, Elena / Dal Negro, Silvia • *Multicompetent students in multilingual classrooms: Data on MFL and SL education in Britain and Italy* • This paper presents data from the EU project "LINEE: Traditional pedagogic cultures in foreign language education and the need for multicompetence". Comparative data on language use, code switching and the participants' values on multilingualism are presented from German foreign and second language classrooms in Britain and in Italy, aiming to explore whether the linguistic policies and practices in each country are moving towards a common framework for multilingualism.

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Ioannou-Georgiou, Sophie • *An analysis of distance/blended language learning with young learners* • The paper presents on distance/blended language learning with young learners. It offers an insight into the attitudinal and interactional outcomes of distance and blended learning. This is done primarily through the analysis and comparison of learner interactions, learner groupings/organization, lesson structure and learning activities in distance learning sessions versus face-to-face classes. The data is complemented by student and teacher interviews and questionnaires.

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Ishikawa, Tomohito / Nakano, Maiko Katherine • *The effect of manipulating task complexity along two dimensions on L2 oral narrative discourse* • The present study investigated the effect of manipulating two task complexity dimensions on L2 oral narrative production (i.e., [+/- Here-and-Now] and [+/- Planning time] dimensions proposed by Robinson, 2001, 2005, 2007). Japanese high school students (N=72) participated in the study. The effect of the systematic manipulation of the two task complexity dimensions were examined by using production measures of accuracy, structural and grammatical complexity, and fluency measures.

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Isurin, Ludmila • *What do controls control for? Methodological implications for studies on L1 attrition* • The paper discusses methodological problems in using a control group of monolinguals in studies on L1 change. The analysis is based on 5 different studies where a control group was used. All studies showed limitations of using controls in their design. Controls do serve a good reference point in studies on syntactic deviations but remain problematic for identification of lexical changes. The paper contributes to the on-going debate about the methodological problems in studies on L1 attrition.

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Ito, Mika / Jimbo, Hisatake / Takanashi, Tsuneo • *A teacher certification Renewal system: Can it be a savior of English education in Japan?* • This study addresses the issues of the introduction of a Teacher Certification Renewal System (TCRS) in Japan. The authors will analyze the data collected from a questionnaire survey to primary and secondary-school teachers conducted in 2006, and examine their attitudes, especially those of English teachers, towards the TCRS. Main findings, problems, and suggestions will be discussed to improve the competency of English teachers in Japan.

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Ito, Yasuko / Ishikawa, Shoichi / Nakamura, Yuji / Schneider, Dennis / Sugimori, Naoki • *Measuring Japanese university students' English proficiency: A case study* • In Japan, speaking skills have been recognized as an essential part of English proficiency to be taught and to be measured. However, the increasing demand for the assessment of students' English speaking skills has forced teachers to take into account a variety of factors involved with learners. The present study aims to examine the relationship between Japanese university students' speaking proficiency and their academic background as English learners.

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Ivshin, Vassily D. • *Semantic sentence division in English and Russian (Convergences band Divergences in the Means of Predactive Prominence)* • The logical categories of subject and predicate find their expression in any language in different syntactic constructions. Therefore it is very important for correct understanding an English text (of fine, social, political or scientific-technical literature) to be able to distinguish the main significant part in the sentence and also to render this main part by the means of one's native language. Discerning the means of expressing logical subject and predicate in language in general, and in the structure of simple narrative sentence in particular, is immediately connected with the semantic sentence division.

Moscow Pedagogical U • Russia

Iwai, Chiaki • *Teaching communication strategies in goal-oriented EFL classes* • Arguing that a pro-con issue of teaching communication strategies (TCS) is too simplistic, this study presents empirical evidence to support 3 points: 1) values of TCS vary according to its purposes; 2) L2 learners need to reach a certain proficiency threshold level to enjoy the maximum TCS benefits; 3) TCS facilitates L2 learners' pragmatic awareness and their production of pragmatically well-accepted utterances, and goal-oriented EFL classes provide an ideal context.

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Izon, Meredith • *A sociolinguistic study of language maintenance and use of multilingual Sudanese teens in Australia* • This study identifies and explores divergent patterns of language use in a group of teens from the growing population of Sudanese settling in Melbourne, Australia. The flexible, triangulated research approach, including domain and social network analyses and qualitative questioning, effectively highlights the contradictions in language use and the positive attitudes to language maintenance held by participants, extending previous research in this area and posing challenges for further studies.

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Jackson, Jane • *The evolution of a multicultural-multilingual identity* • As part of a larger ethnography on stays abroad, this paper focuses on a Chinese sojourner in England. Her investment in learning the host language/ culture, and her evolving multicultural-multilingual identity must be viewed in relation to her personal history, the socio-historical context, access to sociocultural worlds, agency, and imagination.

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Jaecks, Petra / Hielscher-Fastabend, Martina • *Emotional alignment in communication* • We hypothesize that successful communication partially relies on the alignment of discussion partners on emotional aspects. Analyses of normal and pathological language production include different aspects: linguistic, conversational and prosodic variables, facial expression and body language. We present results on emotional alignment in normal and neurologically complicated communication.

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Jaensch, Carol • *L3 acquisition of German by native Japanese speakers – Evidence of L2 influence?* • This research presents results on the L3 acquisition of German DP features by L1 Japanese native speakers. Attention is drawn to the positive influence of L2 English proficiency on this acquisition, with particular regard to those features which are not present in either the L1 Japanese or the L2 English.

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Jaidev, Radhika • *Acquiring writing skills through "blended learning": The perspectives of adult learners and their tutors* • This paper examines the teaching of writing skills to adult learners using the 'blended learning' approach. The approach combines the use of interactive learning on e-platforms with traditional methods using textbooks and face-to-face lectures. This paper explores learners' and their tutors' perspectives on the effectiveness of such an approach.

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Janicki, Karol • *Lay people's language-related problems* • About 1000 lay users of eleven languages were asked the question of what language-related problems they had experienced. The results of the study show some overlap between what the professional linguists have identified as language-related problems and those that lay people identify as such. In addition, however, lay people point to a number of other 'problem areas' which applied sociolinguists may not have thought about and which they might now want to investigate.

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Jankie, Dudu • *Textbooks as representation of diversity issues: Analysis of language textbooks in Botswana schools* • In addition to teaching academic content, language textbooks convey certain norms, ideologies and ways of knowing. I examine how English and Setswana (the national language of Botswana) language textbooks prescribed for use in secondary schools position issues of diversity and thus, the extent to which they are sensitive to issues of multiculturalism. This study has implications for understanding the ideological nature of language education and its intersections with multicultural education.

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Jansen, Sandra • *Evidence of dialect contact in the accent of Carlisle* • Carlisle is a city of about 100,000 people in the northern part of Cumbria, some 13 km from the Scottish border. Its vicinity to Scotland and also its relative geographical isolation make this city interesting in terms of language and dialect contact as well as border identities. Thus, this presentation will focus on phonological evidence of dialect contact in Carlisle English with Scottish English, Lancashire and Newcastle accents.

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Jansson, Johanna • *Maintaining a minority language – Old Order Amish* • The Old Order Amish present a fascinating example of a multilingual community. This paper will present findings from ethnographic field-work in one Amish community. The issues presented are important for the maintenance of minority languages.

jkorhone@abo.fi • Åbo Akademi U • Finland

Jaspaert, Koen • *Cultural Effects on Second Language Acquisition* • Inspired by recent developments in first language acquisition research, we studied the importance of intention reading for SLA. Applying intention reading to SLA requires, however, an understanding of how the mapping of intentions with utterances relates to cultural background. In our presentation, we report on a study that investigates cultural differences in intention reading of utterances typical for a Flemish secondary school classroom context.

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Jekat, Susanne • *Evaluation von Übersetzungen: Einheitliche Evaluationskategorien* • Im ersten Teil des Vortrags wird ein Schema zur einheitlichen Evaluation von Übersetzungen hergeleitet und anhand von Beispielen aus verschiedenen Sprachpaaren eingegrenzt. Dieses Schema ist durch Reliability Checks mit verschiedenen Korrektoren qualitativ und durch die Anwendung texttechnologischer Methoden quantitativ abgesichert. Im zweiten Teil des Vortrags wird die Adaption des Schemas für die maschinelle Übersetzung und verschiedene Dolmetschformen diskutiert.

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Jeong, Hyeonjeong / Sugiura, Motoaki / Sassa, Yuko / Wakusawa, Keisuke / Shigeru, Sato / Kawashima, Ryuta • *Neuroimaging evidence for transfer appropriate processing in second language acquisition* • In this study, we asked 20 Japanese native speakers to learn 24 Korean vocabulary items presented under two conditions, i.e., situation-based and text-based. Participants were then asked to recall the items presented under both conditions. Brain activation during recall performance was measured using fMRI. Findings will be discussed with reference to neuroscience, cognitive psychology, and second language acquisition. We will also consider implications for pedagogical practice.

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Ji, Shaobin • *Blog's application in ELT for students of Higher Vocational Education* • The outcome of the study has been found promising in reestablishing the module of China's ELT scheme. Although some disadvantages in managing blog are unavoidable, the discouragement can be removed through stricter regulation. In a word, students are big winners in blog practice instead of outgrown ELT in China.

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Johnson, Feng-Ling Margaret • *Communication strategies: Its use and perceptions by NES students and NNES teachers* • This paper presents findings from survey data collected over eight years from seventy undergraduate NES students to investigate 1) the self-awareness of the use of communication strategies (CS) by these students, 2) students' reactions to the use of CS by NNES professors, 3) students' perceptions of errors produced by NNES professors, and 4) students' perceptions of the credibility of NNES professors based on professors' use of CS.

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Johnson, David • *Acceptance and rejection of the English dialect of the American South: Pedagogical implications* • This presentation is

on the English dialect in the American south. Research indicates this highly stigmatized English dialect is spreading. This presentation uses data to show how this dialect is used to imply moral virtue on the part of television characters and is also used to demonstrate lack of sophistication. Finally, the presentation will address implications of teaching highly stigmatized features of this dialect.

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Johnston, Duff • *Collaborative decision making in intercultural teachers meetings* • Combining conversation analytic and participation framework perspectives, this presentation explores how consensus is formed and decisions made among members of an intercultural teaching group in China through the marshalling of voice and visual resources in face-to-face communication.

duj128@psu.edu • Pennsylvania State U • USA

Jones, Neil • *Studying impact in a new assessment framework* • This paper discusses an approach to studying impact for Asset Languages, an assessment scheme born out of the UK's National Language Strategy (2002), itself a response to the Nuffield Inquiry (2000) which called for 'a revival and reinvigoration' of the principles and practices associated with the former graded objectives movement in the UK in the late 1970s/1980s. This paper discusses the results of case studies drawing on existing documentation such as the Nuffield Inquiry as baseline data.

jones.n@ucles.org.uk • Cambridge ESOL • UK

Jost, Jörg • *Can text modules lead to economic and linguistic success in written customer correspondence?* • Banks and insurance companies intensively correspond with their customers. This correspondence is usually built by text modules. In my paper, I discuss priority problems connected with text modules in written correspondence. I argue that text modules have economic and linguistic potential in written customer communication. Important for this perspective is treatening text modules as matters of contextualization (Auer 1995) and as embedded in dispositives (Foucault 1978).

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Jüngst, Heike • *Distractors in translation think-aloud protocols* • Think-aloud protocols (TAPs) are often used in order to obtain insight into translation decisions. However, there are numerous distractors: 1. Candidates want the supervisor to perceive them as competent professionals. 2. In many cases, the supervisor of the experiment is a university teacher and the candidate is a student, which is reminiscent of an exam situation. However, this also means that TAP situations are excellent experimental settings for researching what distractors can have an influence on translation decisions, identify these distractors and help candidates deal with them.

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Jule, Allyson • *Gender and an evangelical religious identity: Speaking in silence in college classrooms* • This paper reflects on a male-dominated teaching discourse used at a religious graduate college in Canada and the lack of linguistic space among the female students that such a method creates. This study suggests that lecturing is a powerful tool of marginalization and exclusion. Neither 'aloud reading' nor 'fresh talk lecturing' alienate female students in particular. Lectures are specific speech acts, creating a stylized celebrative occasion of knowledge that appear to set up a hegemonic masculinity.

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Juvonen, Riitta • *Authorial voice in the matriculation essays in Finnish* • This paper presents insights into authorial voice in essays written in Finnish as part of the national matriculation examination. It explores how the authorial voice positions itself towards the given topic and how it invites the reader to do likewise. The phenomenon is approached by examining evaluative language in the data. The paper illustrates how evaluative mechanisms vary according to the candidates' skills and how evaluation affects the authorial voice of the text.

riitta.juvonen@helsinki.fi • U of Helsinki • Finland

Kachiwanda, Stella Olivia • *Current trends in language choice and use in present day Malawi: Challenges and opportunities* • This paper presents preliminary findings in an ongoing language mapping survey for Malawi. The study is aimed at developing a language atlas for Malawi and to guide policy makers on current and future trends on language choice and use. The paper therefore discusses findings of the study in the context of policy formulations; the challenges and opportunities which exist on the ground to various policy makers dealing with issues that have a strong bearing on language use.

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Kaiser, Irmtraud / Berthele, Raphael / Peyer, Elisabeth • *More or less cumbersome constructions: Empirical evidence on reading L2-German* • This paper presents results of the research project "The psycholinguistics of a grammar for reading German" (University of Fribourg/Freiburg, CH). In our paper, we will discuss which grammatical structures seem to pose problems to readers of German as a foreign language at various levels of language competence.

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Kalliokoski, Jyrki • *Styling local identity in rap lyrics: Multilingualism and performativity* • Challenging linguistic and cultural boundaries by styling linguistic practices of others is an essential feature of rap lyrics. In addition to the local slang and English, the Finnish rap lyrics recycle elements from political and educational discourse, as parts of their linguistic repertoire. The rap artist exploits the interplay of different linguistic varieties in rap lyrics performatively to construct his identity as a member of both the local and the global hip hop community.

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Kamimura, Taeko / Takizawa, Takeshi • A developmental process of Japanese EFL students as academic writers • A study was conducted to search for the developmental process of Japanese students as academic EFL writers. The study examined both the written texts and composing processes of Japanese high school and university students. The results of the analysis revealed several characteristics in the essays and the composing processes of the students at different developmental stages. The study offers some pedagogical suggestions that are geared toward the students at each developmental stage.

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Kamwangamalu, Nkonko M. • *Reflections on a language policy's balance sheet: The case of South Africa* • This paper reflects on some of the factors that impede implementation of South Africa's multilingual language policy, with a focus on the ideology of development vs that of decolonization, an either/or approach to language practice in higher domains, the hegemony of English and globalization, and past language policies. It then suggests ways in which the policy can be remedied, drawing on recent theoretical developments in language economics.

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Kanazawa, Yoko • *Lexical threshold level and the use of strategies for summary writing* • The present study examines strategies used for analytical summary writing by writers with different levels of lexical knowledge. About 100 Japanese EFL learners with varied knowledge

of productive vocabulary participated in the study. Their strategies used were analyzed based upon Kintsch and van Djik's (1978) and Winograd's (1984) methods. The results and their implications will be reported.

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Kantaridou, Zoe / Psaltou-Joycey, Angeliki • *Plurilingualism, language learning strategy use and learning styles* • The study, based on data collected by 1555 subjects, investigates the levels of plurilingual competence of Greek university students and the differences in their strategy use and learning styles. Significant differences were found among the six categories of language proficiency levels ranging from non-certificate holders to one- or two-certificate holders of the B or/and C levels, and a) the use of most strategies, and b) the extroverted-introverted and the concrete-sequential styles.

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Kapranov, Alexander • *Measuring temporal performance of polyglot simultaneous interpreters* • This paper presents an empirical study concerning measures of temporal performance of polyglot simultaneous interpreters juxtaposed to bilingual interpreters. Temporal performance included such measures as total speaking time, total pause time, mean speech segment duration, mean pause duration for short and long pauses, error rate and standard deviations for short and long pauses, articulation rate and speech-to-pause ratio.

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Katayama, Akiko • *A postmodern take on EFL students' English pronunciations and social identities* • Guided by Foucault's concept of power, this paper discusses contrastive English pronunciations demonstrated by EFL students in Japan. While the students successfully learned the North American pronunciation in the Japanese-medium English pronunciation course, the same group unanimously maintained a heavy Japanese accent in the English-medium discussion course. The different accents indicate that the students were forming multiple social identities by actively defining power in this EFL program.

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Kauppinen, Anneli / Niemi, Kreeta / Stolt, Sofia • *Finnish and Swedish: The two mother tongues and two cultures of upper secondary schools in Finland* • The purpose of this paper is to describe some differences between the language and literature learning cultures at Finnish and Swedish upper secondary schools in Finland. What do the high school students read and where do they receive models for writing? What is the role of mother tongue and other languages in the daily life of the students? It is hypothesized that literacy is partly dependent on discourse worlds and different learning habits.

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Kawashima, Tomoyuki • *The effects of exposure to non-native English on self-confidence of Japanese high school students* • In Japan where exposure to spoken English is very limited, English speaker role models can play a crucial role in shaping learners' self-confidence in speaking English. In order to investigate the effects of exposure to non-native varieties of English on self-confidence levels among Japanese high school students, this experimental study compared two groups of learners exposed either to readings by Japanese and other non-native speakers, or to 'standard' recordings by English native speakers.

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Kawecki, Régis • *It's so romantic* • This paper looks at adult learners' motivations in their endeavour to learn a foreign language within a Language Centre setting. Such motivations could be powerful tools in building up learners' autonomy and could also help reduce the seemingly unavoidable drop-out rate.

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Kelleher, Ann • *Why study Mandarin?: Identity, "dialect" and motivation among Cantonese/English bilingual students* • This project explores the complex web of social and linguistic contexts within which some Cantonese/English bilingual university students elect to enroll in Mandarin classes. The study uses Critical Discourse Analysis to relate the students' decisions to study a "standard" variety, different from their "heritage" variety, to the larger social context. Findings highlight the language ideologies students' decisions draw on and the tensions between existing constructs and student agency.

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Kelly-Coll, Clare / Lechleiter, Heinz • *What can SLA research learn from Sport and Motor learning research?* • There is a growing body of research in the field of Sport and Motor Learning providing evidence that instructions inducing an external focus of attention (FOA) can enhance both performance and learning. The objective of this research study is to investigate how FOA as operationalised in Sport Science can be transferred and replicated in SLA research. The findings of a recent study exploring how FOA impacts on grammaticality judgments, lexical learning and pronunciation, will be discussed.

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Kerremans, Koen • *Terminological variation: A contrastive, multilingual, multidimensional, text-based analysis* • In this article, we will report on research of terminological variation. First, we will provide an overview of previous projects in which terminological variation has been studied at different linguistic levels (morphological, syntactic, semantic). Next, we will delineate how variation is perceived in our present study. Finally, we will explain how and why terminological variation in our current research is studied from a contrastive, multilingual and multidimensional perspective.

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Kersten, Margaret • *Students' perception of feedback: An exploratory study* • Feedback has always been an integral part of language instruction, appreciated by teachers and students alike. A number of studies have investigated its usefulness, and in particular its effect on accuracy and overall quality of writing. This paper discusses the preliminary results of a study aimed at examining students' perceptions of feedback.

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Kersten, Saskia • *The mental lexicon and its implications for the foreign language classroom* • Models of the mental lexicon for both L1 and L2 can be translated into vocabulary learning activities that should lead to better vocabulary retention than more traditional activities. I will outline a study investigating this hypothesis and discuss first results.

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Khan, Sarah • *Validating the speaking strategies questionnaire* • A strategy questionnaire was designed to raise EFL learners' awareness to the strategies they use in classroom-based speaking tasks. Although many language learning strategy studies have used questionnaires, few have presented details of validity and reliability, particularly in relation to speaking. This study presents the results of

the questionnaire's validation process and a discussion of both its applications and limitations in research and the classroom.

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Khoshsima, Hooshang / Rostami, Ali Asghar • *The washback effect of alternative assessment techniques on students' reading comprehension and writing* • Through conducting an intact group design, this study supported that employing alternative assessment techniques in the assessment of writing and reading skills led to a significant difference between the performance of students. The result of this study is in line with the findings of all the studies showing the usefulness of involving the students in the process of their own assessment as well as providing feedback in instruction.

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Kim, Tae-Young • *Second language learning motivation from a Vygotskian activity theory perspective: A case study* • I compare and analyze the unique trajectories in L2 learning motivation of two Korean international visa students in Toronto from an activity theory perspective (Engeström, 1987). The findings suggest that (1) L2 motivation is a phenomenon reflecting L2 learners' meaningful environments, (2) needs, motives, and motivation should be differentiated and (3) motivation is the transformation of a motive integrated with specific, concrete goals and a sense of participation.

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Kimura, Midori / Shimoyama, Yukinari / Anzai, Yayoi / Kogure, Yuuichi / Obari, Hiroyuki • *Effectively teaching EFL with the latest mobile Ttchnologies* • We present five wonders of the new technologies which can help students to develop their skills in learning a foreign language. It was observed that the average score of CASEC computer test improved from 510 in April 2006 to 580 in January 2007 with using five new technologies in e-Learning system. We will demonstrate how the most supportive environment from teaching to assessment can be created with ICT tools such as CCS, CaLabo EX CALL System, CASEC Computer Test, Mobile phone and iPOD.

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Kimura, Midori / Obari, Hiroyuki • *Why not mobile phones for learning English?* • This is a 5-year ongoing project to find ways to enable mobile phones to support English language learning of university students in Japan. The first project focused on studying preparation for TOEIC (Test of English for International Communication) by mobile phones. The second project focused on improving listening comprehension proficiency by watching English video clips on mobile phones. We found the mobile phone learning to be as effective as computer learning.

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hobari@jcom.home.ne.jp • Aoyama Gakuin U • Japan

Kinscherf-Atanasov, Kirstin • *Preschool mother tongue education – "mother tongue" education?* • The education of migrant children has become an issue at least since the devastating results of the PISA Study. The Kindergarten has been discovered as plainly panacea – for the development of the German language proficiency as well as for mother tongue education. But what does 'mother tongue education' for immigrant children really mean? This paper deals with the linguistic reality of Italian immigrant children and the resulting difficulties for mother tongue education in preschool institutions.

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Klimkowski, Konrad • *Extracurricular workshops in training of cultural mediators* • My paper is a report on a number of translation projects which engaged volunteer students wishing to add more practice to their curricular training. The experiences from these projects allow me to formulate certain observations on the role of extracurricular events, like translation workshops, for translation training. The most advantageous about such events can offer is consolidating all sub-components of translation competence through practice accompanied with feedback.

konrad.klimkowski@gmail.com • Maria Curie-Sklodowska U • Poland

Klosa, Annette • *Umtexte in elektronischen Wörterbüchern – erste Überlegungen zu Theorie und Praxis* • Umtexte in Wörterbüchern erfüllen die wichtige Funktion, dem Benutzer bei der Erschließung der lexikographischen Inhalte zu helfen. Die Praxis gedruckter wie elektronischer Wörterbücher berücksichtigt dies nicht immer ausreichend, teilweise auch aufgrund fehlender metalexikographischer Impulse. Anhand von Beispielen (CD-ROM- und Internetwörterbücher) sollen einige Regeln für Umtexte in elektronischen Wörterbüchern entwickelt werden.

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Knoerrich Bassem, Isabel • *Languages and cultures in the Western Mediterranean* • The island of Malta and the enclaves of Melilla, Ceuta and Gibraltar have different levels of multilingualism and multiculturalism. The integration of the various cultural elements differs. Maltese is mixed but unified mother language. Llanito in Gibraltar is probably on its way to become as well a local vernacular. In comparison, in Melilla and Gibraltar, this process is still at the beginning.

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Knopp, Matthias / Jakobs, Eva-Maria • The Interdisciplinary portal: Text production and writing research • The presentation introduces the project "Interdisciplinary Web Portal: Text Production and Writing Research". Its idea is to establish an open-access, interdisciplinary research portal for text production and writing research. Its aim is to link the widely spread research by different instruments (e.g. semantic networks). The portal supports networking between re-searchers of different disciplines. The presentation focuses on knowledge management and community building via electronic media.

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Knouzi, Ibtissem • *Move structure and politeness strategies in EFL-learners' job application letters* • I compare the effectiveness and appropriateness of English job application letters written by advanced and lower intermediate EFL learners in terms of their generic moves and six positive and negative politeness strategies. I also examine the relationships between these generic and politeness features and the recruiters' perceptions of the quality of the letters. I discuss the results of these analyses and their implications for the teaching of genres and intercultural awareness.

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Kobayashi, Miyoko / Miyamoto, Yuzuru • *Teacher education for young learners of English in Japan: Findings of a three-year research project* • This paper presents the findings of a three-year project on training for teachers of young learners of English in Japan, where there are proposals to introduce English as a compulsory subject at the primary level. Two surveys, involving approximately 400 teachers in the public and private sectors, explored teachers' opinions and needs. This paper reports some of the most interesting findings, in-

cluding insightful comments from the respondents, and suggests a framework for teacher education.

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Kocoglu, Zeynep • *WebQuest(ing) to write in EFL classroom* • WebQuests are becoming popular in EFL writing because they provide learners with exposure to authentic material, meaningful content and opportunities for real communication. With this in mind, the researcher designed a writing course to integrate WebQuest tasks into EFL writing to see the effects of WebQuest tasks on 1) Turkish EFL university students' writing performance, 2) writing apprehension and 3) on the retention of subject matter. The findings will be discussed in the presentation.

zbkocoglu@yeditepe.edu.tr • Yeditepe U • Turkey

Köhl, Marja • *"ROTTEN SERVICE!!" oder "Nie wieder!!!!!!" – British and German complaining behaviour in e-commerce* • Given the increase in e-commerce over the recent years, it is time to extent research on complaining behaviour to the area of electronic discourse. The present study seeks to contribute to this undiscovered research area by comparing British English and German complaining behaviour in e-commerce. The presentation gives an overview of its aims and data, and illustrates important results. The latter are interpreted in terms of their relevance to an improvement of communication in e-commerce.

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Kötter, Markus • *Early foreign language teaching in Germany – insights from two years of classroom observation* • I shall discuss insights from an empirical study into early ELT in Germany over a period of two years in nine different classrooms. Issues I shall be dealing with will include the following: a) Which techniques dominate classroom the proceedings? b) Which strategies do individual learners pursue whilst they are learning English? c) What can we realistically expect from two years of early ELT, and what must we not expect? I shall illustrate my remarks with suitable data from my corpus.

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Kohn, Kurt • *Blended Language Learning – implications for practice, effectiveness research and teacher education* • The acid test for success in Blended Language Learning (BLL) is the pedagogical viability of the e-learning activities involved. I will thus first take a closer look at the contribution of e-learning activities (in BLL scenarios) to the fulfilment of principles of best practice regarding learner and teacher autonomy, authentication and collaboration. Against this backdrop and based on empirical evidence, I will discuss implications of BLL for CALL effectiveness research and teacher education.

kurt.kohn@uni-tuebingen.de • Eberhard Karls U Tübingen • Germany

Kohonen, Susanna • *Conversation analysis and intercultural communication: Analysing turn-taking in intercultural talk* • The paper summarises the results of a PhD study that compared the turn-taking and overlap patterns of French and English participants' three-party conversations. Qualitative analyses of turns-at-talk and the participants' interactional roles were carried out. Quantitative analyses, e.g. chi-square tests of overlap categories were also run. In addition to the results, the paper will also discuss the advantages of applying conversation analysis in the studies on intercultural communication.

susanna.kohonen@joensuu.fi • U of Joensuu • Finland

Koivistoinen, Hilkka • *English language learning in multimodal environments: A case of a successful pupil* • This study analyses how the pupil in informal environment engages in different actions and practices of language learning. Because of the multimodal data the paper also focuses on methodology (MDA) and transcription. Ethical issues have been confirmed in relation to the data. The findings of the study will be beneficial and focal for well-grounded language education.

hilkka.koivistoinen@oulu.fi • U of Oulu • Finland

Kokkonen, Marja • *Fluent Finnish required – Assessing language skills in work context* • The paper explores the ways in which employers assess the language skills of immigrants for the particular job purposes. The focus is on the employers' perceptions of language that influence the assessments as well as the interpretation of rating scales. The results support previous findings from research in educational context showing that perception of adequate language skills is influenced by the professional background of the judge.

marja.kokkonen@helsinki.fi • U of Helsinki • Finland

Kolb, Nadine • *Acquisition of L2 morphosyntactic structures: Learners in a French immersion* • This presentation focuses on the acquisition of L2 morphosyntactic structures (noun, adjective, and determiner agreement in determiner phrases) in oral production. The presented study observes L2 French learners (L1 English) in a French immersion program versus learners in a regular French as a second language classroom. Results show that both groups have difficulties with the structure due to transfer, although learners in an immersion context outperform the L2 classroom learners.

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Kolstrup, Kirsten L. • *Learner agency and possibilities for learning: Adults and Danish as a second language* • The paper focuses on the connections between learner agency and learning possibilities when an adult immigrant to Denmark is learning Danish as a second language. Agency is viewed from a sociocultural perspective that acknowledges adult second language learning as a complex process. The study takes a point of departure in various kinds of data from formal and informal learning settings.

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Komor, Anna / Glaznieks, Aivars • *Talking in and about conflicts – How children display knowledge about discourse structures* • Explicit knowledge is assumed to be important in order to act successfully in complex discourse situations. To uncover explicit knowledge in the development of a child, utterances of 5- and 8-year-olds are compared in two studies. Study 1 focuses on 54 interviews about situations triggering anger. In study 2 nine discourses among peers were examined. Results show low explicit knowledge in 5-year-olds, while 8-year-olds often reflect about conflicts in both interview and authentic dispute.

komor@daf.uni-muenchen.de • U of Hamburg • Germany

glaznieks@uni-muenchen.de • LMU Munich • Germany

Komuro, Yuri / Hesse, Stephen • *Compilation of legal English vocabulary lists for Japanese law students* • We present basic vocabulary lists of legal English for Japanese learners of English and discuss pedagogic implications for legal education at law faculties and over 60 newly established graduate law schools in Japan. The lists are compiled on the basis of corpora of the core six different branches of law. We also report on differences and similarities of the lists and collocational behaviour of the lexical items of each list and typical contexts they are used in.

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steve@tamacc.chuo-u.ac.jp • Chuo U • Japan

Kostic, Natasha • *Antonymous pairs in actual use: Data from two languages* • Antonymous profiles of several English and Serbian words will be investigated in electronic corpora using the frame-

works associated with antonymous use in a sentence. Antonymous profiles of chosen words will be created and compared and the output generated by corpora will be compared with antonyms listed by lexicographers.

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Krajka, Jaroslaw • *Language teaching in the multilingual world – Training teachers for web-based collaborative projects* • The presentation will deal with the issues of teacher skills and competences required for Web-based collaborative actions, as well as possible ways of introducing these in university curricula. The proposal will cover various areas involved in starting and running a Web-based partnership, and will propose particular actions to be taken. We will also review syllabi for specific subjects to indicate the incorporation of the content relevant for international collaboration.

jaroslaw.krajka@swps.edu.pl • Maria Curie-Sklodowska U • Poland

Krauß, Susanne • *Evaluation von Blended Learning im Bereich Deutsch als Fremdsprache* • Der Beitrag beschäftigt sich damit, wie Präsenz- und Online-Lehre als Blended Learning zu einer Synthese verbunden werden können und welche Anforderungen dies an Lerner, Lehrer und Lehrmaterial stellt. Lehrern soll somit die Integration neuer Medien im Fremdsprachenunterricht erleichtert und Lernern der Schritt zum globalen und selbstorganisiertem Lernen erleichtert werden. Die Auswirkungen der neuen Lernform auf die Lehrer-Lerner- und Lerner-Lerner-Kommunikation spielen dabei eine große Rolle.

s.krauss@kent.ac.uk • Justus Liebig U Giessen • Germany

Kresic, Marijana • *Transferbewusstheit als Lernstrategie im Kontext von Mehrsprachigkeit* • Entwickelt werden methodische Grundlagen einer Mehrsprachigkeitsdidaktik, die sich die mehrsprachigen Kompetenzen von Sprachlernenden zu Nutze macht. Aus der Zusammenführung des Konzepts Transfer mit dem methodisch-didaktischen Prinzip der Sprachbewusstheit wird ein Modell abgeleitet, das lernfördernde Effekte der Vernetzung verschiedener Sprachlernerfahrungen aufzeigt. Dabei werden neben sprachstrukturellen auch soziokulturelle und lernpsychologische Übertragungsmöglichkeiten diskutiert.

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Krishnasamy, Kanthimathi • *Tanglish: A byproduct of Tamil and English language contact* • Mixing of Tamil and English in informal day to day spoken and written discourse is becoming indispensable. Tanglish, a mix of Tamil and English, is slowly emerging as a new language. This paper is an attempt to highlight the recently noted language used in popular Tamil television channels and popular Tamil magazines. Data was collected to examine the extent of English used, type of code mixing and the reasons for using mixed language in informal speech and writing in the popular media.

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Kryuchkova, Tatjana • *Zwei- und Mehrsprachigkeitsarten in Russland* • In Russland funktionieren über 160 Sprachen. Die dominierende Komponente der Sprachsituation ist Russisch. Die nichtrussische Bevölkerung beherrscht oft neben der Muttersprache auch Russisch. Die Russen können die Sprachen von anderen Völker Russlands seltener. In Russland sind auch zwei Arten von Mehrsprachigkeit verbreitet: A. Mehrsprachigkeit, deren alle Komponenten Sprachen Russlands sind. B. Mehrsprachigkeit, deren eine Komponente eine Fremdsprache ist.

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Küün, Elvira • *The ethnic and linguistic identity of young non-Estonians* • Linguistic origin to a large degree determined in which language, with which nationality and how often the young people liked to communicate; this also influenced their identity. It can be concluded that the types of linguistic identities of younger generation non-Estonians are: 1) monolingual – Russian and 2) bilingual – speakers of Russian and Estonian. A new ethnic non-Estonian identity has developed or is developing among young non-Estonians – the Estonian Russian.

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Kumięga, Łukasz • *Zur Integration des Dispositivbegriffs in die linguistische Forschung* • Der folgende Beitrag geht der Frage nach, wie innerhalb der Linguistik der Dispositivbegriff zu verorten ist, der dem Programm der foucaultschen Genealogie entnommen wurde, im Rahmen dessen Wissen – Macht – Komplex zur Debatte gestellt wird. Das Hauptaugenmerk des Beitrags ist auf die Operationalisierungsversuche des Dispositivs und die damit zusammenhängenden methodologischen Probleme gerichtet.

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Kunt, Naciye • *Multilingualism and the use of communication strategies in language learning* • Language learners use communication strategies to reach their communicative goal during their interlanguage. This presentation looks at the communication strategies employed by the multilingual (in Turkish, Italian, and German) and the monolingual English language learners. It also, points out the reasons why multilingual learners were using the communication strategies more effectively compare to the monolingual ones.

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Kunz, Martin • *Auf der Suche nach (dem Umgang mit) Mehrsprachigkeit – Ein Beitrag der fachdidaktischen Forschung* • In Abgrenzung zur Angewandten Linguistik und Nachbardisziplinen wird hier der Ansatz der wissenschaftlichen Fachdidaktik dargestellt. Als Beispiel dient eine qualitative-empirische Dissertationsstudie (2005-2008) im Bereich universitärer Französischlehrerbildung. Gegenstand sind die Probleme, die sich in der Verwirklichung von und im Umgang mit Mehrsprachigkeit ergeben, welche Strategien und Lösungen sie dafür entwickeln und welche Rolle die Lehrerbildung dabei spielt.

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Kupetz, Rita • *Content and Language Integrated Learning in teacher education: Bilingual approaches supporting multilingualism* • The paper discusses how Content and Language Integrated Learning is integrated in the curriculum of the Master of Education at the Leibniz University of Hanover. Videography is used to combine a theoretically based and a practically oriented approach to CLIL. Classroom discourse analysis is presented as a means to raise student teachers' awareness of language learning processes. Case stories dealing with bilingual approaches that support multilingualism are highlighted.

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Kuroshima, Satomi • *Marking a boundary in talk: Prosodic features for an overt anaphoric reference in Japanese* • By drawing from a corpus of naturally occurring conversation, the paper will examine its prosodic features (i.e. pitch height, pitch contour, and loudness) when an anaphoric reference overtly reappears in a discourse instead of a recurring zero anaphora in Japanese. It also aims to propose what action the speaker is achieving with respect to ongoing talk by using an overt form as an anaphoric reference.

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Kusanagi, Yuka • *Learning to read, reading to learn: Japanese EFL students' experiences in extensive reading* • The presenter will report longitudinal qualitative analysis of Japanese university students'

extensive reading experiences by examining book reports, questionnaires, and interviews. The presenter will discuss two types of outcomes from the instruction; students' attainment of English abilities and personal/social development. Consideration of the balance between cognitive learning and emotional/spiritual learning in EFL education will be discussed further.

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Kuure, Leena • *Places for learning – Technology-mediated language-learning practices outside classrooms* • This paper focuses on everyday, technology-mediated language learning practices among Finnish students and their peer networks. The research approach is Mediated Discourse Analysis. The data include observation logs and video recordings of in situ action as well as different accessibility-enhancing technologies. The study focuses on "what is going on" in the informants' lives in terms of technology-mediated learning and language learning and how they construct their "places" for learning.

leena.kuure@oulu.fi • U of Oulu • Finland

Kuyumcu, Eija • *The genres of student writing in two curriculum subjects* • The paper focuses on second language students' writing assignments in a Swedish Secondary school. The aim of the paper is to discuss some results of a longitudinal case study, investigating the textual repertoire of students' writing in two curriculum subjects: Swedish as a second language and natural sciences. The writing assignments are analysed in the framework of genre theory.

eija.kuyumcu@rinkeby-multiling.stockholm.se • Rinkeby Institute of Multilingual Research • Stockholm U • Sweden

Kwon, Eun-Young • *Language transfer and a changing L1 in child SLA* • The paper presents a twenty-six month study of language transfer in negation in a child who began learning English while developing her native Korean. The results showed a correlation between waxing and waning in L1/L2 dominance and manifestations of substratum (L1 to L2) and reverse (L2 to L1) transfer.

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Lachachi, Djamel Eddine • *Die Rolle der Wortarten im Übersetzungsprozess* • Diese Arbeit befasst sich mit dem Problem der Übersetzungsäquivalenz, konkret mit Vergleichen der arabischen und deutschen Wortarten anhand von zwei willkürlich gewählten Texten (nur Auszügen); gleichzeitig erfolgt ein Übersetzungsverfahren, das nur die Wortarten und nicht die Wörter, wie es üblich ist, gebraucht.

dlachachi@yahoo.fr • U d'Oran • Algeria

Lamb, Terry / Odé, Cecilia • *Influencing policy: The role of language teaching associations in language policy development* • This research is designed to investigate the dynamics of influence which language teaching associations around the globe manage to exert over language policy-making processes. Drawing on the experiences of member associations of FIPLV, the paper explores the factors which lead to (successful) engagement with the making of different types of language policy, and which consequently offer an opportunity for teachers and other members to have a voice in matters which affect their profession.

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Landucci Ortale, Fernanda / Aragão Martins, Raul • *Contributions of Milan systemic approach to teacher education* • This work reports on a study that has been carried out at a public university with fourth-year students of Letters, future teachers of Italian as a foreign language. The research aims at investigating the performance of future language teachers during their mini-lessons. Besides we investigate the Reflective Team model (BOSCOLO, CECCHIN) as a tool to provide opportunities to discuss students' practice in the teachers' role.

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Larsson Ringqvist, Eva • *Metalinguistic knowledge and appropriateness of use: Tense and aspect in French as a foreign language* • The paper presents an empirically grounded study of Swedish students' representations of the rules governing the use of the two French tense forms, (i) the passé simple (or the passé composé) and, (ii) the imparfait. The project aims to investigate second language learners' interpretations of grammatical descriptions and to answer the question in what ways their metalinguistic knowledge helps them to construct a native-like competence in discriminating between the two tense forms.

eva.larsson-ringqvist@vxu.se • Växjö U • Sweden

Lassus, Jannika • *Texts, genres and text production – Tools for linguistic discourse analysis* • In my paper I suggest a method for a linguistic discourse analysis drawing on methods from text analysis, genre analysis and text production analysis. The methods are for instance register analysis and interpersonal analysis, analysis of the text structure and intertextualities, and text production analysis by interviews, observations and internal information. The examples are from my thesis work on Scandinavian brochures on social insurance benefits to families with children.

jannika.lassus@helsinki.fi • U of Helsinki • Finland

Latkowska, Jolanta • *Conceptual transfer in terms of multicompetence theory: Research paradigm* • The paper examines the notion of conceptual transfer within the framework of current psycholinguistic research into bilingual memory and multi-competence. In particular, it seeks to delimit the form and direction of conceptual transfer in the bilingual lexicon, as well as outlining the conditions for its occurrence. These are discussed in relation to the data collection methods employed to date, and in the light of recent findings and developments in the area of psycholinguistics and bilingualism.

jlatkow@us.edu.pl • U of Silesia • Poland

Laviosa, Sara • *Lexical primings of Anglicisms in the language of translation* • Drawing on Michael Hoey's (2005) theory of lexical priming, this study puts forward a methodology to investigate English loan words in translational and non-translational domain-specific discourse. After introducing the notion of lexical priming, I outline the object of study, the descriptive hypotheses, the methodology, and initial results of an investigation of lexical borrowing in a corpus of translated and non-translated articles published in the Italian magazine Economy.

saralaviosa@tiscali.it • U of Bari • U of Tor Vergata • Italy

Lázaro, Amparo • *English phonics for Spanish children: Adapting to new EFL classrooms* • With this paper we intend to promote the use of phonics, materials used to teach English children to read, in EFL schools. The objective is to help children to avoid the sound-letter transfer from the L1 and consequently protect their pronunciation and facilitate the process of FL reading.

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Leahy, Angela / Simon, Annette • *A tale of five learners in a multicultural Ireland* • This paper reports on a small group of non-Irish students studying for a primary Foreign Languages degree at an Irish university. The programme requires students to take two languages and all learners in this group have opted to take German at beginners' level. The research investigates students' language awareness as well as issues of identity. Motivations for embarking on this particular programme in this particular setting (Ireland) are investigated against a background of diverse frameworks.

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annette.simon@dcu.ie • Dublin City U • Ireland

Ledibane, Maureen / Pooe, Eileen • *The naming tradition behind Setswana names of NWU students* • Observations over the years have shown that the naming traditions have changed among the African communities. This paper presents the participants' attitudes towards their Setswana names. The findings indicate that people's naming traditions and their attitudes towards their names have also changed, depending on the socio-political circumstances impacting their lives.

maureen.ledibane@nwu.ac.za • North-West U • South Africa

pooe@nwu.ac.za • North-West U • South Africa

Lee, Carmen • *Multilingual text-making practices in online Instant Messaging* • This paper explores how Instant Messaging (IM) users in Hong Kong perceive multilingual resources in producing messages online. Some factors affecting code choice in IM are presented, including perceived expressiveness of the language, perceived functions of IM, user familiarity with the language, user identification with the language, technical constraints of inputting methods, speed, and perceived practicality of the writing system. The co-occurrence of these factors is also discussed.

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Lee, Jackie / Collins, Peter • *Gender representation in English language textbooks – The cases of HongKong and Australia* • This study examines the problem of sexism in English language teaching materials used in Hong Kong and Australia. The study investigates the relative frequencies with which females and males are referred to or depicted in verbal and pictorial texts, the order of appearance of males and females, the depiction of their domestic, occupational and social roles, and the use of masculine generic constructions.

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Lee, Kilryoung • *Diverse interactive features in multicultural ESL class* • In multi-cultural ESL classes, diverse cultural backgrounds influence students' learning English. In such a class, students have many cultural differences and also some teachers could be nonnaitve English speaking teachers. In comparison with Western students, what factors in interaction would be influencing Asian students' reticence? Also, nonnative teachers' language use was focused in the study. What about an interaction of nonnative teachers and nonnative students in the classroom?

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Lee, Sina • *Co-construction of conversational narratives in second language interaction* • This research investigates the types of co-construction in conversational narratives in second language interactions. Narratives embedded in naturally occurring talk are distinguished from the prototypical narratives. The focus is narrowed down to asymmetrical relationships such as in adult-child L2 conversations. The findings from the data demonstrate the three main types of co-construction: recapitulation, collaborative completion, and elicitation.

sl2712@columbia.edu • Columbia U • USA

Leffa, Vilson J. • *The invisible teacher: Building learning communities on-line* • The objective of the study is to investigate how learning communities are developed in long distance courses. Three variables were selected and analyzed: audience, instructor and course content. Results suggest that instructors help most if they move from center stage to the margin and from there to invisibility.

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Legutke, Michael K. / Müller-Hartmann, Andreas / Schocker-v. Ditfurth, Marita • *Der MA Fern- und Kontakt-Studiengang: E-LINGO – Didaktik des frühen Fremdsprachenlernens* • Vorgestellt wird die Entwicklung eines MA Studiengangs im Blended-Learning Format, der bei den Studierenden die Fähigkeit zu forschendem Lernen in Teams entwickelt und dabei die Vorteile eines orts- und zeitunabhängigen Lernens mit der E-Learning Plattform „E-LINGO" mit Präsenzphasen verbindet. Berufsfeldbezogene Kompetenzen werden zugleich ausgebildet. Ergebnisse der Belgleitforschung zu dem Projekt werden vorgestellt. Besondere Aufmerksamkeit gilt dem Einsatz einer multimedialen Datenbank.

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Lehti-Eklund, Hanna • *The assignment questions in the Swedish mother tongue matriculation examination in Finland* • This research, carried out together with Henna Makkonen-Craig, has been done within a project called Spectrum of Literacy studying learning and teaching of mother tongue skills in Finnish and Swedish in upper secondary schools in Finland. Our aim is to study the assignment questions in the national matriculation examination in two mother tongues, Finnish and Swedish. In my paper, the thematic fields in the Swedish questions, and material enclosed are compared with the Finnish ones.

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Lei, Michelle Xiao • *Understanding how students' learning-to-write experiences are mediated by their teachers: The experience of four writers* • Based on mediation and activity theory, this study classifies writing strategies into four categories: rule-mediating, community-mediating, artifact-mediating, and role-mediating strategies. Qualitative analyses of writing strategy use of two higher-ability and two lower-ability writers reveal both similarities and differences in each type of writing strategies and in the interactions of writing strategies. Finally, the study argues for a sociocultural approach to writing strategy research.

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Lenders, Olaf • *Supporting active learning of specialized vocabulary with electronic glosses* • In a qualitative study advanced learners of English were observed in an authentic EAP classroom while using electronic glosses. The majority of students have positive attitudes towards using computers and acknowledged the usefulness of electronic glosses. Learners notice unknown glossed words when they are perceived as relevant and thus lead to active processing of the input. It is concluded that using electronic glosses are an appropriate method of teaching specialized vocabulary.

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Ley, Susanne • *"Would you care to be next?" – Instructions in the adult foreign language classroom* • This study investigates how participants negotiate different roles such as instructor or friend in the adult foreign language classroom (in-company classes with German students and native speakers of English as teachers). It focuses on the different linguistic realizations of instructions and the contexts of their occurrence. Furthermore, it explores the effectiveness of the strategies employed by the teachers in terms of disruption, misunderstandings or the prompt execution of the instructions.

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Li, Citing • *Exploring cultural identity in situated discourse: A multi analytic approach towards politeness and request making* • I will start with an introduction of differing views in the area of current politeness research and discourse studies. Then I will proceed to introduce the research questions and methodological design of this

empirical study. Preliminary findings, implications and significance of the research will be covered as well.

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Li, Juan • *Voices, genres, and styles: Discursive effects of intertextuality on ideologies in news media* • Informed by Fairclough's intertextual analysis of media discourse, this paper examines how New York Times and China Daily draw upon different voices, genres, and styles in their coverage of the NATO bombing of the Chinese Embassy in Yugoslavia in May 1999. In doing so, it analyzes the discursive effects of intertextual relations on the construction of nationalist ideologies in the news media and how the intertextual borrowings work to construct versions of national images for the audiences.

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Li, Lan • *An empirical study on students' metaphorical ability in multilingual Hong Kong* • Metaphoric skills intertwines with linguistic skills and cognitive procedures, but its awareness seems to be rather low among students today. Three types of writing, both in English and in Chinese, were investigated to find out to what extend and in what situation students can use metaphors in written communication. It is supposed that in a multilingual environment learners could learn more metaphors if given proper guidance.

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Li, Li-Te • *Embracing the diversity: Learning from EFL students' self-selected reading/writing* • This study aims to explore the diversity of EFL learners' self-selected reading/writing and how their preferences are different from those suggested by writing textbooks. The results prove students' capability and willingness of self-regulated learning and reveal the possibility that EFL learners' potentials are underestimated by textbook designers.

ltli@mail.usc.edu.tw • Shih Chien U • Taiwan

Li, Songqing • *Interdiscursive construction of identity in code-mixed Chinese advertising* • This empirical study examines what identities, and how, are interdiscursively constructed in code-mixed (including linguistic and non-linguistic elements) Chinese print commercials by analyzing various code-mixing types and the matrix code frame in an ad in quantitative terms and interviews with copywriters and consumers in qualitative terms.

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Liang, Tsailing • *Maximizing EFL learners' communicative competence through cooperative learning* • The purpose of this quasi-experimental study was to examine the effects of cooperative learning on Asian EFL learners' acquisition of verbal and non-verbal communicative competence. The results of the study showed that the experimental group outperformed the control group significantly (p < .05). Based upon the findings and conclusions of the present study, suggestions for the application of cooperative learning in EFL teaching and guidelines for classroom implementation were proposed.

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Liiv, Suliko • *Encouraging multilingualism in new multicultural Europe* • Knowing foreign languages has always – even in the politically challenging 20th century – been a priority in Estonia. Promotion of respect for the diversity of languages in the 21st century, lead to the necessity of compiling a language policy document – foreign language strategy plan for Estonia until 2015. The paper gives a detailed insight into this document, which is a good example of promoting multilingual and multicultural competence.

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Limberg, Holger / Lévy-Tödter, Magdalène • *ELF and English NS-NNS corrective strategies in academic office hours* • Based on academic office hour data between NNS-NNS and NS-NNS of English, we discuss the implementation of corrective strategies with regard to language performance. We examine the level of tolerance shown towards students' errors, and discuss to what extent this kind of feedback is appropriate to the situational context.

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Lindgrén, Signe-Anita • *Multilingual mild dyslexic university students' performance in their L1 and in EFL* • The performance of 20 multilingual dyslexic university student and 20 controls on language tasks in the L1 and L2 (Swedish/Finnish) and in EFL, and on related neuropsychological tasks was tested. Here I (i) present qualitative signs and quantitative data of mild dyslexic literacy deficits in their L1, L2 and EFL production, (ii) highlight tasks suitable for testing, and briefly discuss (iii) implications of orthographic ir/regularity and (iv) implications for the student.

signe-anita.lindgren@abo.fi • Åbo Akademi U • Finland

Lingnau, Beate • *Dyadische Kommunikation sprachentwicklungsgestörter Kinder* • Es wird eine Studie vorgestellt, die kommunikative Fähigkeiten sprachentwicklungsgestörter Kinder in unterschiedlichen Spielsituationen untersucht. Die Ergebnisse zeigen, dass SES-Kinder sehr wohl mit anderen Kindern spielerisch kommunizieren. Es scheint aber sehr von den Anforderungen der gegebenen Situation abhängig zu sein, inwieweit sie ihre sprachlichen Fähigkeiten adäquat einzusetzen können.

beate@lingnau.info • U of Bielefeld • Germany

Liontas, John I. • *Exploring the unexplored: Visions for developing figurative competence in foreign languages* • Is knowledge of idioms and proverbs merely a tempest in the communicative teapot? Can figurative knowledge be exploited in a truly interactive fashion for the benefit of language learners? This session answers these questions and explores several procedures for developing and testing figurative competence using authentic idiom print and video materials. Techniques for developing figurative competence are highlighted and then reinforced in language-specific exercises.

liontas@fredonia.edu • SUNY Fredonia College of Education • USA

Liou, Hsien-Chin • *Linking text analysis for web-based EAP instructional effects* • The study linked text analyses of research articles in journals and conference proceedings in Applied Linguistics with the design of a web-based EAP course for native-speaking graduate students learning to write. Positive evidence was found from assessment of an intact class by examining students' writing samples and their questionnaire responses.

hsienchin@gmail.com • National Tsing Hua U • Taiwan

Lipkowski, Eva / Schöneck, Werner • *Metasprachliches Wissen als Arbeitsmittel des Textverstehens* • Der Vortrag befasst sich mit der Rolle metasprachlichen Wissens für Textverstehen, wobei insbesondere Bezug auf das Verstehen schulischer Fachtexte genommen wird. Ein für die Vermittlung von Strategien sinnentnehmenden Lesens und Hörens taugliches metasprachliches Wissen von Lehrerinnen und Lehrern wird umrissen und schulische sowie universitäre Curricula unter diesem Aspekt kritisch gesichtet.

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Liu, Chen-Pin • *EFL Learners' production of collocations of "have", "make" and "take"* • The paper focuses on the study of EFL learners'

use of collocations of "have", "make" and "take". The results indicated a positive relationship between their performance and their English proficiency, a better performance in lexical collocations than in syntactic collocations, and differences between the collocations of "have" and those containing "make" or "take" mainly due to the difficulty of the key word (noun), the semantic/syntactic constraints and L1 influence.

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Liu, I-Hsin • *Acquiring L2 vocabulary from reading-and-writing tasks•* In this paper presentation, we report on an investigation that was carried out amongst Flemish secondary school students of English as a foreign language and which focused specifically on the full or partial incorporation in a written text of selected writing-task relevant target words in the input materials.

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Liu, Feng-ming • *Improving the coherence in non-English majors' speaking the role of listening and reading* • My paper will build on the language learning in Chinese context by considering data collected on an experiment (started from November, 2006 to be ended in January, 2008) which explores to what extend the input of listening and the input of reading can affect the coherence of the Non-English majors' speaking.

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Liu, Xiaohong / Dong, Yan • *Development of cultural competence in the advanced-level Chinese English majors through PPT presentations* • PPT presentations have been incorporated into the classroom at Taiyuan University of Science and Technology. Sharing PPT slides prepared either by the teacher or by the students has provided students with a deeper insight into a great variety of cultural differences and similarities. The questionnaires have proved that PPT presentations, which are motivating, interactive and flexible, are effective in cultivating cultural awareness and perspicacity in advanced-level Chinese English majors.

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dang0810@163.com • Taiyuan U of Science and Technology • China

Liu, Yeu-Ting • *Attainability of a native-like lexical processing system in adult SLA* • To explore the attainability of a native-like processing system in adult SLA, the study recruited 23 adult L2 Chinese learners, whose L2 reading skills were comparable to native Chinese speakers, and 23 native controls. Four online reading tasks were administered to the participants. Analyses revealed that, while the two groups were comparable at the performance level, similarities and differences co-existed between them with regard to the underlying lexical processing.

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Lobo-Pires, Maria Amélia / Jung, Neiva Maria • *Re-authoring lives and social papers through therapeutic storytelling events* • An interdisciplinary work, in Brazil, helps a l group of women, who work producing and selling their handicrafts, to become the protagonist of their own lives, re-authoring social papers, through therapeutic storytelling events. Develop personal and interpersonal abilities in order to contribute with the exercise of the citizenship, through story telling events. Strengthening resilience potential and healthy self esteem, as well, going for life challenges is the aim of all projects.

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neivajung@yahoo.com.br • UEM • UEPG• Brazil

Loewen, Shawn • *Multiple recasts in the L2 classroom* • Recasts occur frequently in L2 classes in response to learners' non-target-like oral production. The benefit of such recasts may be affected by their explicitness, and their explicitness may be affected by the number of times an error is recast. The present study investigates the occurrence of multiple recasts and their effectiveness, as measured by both uptake and post-test scores, in 32 hours of meaning-based, L2 classroom interaction.

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Lopes, Maria Cristina • *Technological formation of teachers in the digital context* • This study investigates the technological formation of teachers in the digital context through the offer of two courses in a private university. The methodological approach chosen is the hermeneutic-phenomenological one. The research is focused on the social-interactionist approach, on the representations about educational technology, on the features of a critical-reflective teacher. The outcomes evidence teachers in a series of inter-relations, confrontations and changes.

cristinapaniago@acad.ucdb.br • UCDB • Brazil

Lopes Cristovão, Vera Lúcia / Aparecida Bagio Furtoso, Viviane • *Partnership for teacher education and EFL teaching* • The Project "Partnership University-School: contributions for EFL teaching" aimed at promoting reflective teacher education as well as improving EFL teaching in collaborative contexts. The objective of this paper is to present the analysis of some participants' acts within the partnership in order to reveal a) the types of acting that constitute the teaching activity genre and b) the professional dimensions developed. The data come from journals, supervision sessions, meetings and classes. The analysis is based on the sociodiscursive interactionism and work dimensions.

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Lorente, Beatriz P. • *Migration and language policy: A view from a labor-sending country* • I explore how emigration has influenced the language policy of the Philippines, a labor-sending country that is the world's largest 'exporter' of government sponsored temporary contract workers. I discuss the significance of two proposed changes to the country's bilingual language policy: (1) President Arroyo's 2003 mandate to "return to English" as the MOI (2) the approval, in 2006, of House Bill 4701 which mandates that English be used as the sole medium of instruction in secondary schools.

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Lotherington, Heather • *Rewriting traditional tales as multilingual digital narratives at elementary school* • At Joyce Public School in Toronto, Canada, I have been collaborating with elementary teachers in a program of action research to observe, create, understand and document emergent multiliteracies in action. This presentation describes our 5 year project, the learning opportunities afforded to teacher – researchers, and the creative narrative directions teachers and children are forging. I will discuss our accumulated learning, and present a sample of the children's innovative rewritten stories.

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Lothmann, Timo • *Linguicide from within: On laisser-faire in postcolonial language ecologies* • The choice of English is thinning out indigenous language variety. This paper features an analysis of recent literary movements in postcolonial settings of the Caribbean, Kenya and Papua New Guinea. There, writers, who resign themselves to use the colonialists' language, act as occasionally counterproductive reinforcers of the in situ ongoing cultural redefinition.

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Louhiala-Salminen, Leena / Kankaanranta, Anne • *Factors contributing to success in business communication – Applying research find-*

ings to teaching • This paper will discuss how the findings from a research project on 'communication success' have contributed to the teaching of undergraduate and graduate business communication courses at the Helsinki School of Economics. In the project, 'success' is first examined from the perspective of international business practitioners and secondly, authentic data is analyzed to determine linguistic factors that actually seem to contribute to successful communication.

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anne.kankaanranta@hse.fi • Helsinki School of Economics• Finland

Lourenço, Mónica • *Does younger really equal better in EFL vocabulary learning?* • Vocabulary learning ability for aurally taught nonwords was studied in third and fifth-grade children learning EFL (English as a Foreign Language) in a beginning year. Home literacy, phonological memory and vocabulary knowledge were evaluated as predictor factors in the learning of new phonological sequences. Results showed that fifth-grade children, who demonstrated higher vocabulary knowledge, could recall more nonwords.

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Low, Hiang Loon / Cheun, Heng Huat / Teoh, Swee Ai • *The recognition of traditional Chinese characters by students in Malaysia* • There is a trend for the Chinese community in Malaysia to move towards the use of Simplified Chinese Characters. This paper shall discuss the extent to which the younger generation of Chinese educated Malaysians can recognize Traditional Chinese Characters despite not having been taught these characters in school.

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Lowie, Wander • *Learning English pronunciation by early and late learners: a variability analysis* • This paper reports on a longitudinal analysis of the development of an L2 phonological system of two children and two adult learners. Using a dynamic systems approach, we have investigated the changing phonological variability. In this presentation we will demonstrate the growth patterns at the individual level and show new insights into the actual process of phonological development and how that process depends on age-related factors.

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Lucena, Maria Inêz • *Making sense of assessment practices in foreign language teaching in Brazil* • The presenter reports on a study upon the ways English as Foreign Language (EFL) teachers evaluate their students. Developed through an ethnographic perspective, the purpose of this qualitative and interpretative study is to increase the knowledge about the teacher's practices of assessment in foreign language classroom. The results have implications for the learner's evaluation process in EFL, for curriculum innovation, language classroom research and teacher education.

inez@floripa.com.br • Federal U of Santa Catarina • Brazil

Luchtenberg, Sigrid / Gardner, Rod • The Australian and German Media Discourse on Multilingualism, Bilinguals and their Education – a Comparative Study • Within the paper we will look at how the media in Australia and Germany shapes public opinion regarding multilingualism, bilinguals and education. These findings will be contrasted to the realities that are found in these countries.

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Luttermann, Karin • *Multilingual Community institutions and a legal-linguistic model of EU-languages* • The European Union intends to preserve the diverse wealth of languages of its member states and emphasizes its common cultural heritage. This places the focus on the Community institutions: Under what conditions does "European communication" function? What is required by language laws? What is the actual linguistic practice? – A functional language model pertaining to these questions is developed in the presentation.

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Lynch, Gavin / Yoneda, Sakiko / Woods, Craig • *What fruit does elementary school English education in Japan yield, immediately and long term?* • Should English education at the elementary school level be compulsory in Asia? We have done research into the amount of English that Japanese students learn in their six-year English education. We also focused on students at third level education, some of whom had elementary school English education. International testing evaluates and allows comparison in terms of a national as well as a world standard. We present our findings in the international context of English education.

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Macaro, Ernesto / Erler, Lynn • *Basic literacy skills in L2 French and language learning motivation* • Recent research in England suggests that de-motivation for language learning may be due to problems inherent in French, the most widely taught L2. Erler's previous work suggests that low levels of L2 literacy may give rise to frustration and anxiety when dealing with written French, products of a L2 phonological dyslexia. Our paper presents a survey of over 1,500 learners where a link between the ability to decode (using rhyme and syllable segmentation) and learner motivation was investigated.

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Machado Maher, Terezinha • *Searching for the lost language: language policy and the identity of indigenous* • The objective of this paper is to discuss the impact of an indigenous language revitalization policy in the identity (re)construction processes of a group of indigenous teachers from the States of Acre and Amazonas in Brazil. These teachers, whose level of proficiency in their heritage languages is limited, have been employing strategies to cope with the demands of such policy. Discursive practices that reveal some of these strategies will be highlighted and brought to discussion.

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Macher, Daniela / Pantli, Anna-Katharina • *Semantik der Sinne: Zur Verbalisierung von Geschmackswahrnehmungen* • Das interdisziplinäre Projekt „Semantik des Geschmacks" geht der Frage nach, wie individuelle Geschmackseindrücke intersubjektiv verbalisiert werden. Anhand von Daten aus Fokusgruppen werden das Spektrum an Ausdrucksmöglichkeiten für spezifische individuelle Geschmackseindrücke und sprachliche Strategien der Verständigung darüber aufgezeigt. Neben ersten Projektergebnissen werden auch Möglichkeiten des Wissenstransfers in die sensorische Forschung und die Lebensmittelindustrie diskutiert.

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Magnan, Sally / Kim, Suyeon • Learner perceptions of goals in the U.S. National Standards and Common European Framework • The session presents learners' perceptions of instructional goal state-

ments in the U.S. National Standards and the CEFR. Data include a survey of students of 9 European languages in a U.S. university. Analysis addresses how the learners' goals correspond to each framework, in terms of desirability of each goal and learner perceptions of its attainability. Discussion speculates on the comparable fit of the U.S. and European frameworks for students of European languages in the U.S.

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Mahdavi Zafarghandi, Amir / Rezvandel Ramzi, Fatemeh • *Working memory and second language learning* • This study explores the role of working memory in second language learning. Twenty five female adult learners of English took part in the study. The data collection instruments were: (a) a memory task, (b) a reading-aloud task, and (3) a listening cloze test. Analysis of the data resulted in the following: (1) second language learners seem to face memory deficiency in the target language, and (2) there is a relationship between working memory and reading-aloud fluency.

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Maier, Carmen Daniela • *The role of language in the multimodal and multimedial communication of specialized knowledge* • This paper explores the role of written and oral language in a complex instructive text where several semiotic modes and media are integrated in order to communicate specialized knowledge about visual language. Drawing upon a multimodal analytical framework, the paper also attempts to demonstrate that a more nuanced understanding of the role of language in complex instructive texts provides the means for rethinking and consequently improving the usage of language in such texts.

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Maijala, Minna • *Genderproblematik in Lehrwerken für Deutsch als Fremdsprache* • Der Vortrag behandelt exemplarisch die Geschlechterproblematik in Lehrwerken für Deutsch als Fremdsprache. Als empirische Basis wurden DaF-Lehrwerke aus Deutschland und Finnland ausgewählt. In den Vordergrund des Interesses rücken dabei auch mögliche geschlechtsspezifische Rollenklischees in Lehrwerken. Im Vortrag erfolgt ein zusammenfassender Überblick über die Forschungsergebnisse der Lehrwerkanalyse.

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Maillat, Didier • *The pragmatic advantage of immersion education: Towards a cognitive explanation* • Based on a large scale study of immersion education in Switzerland, this paper applies a set of pragmatic tools to analyse some specific phenomena and conditions under which the spoken competence of immersion students seems to be stimulated. A hypothesis is made which posits a positive pragmatic and discursive mask effect in immersion education. An attempt is made to link this effect to wider cognitive gains known to be induced in bilingual environments.

didier.maillat@unifr.ch • U of Fribourg • Switzerland

Makkonen-Craig, Henna • *Topics, materials and schematic structure: Aspects of Finnish mother tongue assignment questions* • This research is carried out in co-operation with Hanna Lehti-Eklund. Our aim is to compare Finnish and Swedish mother tongue assignment questions that are used in the national matriculation examination in Finnish upper secondary schools. My presentation is based on the Finnish language material from 2003 to 2007. Three aspects are discussed: thematic fields of the assignment questions, the nature of enclosed material and textual characteristics of the genre of assignment questions.

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Marçalo, Maria-João • *Multilingualism and multiculturalism in Portuguese Higher Educations Schools* • In this paper we shall present an ongoing research project about immigrants studying at portuguese universities and other Higher Education Schools, all of them located in the poor portuguese region of Alentejo, taking in consideration the cities of Portalegre, Évora and Beja.

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Margaza, Panagiota / Bel, Aurora • *Syntax-pragmatics interface: Null subjects in L2 Greek* • This study examines the acquisition of null subjects in Greek Interlanguage of Spanish speakers and investigates subject uses at the syntax-discourse interface. Two experimental groups (12 intermediate and 11 advanced learners) and 10 native speakers are examined. Spanish students can express or omit the subject in L2 Greek due to L1 influence. However, intermediate students overuse pronominal subjects in optional contexts showing that they do not transfer the pragmatic knowledge from their L1.

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Marinov, Sanja • *Specialised ad hoc corpus – A useful tool in the hands of a contemporary teacher and learner* • This presentation draws attention to importance of popularising the idea of creating and using small specialised corpora among teachers of all languages. This enables the teachers to create teaching materials in accordance with the needs of their teaching environment. Apart from some general observations about the importance of language corpora and the advantages of their direct application to teaching, examples of exercises generated from a specialised ad hoc corpus designed for the students of tourism will be shown.

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Markey, Michael • *Investigating the influence of SLL and immersion education on subsequent foreign language learning* • In what way does being exposed to a second language from an early age help or hinder pupils when they approach subsequent foreign language learning? This paper presents an original qualitative study which attempts to shed light on this question by focusing on two groups of Irish school pupils learning French as a third language. Results point towards the need to design integrated language learning curricula and to consider previous language learning experience when teaching a foreign language.

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Martín-Martín, Pedro • *Scientific multilingualism: The rhetorical structure of research articles in English and Spanish* • In this paper, I apply Swales' (1990: 141) model in order to examine comparatively the preferred rhetorical structures of English-speaking writers of 20 research article (RA) introductions in English and those of Spanish writers of 20 RA introductions in Spanish, in the field of Clinical and Health Psychology. The results indicate that both groups of texts tend to conform to a similar pattern of organization. However, some degree of cross-linguistic variation was also found.

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Martínez, Glenn • *Also available in Spanish: Pharmaceutical advertising and language planning for healthcare in the US* • This paper explores the marketing of prescription drugs to Spanish speaking consumers in the US. A comparative analysis of advertisements in web-based, print-based, and television-based media in English and Spanish revealed an asymmetrical distribution of health information. Critical discourse analysis of advertisements in Spanish, furthermore, revealed that the unequal distribution of health information is compounded by an uneven disclosure of health information.

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Martínez Albarracín, Carlos Jair • *The "Turcos" of Maicao, Guajira – Social factors, language use and change* • "Turcos", is the name the caribean colombian people gave to the sirian, palestinian and lebanese immigrants that arrived to Colombia since 1880 and regularly during XX century. Some of the results of this sociolinguistics research with the arabic speech community of Maicao, Guajira in Colombia shows that arabic language is used in Colombia everyday by more than 2.200 bilingual and multilingual speakers and that the arabic is the mother tongue of many people born in this town.

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Martínez Lirola, María / Tabuenca Cuevas, María • *Writing proficiency skills in exposition essay writing in multilingual English language classrooms* • The study reported in this paper focuses on the use of Genre Theory in multilingual classrooms as an appropriate framework for English L2 writing and on the use of the computer programme Markin'© developed by Martin Holmes (1996-2002) to correct a corpus of 60 essays. The use of the computer programme was essential to mark the essays, to monitor the writing process and to collect the data.

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Martins, Maria Sílvia • *Rural to urban migration and the communication between two different ethnicities* • Brazil is still characterized by traits belonging to rural communities and culture. This fact has deep consequences for communication once different ethnicities are involved – rural illiterate ethnicity and urban literate ethnicity – implying different ethé which are often ignored when education is centered on certain matters considered of universal reach, and also when developing ethnographic and action research in rural communities, as well as in communities of recent urbanization.

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Marzo, Stefania • *Interethnic language use among Italian and Belgian youngsters in Flanders (Belgium)* • In the past fifteen years a new youth language has appeared in the former mining cities in Limburg (the easternmost part of Flanders, Belgium). It is a melting pot language (called citétaal, litterally: "language spoken in the cités"), based on Dutch. By using this youngster variety as a starting point, the present paper intends to answer two questions are posed: (1) why do multilingual ethnic minorities create this type of variety? and (2) how and why does the local Belgian youth also adopt it?

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Mason, Beniko • *The efficiency of self-selected reading and hearing stories on adult second language acquisition* • Two groups of college students listened to stories in English in class and read graded readers at home for 12 weeks. English majors took six other English classes per week, but Health Science majors took no other EFL classes. English majors tripled in writing fluency and improved 8% in accuracy, but had 126 hours of class-time. Health Science students doubled in fluency and improved 5% in accuracy in 18 hours. Language development can occur from comprehensible input alone and it is efficient.

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Mason, Beniko / Vanata, Martina • *The effect of hearing stories on vocabulary acquisition by students of German as a foreign language*• The goal of two studies with seven beginning level German-as-a-foreign language university students in Japan was to determine how much vocabulary could be gained without a list to memorize and supplementary vocabulary exercises, using a method in which students heard stories. The results suggest that the rates of learning were .11 and .10, and that using stories is far more efficient than the traditional ways of developing vocabulary size.

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Matarese, Maureen T. • *(Mis)understanding in English-speaking caseworker and Spanish-speaking homeless client interactions* • This linguistic ethnography lies at the intersection of 1) the New York City shelter system interaction-based context, 2) a growing literature in social work interaction, and 3) intercultural communication in order to explore the function of (English-speaking) caseworker and (Spanish-speaking) client interactions and the productivity of those interactions in comparison to those involving English-speaking caseworkers and clients. Implications for education and policy reform are discussed.

maureenmatarese@yahoo.com • Columbia U, Teachers College • USA

Matjila, Daniel Sekepe • *Literacy practices in disadvantaged South African schools* • In this paper we will look at comparative reading abilities, practices and attitudes in Setswana and English at Grade 8 level. In the light of these research findings, it is argued that unless learners are equipped with basic reading skills as early as possible, the majority will emerge inadequately prepared at the end of schooling. What is needed is a functionally oriented reading programme geared towards equipping learners with skillful reading strategies and reading skills.

matjids@unisa.ac.za • SAALA • South Africa

Matravolgyi Damião, Silvia • *Course design and the use of computers: A methodological possibility in an ESP course* • My aim, in this presentation, is to present the results of an action research (Crookes, 1993; Burns, 2005) which focused on the design and teaching of a face-to-face ESP course, and on the collaborative construction and development of a webpage.

silviam@ita.br • Technological Institute of Aeronautics • Brazil

Matre, Synnøve • *Stimulating dialogue – A way to improve reading comprehension?* • This paper reports from a research project focusing on stimulating children's dialogue competence. It presents central dialogue strategies that the children (9-10 years old) use when talking about texts they have read, and we discuss to what extent these strategies might influence their reading comprehension.

synnove.matre@hist.no • Sør-Trøndelag U College • Norway

Matsubara, Katsuko / Ryan, Stephen • *Learner attitude and classroom dynamics in EFL context* • This paper presents a study exploring the interrelationships of second language (L2) motivation, willingness to communicate (WTC), proficiency level, and classroom dynamics among a group of rural Japanese non-English-major university students. The study will present the multiple regression analysis by showing which constructs influence learner's willingness to communicate in English.

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jskcryan@mac.com • Seitoku U • Japan

Matsuoka, Rieko / Smith, Ian • *Communication apprehension and L2 Willingness to Communicate* • This study examines the ways in which Communication Apprehension may reduce the level of L2 Willingness to Communicate (WTC) and explores the factors that may affect the level of Communication Apprehension, based on qualitative data via interviews and observation, as well as quantitative data from questionnaires gauging Communication Apprehension and WTC.

matsuokar@adm.ncn.ac.jp • National College of Nursing • Japan

Matsuura, Hiroko / Chiba, Reiko • *Intelligibility of L2 English to American, Korean and Japanese listeners* • This study focuses on intelligibility of tertiary level Japanese students' English to listeners with various language backgrounds. The presenters will report on and discuss which types of phonological features are more likely to reduce intelligibility of Japanese English, and which are less likely to pose intelligibility problems.

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Mattheoudakis, Marina • *A word association study in Greek: Challenging the syntagmatic-paradigmatic shift* • This paper examines the developmental shift of response type through a qualitative study of word associations in Greek. It tests whether the associations produced by Greek speakers confirm findings of similar studies in other languages with respect to the syntagmatic-paradigmatic shift. Our findings do not support the generalizability of word association patterns across languages and question the notion of the syntagmatic-paradigmatic shift as an indication of lexical and cognitive development.

marmat@enl.auth.gr • Aristotle U of Thessaloniki • Greece

Matulina, Željka / Zrinka, Ćoralić / Lenski, Karin • *Das Idiom und sein Emittent* • An analysis on some functional-pragmatic aspects of the use of idioms. The paper focuses on the following questions: who is the emittent of the idiom, to whom the idiom is addressed and what is the function of the applicated idiom? The analysis is based on a corpus of recent Croatian, Bosnian and German newspapers. By a comparison of the use of idioms in these three national corpuses the authors try to find out if there are any similar tendencies by using the idioms.

matulina.zeljka@zd.t-com.hr • Zadar U • Croatia

Maurer-Lausegger, Herta • *Multilingualism in Carinthia, Styria* • Minority languages are being paid special attention in the European Union, which is indispensable in times of increasing globalization and as Europe grows closer together. Minority languages in bilingual Carinthia, in the parts of Styria bordering on Slovenia and in the Italian Canale valley play an important bridging function in Europe. This paper will present a comparative analysis of chosen sociolinguistic aspects in the fields of culture, education and the media.

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Maury, Hanitra / Feuillet, Jacqueline • *Oral proficiency assessment: For a modular approach. A case study from French as a foreign language* • *Évaluation de la competence orale: pour une approche modulaire. Application au français langue étrangère* • Assessment belongs to fundamental stages of the "Common European Framework of Reference" compiled by the Council of Europe. However, its realization is not always simple, particularly as regards oral proficiency. Various grids have been especially assigned to such use, nevertheless subjacent problems appear in real context of application.

hanitra.maury@wanadoo.fr • U de Bretagne-Sud • France
jacqueline.feuillet@univ-nantes.fr • U of Nantes • France

McCambridge, Elina • *Fingerspelling English words in everyday language activity* • This study arises from previous research: English language learning by the Deaf in multimodal environments. The social action in the focus is fingerspelling English words in a Finnish sign language conversation. The basis for this research is Mediated Discourse Analysis. The concept of multimodality provides with central methodological tools for this study. The study utilises multiple data from both educational settings and everyday situations outside the formal education.

elina.mccambridge@oulu.fi • U of Oulu • Finland

Merrison, Andrew John / Turner, Graham H. / Quinn, Gary A. / Davies, Bethan L. • *Interpreting "Map Task" dialogues between deaf and hearing participants* • "Map Task" dialogues between deaf, native-users of British Sign Language (BSL) and between BSL-users and hearing participants interacting through an Interpreter are analysed for issues including: a) interpreter's co-participation, b) establishment of common ground, c) co-construction of deictic centre, d) role of space in directional information in a visual language.

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Mertens, Meinolf • *Text gelesen – nichts verstanden! Wie lässt sich der Schwierigkeitsgrad eines Textes zuverlässig bestimmen?* • Mit Computern lassen sich innerhalb weniger Sekunden aus beliebigen Texten ca. 100 verschiedene Übungstypen zu Lexik, Grammatik, Syntax und Konkordanzen erstellen, die ausgedruckt oder online bearbeitet werden können. Nachdem der Text lemmatisiert wurde, ist es möglich, den Schwierigkeitsgrad zu bestimmen und ihn mit Vokabellisten von Lehrbüchern oder den Listen des Referenzrahmens zu vergleichen, um zu sehen, welche Wörter den Lernenden unbekannt sind, bzw. nicht zu den Niveaus A1-B2 gehören.

meinolfmertens@tiscali.it • U of Perugia • Italy

Métrich, René • *Zur Konzeption eines deutsch-französischen Wörterbuchs kommunikativer Funktionswörter* • Von den möglichen Aufgaben eines solchen Wörterbuchs und den besonderen Eigenschaften der behandelten Wörter und Wortkombinationen ausgehend, soll die Grundkonzeption dieses Projekts vorgeführt und begründet werden. Dabei soll neben kurzen Angaben zur Makrostruktur vor allem die Mikrostruktur im Mittelpunkt stehen: Erörterung des Informationsprogramms, Bestimmung und Handhabung der Strukturierungskriterien, Auswahl der Belege und Übersetzungen, Eigenschaften des zugrunde liegenden Textkorpus.

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Michel, Tamara • *Die zweisprachigen Mennonitengemeinden im Westschweizer Jura: Sprache, Sprachwandel und Einstellungen* • Die Deutschschweizer Mennoniten, die seit dem 16. Jahrhundert die frankophonen Jurahöhen bevölkern, bilden im Gegensatz zu einer typischen Sprachinsel keine geographische Einheit. Die in der mennonitischen Gemeinschaft über Jahrhunderte hinweg gepflegte deutsche Muttersprache scheint heute nach und nach dem Französischen zu weichen. Dieser Sprachwandel soll durch die hier vorgestellte Studie illustriert werden.

tamara.michel@unine.ch • U of Neuchâtel • Switzerland

Miettinen, Helena • *Phonological working memory and L2 knowledge: Finnish children learning English* • This presentation reports the main results of a study on the relationship between phonological working memory and L2 knowledge. The data consists of Finnish and English nonword repetition tests and both traditional and more experimental language tasks used to assess the participants' knowledge of English. The data was collected when the participants were in grades 5 and 6. The results will, hopefully, shed new light on the SLA – phonological working memory issue and its relevance to L2 learning.

riimiet@campus.jyu.fi • U of Jyväskylä • Finland

Miglio, Viola G. / Chun, Dorothy M. • *An acoustic study of cross-language L2 vowel production: American learners of German and Spanish* • This paper investigates vowel production of Am. Eng. Learners of German/Spanish in a classroom setting. Spectral cues, pitch, duration, and loudness of native/L2 speaker production are compared.

We draw theoretical conclusions about phonological categories in different languages, and empirical ones, e.g., a language with a more crowded vowel space (G) is more problematic than one with a less crowded space (S). We discuss implications for training L2 learners in vowel perception and production.

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Mikulaco, Irena • *Present state of the standard language in the Istrian region, Croatia* • Learning the standard language in a multilingual, multicultural and multinational environment such as the Istrian region in the Republic of Croatia. The problems of acquiring the standard language as a foreign language among the student population. The interference between the standard language and the mother tongue of the student, depending on the geographical region s/he comes from. The standard language as a variant of Croatian. Contemporary trends of the standard Croatian language.

irenamikulaco@net.hr • U of Pula • Croatia

Mineishi, Midori • East Asian learner autonomy and the difference and characteristics of Japanese learners' autonomy • This presentation discusses the difference and characteristics between Japanese university EFL learners' autonomous learning and learner perception on autonomy and those of other East Asian countries. There were significant differences found between Japanese learners and other East Asian country learners. The researcher examined in order to promote Japanese learners' autonomous learning. The final part of the presentation discusses how we should take these research results into consideration.

m-mine@hw.hirokoku-u.ac.jp • Japan

Mkhonza, Sarah • *Using textual intervention in Swaziland* • Pope (1995) argues that "Criticism begins with the recognition of textual power and ends in the attempt to excercise it." In this paper I will discuss how textual intervention as a method is useful in making people in a social situation more aware of the society. It can enhance citizenship action. I will look at how I used the method in teaching different types of writing. I will show how I used it in teaching writing op-eds for newpapers, commentaries and women's stories.

stm36@cornell.edu • Cornell U • USA

Möller, Christine • *Storytelling: The cognitive and linguistic development in a German-English immersion program* • My study traces the development of children in a German-English immersion elementary school from grade one to four by looking at the coherence and cohesion of their story productions. Narrative coherence is evident in the stories' narrative organization and reflects the development of the children's cognitive abilities. The children's use of cohesive devices, on the other hand, gives evidence of the development of their linguistic abilities.

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Möllering, Martina • *Computer-Mediated Communication in second language acquisition* • Research on Computer-Mediated Communication (CMC) in second language learning has moved from the actual to the virtual – often transnational – classroom, hence the terminology: 'email-tandem', 'network-based language teaching/learning', 'telecollaboration'. This paper evaluates different strands of research literature on CMC to explore how it might successfully contribute to language learning and teaching, drawing on examples from a series of Australian-German telecollaboration projects.

martina.mollering@mq.edu.au • Macquarie U • Australia

Mohammadi, Mohammad • *A comparative study of the use of relative clauses in English and Azerbaijani Turkish languages by EFL learn-* *ers* • Azeri Turkish is considered as one of the subgroups of Oghuz or Turkish languages. Turkish language is an agglutinating language while English is fusional. Word order in Turkish sentences is generally Subject Object verb, unlike English, which is Subject Verb Object. This study tries to handle this particular issue through examining the use of relative clauses in these two languages and discover the underlying reasons of the relative difficulties Azeri Turkish-speaking students have in producing relative clauses in English.

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Monville-Burston, Monique / Doa, Fryni • *A mini-practicum: An experiment in learning autonomy* • We present a task-based experiment conducted in an initiation to the teaching of French as a Foreign Language course. At the end of a mini-practicum students taught two short classes in real settings. Following constructivist/sociocultural and motivation/autonomy principles, they were engaged in collaborative out-of-class tasks. We evaluate their autonomy management, the psychological and social conditions which constrained autonomy and may impede the success of constructivist learning.

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Moonen, Machteld / Graaff, Rick de / Westhoff, Gerard • *Testing the multi-feature hypothesis: The effect of task type on L2 written vocabulary acquisition* • This study compares the effects of a list-learning task and a writing task on L2 vocabulary acquisition, based on the multi-feature hypothesis (Moonen, De Graaff, Westhoff, 2006). The writing group significantly outperformed the list group on both direct and delayed translation tests and written picture description tests.

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Moore, Danièle / Dagenais, Diane / Sabatier, Cécile • *Exploring multilingualism and linguistic landscape language through awareness activities at school* • This longitudinal research examined how students made sense of their multilingual cities as they observed language contact and literacy practices in the linguistic landscape through language awareness activities in elementary school. This teacher-researcher study was informed by research on multilingualism, innovations in education on language diversity and advances in critical pedagogies. Students' responses to activities inform potentialities and challenges for teaching children.

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sabatier@sfu.ca • Simon Fraser U • Canada

Mordellet-Roggenbuck, Isabelle • *Sprachlernprofile und individuelle Wege zur Mehrsprachigkeit mit der interkomprehensiven Methode* • Der Vortrag stellt Teilergebnisse meiner Forschung zur Interkomprehension vor. Es handelt sich um eine empirische qualitative Forschung, die auf die individuellen Strategien von Lehramtstudierenden des Faches Französisch für die Realschule sowie für die Grund- und Hauptschule beim Erwerb einer weiteren romanischen Sprache fokussiert. Ausgehend von individuellen Sprachlernprofilen der Probanden werden Anregungen zur Herausbildung eines neuen fachdidaktischen Grundverständnisses unterbreitet.

isabelle.mordellet@uni-koblenz.de • U of Koblenz-Landau • Germany

Morek, Miriam • *The acquisition of extended discourse in family interactions and classroom discourse* • The PhD project examines first-graders' acquisition of oral discourse skills (i.e. narrating, explaining) in natural interactions. By methods of conversation analysis

interactive patterns and acquisitional mechanisms in informal and institutional situations (family interactions and classroom discourse) are reconstructed micro-analytically in order to compare what (different) discourse skills are treated as relevant for children to perform and achieve.

miriam.morek@uni-dortmund.de • U of Dortmund • Germany

Morgan, Liam • *Home language maintenance* • Using data from a study involving Chinese (Mandarin and Cantonese) speaking parents in Sydney, Australia and a survey of formal and informal opportunities for maintaining the home language, this paper will examine the benefits of home language maintenance in terms of social identity and cognitive development of secondary school children. It will critically examine the range of factors that inhibit and encourage home language maintenance from the perspectives of home, school and society.

liam.morgan@uts.edu.au • U of Technology, Sydney • Australia

Morimoto, Ikuyo / Suzuki, Kana / Mizukami, Etsuo / Otsuka, Hiroko • *Categorization in Japanese group discussion: Its advantages and disadvantages* • The purpose of this study is to analyze one specific way in which the moderator organizes group discussion, focusing on how he/she categorizes the discussants present. The analysis of the videotaped group discussion showed that attributing a category to a participant might have a risk of influencing him to take a certain course of action, though it encourages the exchange between participants. This is a crucial issue in considering the moderator's neutrality in group discussion.

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etsuo.mizukami@atr.jp • ATR • Japan
hotsuka@ibs.or.jp • IBS • Japan

Moriya, Yasuyo • *Incorporating multilingualism in the development of the English language into English teaching* • This paper reconsiders the multilingualism that the English language has undergone and proposes how to incorporate this hybrid nature into English teaching. Due to contact with different languages at different times, English has continued to adopt foreign elements. The paper introduces teaching materials that help students understand how English has had contact with other languages, know the importance of studying the language in actual context, and realize ongoing changes in today's world.

moriya@icu.ac.jp • International Christian U • Japan

Moroni, Manuela • *Morphosyntaktische Merkmale mündlicher deutschsprachiger Wissenschaftskommunikation* • In dem Beitrag wird der Frage nachgegangen, welche morphosyntaktische Merkmale der mündlichen deutschsprachigen Wissenschaftskommunikation für italienische Studierende der deutschen Sprachwissenschaft besonders zu Schwierigkeiten führen. Hierzu werden anhand eines Korpus von Referaten deutsch- und italienischsprachiger Studierender Lösungsstrategien entwickelt.

manuela.moroni@unibg.it • U Trento • Italy

Morule, Nomasomi • *Implementing macro level language policies at the school level: Some challenges and success stories* • The study measures the success of implementing a macro level language policy at school level. It highlight the changes this poses and also indicates the possible strategies that could fast-track the realization of this imperative. Setswana, English and Afrikaans are used as examples.

nomasomi@starmail.co.za • North-West U, Mafikeng Campus • South Africa

Motobayashi, Kyoko • *Kokugo, Nihongo and Eigo: Japan between the symbolic "West" and the symbolic "East"* • Based on a social semiotic analysis of language-related educational policies in contemporary Japan, this paper first reports the construction of three different languages (Kokugo, Nihongo and Eigo) and the categorization of language learners in the policy documents. Then, the findings are discussed in terms of the linguistic resource distribution, and further, of the Japanese relations with the symbolic "West" and the symbolic "East", the most important aporia since the Japanese modernization.

kmotobayashi@oise.utoronto.ca • OISE / U of Toronto • Canada

Mouti, Anna • *Modeling test takers' learning styles with language test performance* • One of the test-taker characteristics which we assume that affects language test performance is learning style. We will identify the test takers' learning styles that influence test performance and then we will model those test taker characteristics with test performance to measure and explain the major influences on test performance.

mouti@frl.auth.gr • Aristotle U of Thessaloniki • Greece

Mozejko, Zbigniew P. • *Teaching English through immersion programs at the secondary level in Poland: The state-of-the-art* • The aim of the paper is to present the current state of teaching English through immersion programs in Poland 2004-2008 at the secondary level. The project investigates teachers and pupils and addresses research questions concerning teacher education, methodology, assessment of proficiency and content subject, through interviews and paper-and-pencil questionnaires. The discussion of selected findings leads to conclusions which may be pertinent to countries currently adopting immersion programs.

z.mozejko@uw.edu.pl • Warsaw U • Poland

Mpoche, Kizitus • *Second language learning in a multilingual setting: The primary school experience in Cameroon* • The paper examines language acquisition in a multilingual setting (Cameroon) taking into consideration diverse linguistic backgrounds. It makes claims and draws conclusions on the interlanguage of elementary learners of English as a second language based on Selinker's 1972 notion of interlanguage and other language contact phenomena.

kizitus@yahoo.com • U of Yaounde I • Cameroon

Müller, Romano • *Harmonisierung des Bildungswesen HarmoS: Die Festlegung von Bildungsstandards im Bereich der Schulsprache* • Für den Fachbereich Schulsprache hat ein Fachkonsortium ein Kompetenzmodell entwickelt. Dieses dient als Grundlage bei der Entwicklung von Lehrplänen und Leistungsmessungen. Das Kompetenzmodell besteht vier Äußerungsmodalitäten (Schreiben, Sprechen, Lesen, Hören) und je 5 Sprachhandlungsaspekten. Anhand einer repräsentativen SchülerInnenstichprobe (N = 6'600) wurde das Konstrukt in drei Sprachregionen der Schweiz getestet. Minimale Leistungsstandards für unterschiedliche Klassenstufen wurden definiert. Das überprüfte Kompetenzmodell und die festgelegten Minimalstandards werden dargestellt.

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Muikku-Werner, Pirkko Kaarina • *Bilingual couples* • To what extent is it difficult if one relinquishes the use of his or her native language? This paper deals with some central issues related to bilingual partnership, Finnish being always one of the two languages under discussion. My research conclusions are supported by data gathered in questionnaires and interviews.

pirkko.muikku-werner@joensuu.fi • U of Joensuu • Finland

Muñoz, Carmen • *Second language development during a stay abroad. Individual and contextual variability* • The paper explores the development of written and oral proficiency in a second language during a stay abroad through the analysis of analytical measures of fluency, accuracy and complexity. Written texts and oral conversations produced by two learners in a period of 12 months are analysed. The two learners varied in age and in proficiency level. Comparative analyses focus on the development of those proficiency dimensions in relation to modality, age, proficiency and learning context.

munoz@ub.edu • AESLA • Spain

Murata, Kumiko • *A comparative study of giving opinions in class* • This paper explores difficulties students may experience in giving opinions in class, drawing on data gleaned from the administration of questionnaires and interviews to Japanese and British students. It focuses specifically on the students' own accounts, comparing and contrasting them, and examines the background to these difficulties.

murata@waseda.jp • Waseda U • Japan

Murata, Yasumi / Tsuda, Sanae / Otsuka, Yoko / Shigemitsu, Yuka • *Listener responses and their impact on intercultural communication: Same phenomena, different rules* • We examine the listener responses of 'clarification,' 'back channels,' 'co-constructions' and 'turn taking' in English and Japanese conversations. Our results indicate that although these responses are found in English and Japanese conversations, there are differences in the way they are used. In one extreme case, because native speakers naturally abide by the rules of their native language, it induced unintended interpretations, resulting in a highly critical opinion of the other party.

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Murday, Kimmaree • *Hybrid vs. distance language learning: Will either option work for urban university students?* • Results will be presented from a two-semester longitudinal study of two non-traditional Spanish courses at an urban university in a mid-sized American city. One section was a distance course that met in person only for tests; the other was a hybrid format that included occasional face-to-face meetings. All other course elements were identical, including instructor, materials, homework and tests. Student progress measures include language gain, course progress, satisfaction and motivation.

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Muresan, Laura • *'QualiTraining' at grassroot level* • This presentation will focus on the ECML "QualiTraining" project ("A Training Guide for Quality Assurance") and its applicability to various teacher / trainer development contexts. It will explore how an integrative approach to quality assurance from a cross-cultural perspective can be relevant also to educationalists who do not have managerial responsibilities. A selection of activities from the 'QualiTraining Guide' will be introduced to facilitate discussions and the sharing of experience in this field.

laura.muresan@eaquals.org • PROSPER-ASE Language Centre • Romania

Murphy, Deirdre • *Identity and motivation in a learner autonomy-based L2 pronunciation pedagogy* • In this paper I highlight the potential for an effective L2 pronunciation pedagogy in a learner autonomy-based approach, rooted in the connection between learner identity and motivation and informed by Dornyei's (2005) L2 Motivational Self System.

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Murray, Adam • *Utilizing blogs as a foreign language tool* • Blogs (online diaries) are outlets of self-expression that allow writers to interact with their readers. This paper examines the potential educational value of blogs from the teacher's perspective and the students' perspective. Preliminary findings show that blogs have several characteristics that make them an effective tool for stimulating real communication that are not present in traditional writing assignments. In addition, survey results show that blogs appeal to students.

murray74@nifty.com • Tokyo Denki U • Japan

Murray, Garold • *Identity, community and autonomy: Stories of EFL learners in Japan* • This paper examines the language learning stories of Japanese who have attained intermediate to advanced levels of English language proficiency without having lived or studied outside of Japan in order to explore the interplay of identity, autonomy, and community (actual and imagined) in their language learning trajectories.

garold-murray@aiu.ac.jp • Akita International U • Japan

Mushchinina, Maria • *Zur Standardisierung der russischen Rechtsterminologie* • Die russische Terminologie des "geistigen Eigentums" befindet sich in einem Entwicklungsstadium. Ihre Verwendung ist je nach Textsorte in höherem oder geringerem Maße konsequent. Die mangelnde Standardisierung der Terminologie wirft die Frage der Zuverlässigkeit bestimmter juristischer Textsorten hinsichtlich ihrer Rolle als Quelle der Fachterminologie für Juristen und juristische Fachübersetzer auf.

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Myojin, Chiyo • *The application of the Shadowing Technique to EFL classroom teaching* • The Shadowing technique was originally adopted as a method of training Japanese professional simultaneous interpreters of English. This study explains in what ways and why the Shadowing technique is effective, and also how to introduce the technique in EFL classrooms effectively. This study also examines how much effect Shadowing produces on EFL learners' listening comprehension skills by chronologically observing two different groups of Japanese university students.

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Naganuma, Naoyuki / Miyajima, Mariko • *Seisen Academic Can-Do Framework and its implications to curriculum reform* • In this presentation we will report our current attempt in constructing Seisen Academic Can-Do Framework. The purpose of this framework is to measure the learners' academic English ability rather than their daily communicative ability. Seisen Academic Can-Do Framework is in the process of development and is now at an analysis stage of the can-do data obtained. Evaluation tasks are planned to be developed to confirm whether learners' have achieved the can-do abilities described in the framework.

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Nage, Mpho • *Blow or boom for multilingualism? Choice of Afrikaans by African learners in English medium schools* • While the Language policy framework of the post-apartheid South Africa aims at multilingualism and most importantly at developing all South African languages, the question is whether this will be achievable within an environment of continuing dominance of Afrikaans and English and whether this represents a unique challenge or opportunity for multilingualism and multiculturalism.

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Nagy, Ágota • *Manifestationen von Sprachenkontakt in der Czernowitzer Tageszeitung "Der Tag" (1932–1935)* • Das vorliegende

Referat beabsichtigt in kontaktlinguistischer Hinsicht eine Lücke zu schließen, indem es nebst einer kurzen Präsentation der soziolinguistischen und sprachpolitischen Situation in Czernowitz der 1930-er Jahre innovative Belege für deutsch-jiddisch-rumänische Sprachenkontaktphänomene schwerpunktmäßig auf der Ebene der Lexik, Morphologie und Semantik in der Pressesprache der Tageszeitung "Der Tag" (1932-1935) identifiziert, klassifiziert und kontaktlinguistisch interpretiert.

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Nakamura, Tomoko / Ishihara, Keiko • *The effects of CAI software, "Hi! Mr. Can," for Japanese EFL learners* • This paper examines the effects of CAI software created for unsuccessful EFL learners' acquisition of the inconsistent sound-to-spelling mappings of English words, which is prerequisite for further study of the target language. The task of the software is like that of the card game "concentration." We discuss three factors in regards to this software, individuality, interactivity, and immediate remediation, as well as ways to improve the software.

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Nakatsuhara, Fumiyo • *Conversational style in group oral tests: How do test-takers co-construct interaction?* • This research examines the impact of candidates' personality and proficiency-level on conversational style in group oral tests across three tasks and with two group sizes. Data from 269 subjects, who performed information-gap, ranking and discussion tasks in groups of three or four, were analysed in terms of goal-orientation, interactional contingency and quantitative dominance. The results suggest how to select group members/tasks without irrelevant effects of the two variables on performance.

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Nardi, Antonella • *Argumentationsstrategien italienischer Mehrsprachenlernender im Deutschen* • Gegenstand der Untersuchung sind Äußerungen von Studierenden der geistes- und der wirtschaftswissenschaftlichen Fakultäten in Hinblick auf besondere syntaktische Aspekte der analysierten Produktionen. Ziel der Analyse ist es, herauszufinden, ob, inwieweit und auf welcher Kompetenzstufe sich Argumentationsmodelle feststellen lassen, die auf die Mutter- bzw. auf die weiteren gelernten Fremdsprachen wie auch auf die Spezifizität der zwei verschiedenen Studiengänge zurückzuführen sind.

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Nassaji, Hossein • *The effects of spontaneous focus on form on learning the targeted forms in L2 classrooms* • This study examined the effects of spontaneous focus on form (FoF) on learning the targeted forms in adult L2 classrooms, and the role of three factors that might impact the usefulness of such FoF: language proficiency, type of FoF, and the student-teacher participation structures. The results showed that spontaneous FoF was fairly effective, and that its effectiveness was influenced by the learners' level of language proficiency as well as the type of participation structure.

nassaji@uvic.ca • U of Victoria • Canada

Navarro-Coy, Marta • *Helping postgraduate students to deal with scientific texts in English* • Postgraduate students in Spain usually need help in order to carry out research work due to the fact that most scientific documents are published in English. The main objective of this project is to help a group of students to improve their reading skills in English by showing them the existence of a variety of reading techniques and how their use can be of great help when we have to face reading tasks.

mnavarro@pdi.ucam.edu • UCAM, Campus de Los Jerónimos • Spain

Navracsics, Judit • *Early third language acquisition – the onset* • The main factor determining the development of the multilingual system, the general language effort, is determined by the speaker's perception of his/her communicative needs. In childhood, it is the parents' responsibility to support and make it possible for the child to meet his/her communicative needs in all the languages under acquisition. In this paper the emergence of the third language lexicon, the acquisition and storage of the first third language words will be in focus.

navju@yahoo.co.uk • U of Pannonia • Hungary •

Neba, Ayu'nwi N. • *The English language teacher and the falling standards of English/education in Cameroon* • While students' performance has been largely blamed on students and their habits towards second language acquisition in Cameroon, there is reason to think that teachers also have a significant role to play in this. This is predicated on the fact that teacher training is either not adequate or because of bad teacher student ration. This research set out to investigate this hypothesis and the findings confirm the hypothesis.

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Neff-van Aertselaer, JoAnne / Bunce, Caroline • *Transfer factors in the construction of collocations in Spanish EFL students' academic texts* • This study reports on the initial findings for the Spanish corpus (SPICLE) of the Error Tagging Project, based on the International Corpus of Learner English (ICLE). The 50,000-word SPICLE corpus of argumentative texts is used to empirically examine two collocational error types revealing L1 influence: Lexical Singular and Lexical Phrase. The study, which uses the two major collocation categories suggested by Benson, Benson and Ilson, analyzes these errors from a contrastive perspective.

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Nelson, Marie • *To spice up the workplace communication. Immigrants' use of idioms and intensifiers at work* • This paper addresses immigrants' way of using idioms and intensifiers in everyday communication at work. Data were collected through fieldwork within the framework of the KINSA project: "The communicative situation of immigrants at Swedish workplaces". Idioms and intensifiers are assumed to be used as socializing and integrative tools, and I will discuss in what way and to what extent the participants in my study use idioms and intensifiers to spice up their workplace communication.

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Nelson, Mark Evan • *What now for language in a multimedial world?* • This paper attempts to illuminate the contentious questions of whether and how to give language its particular due in the context of a dynamically changing and increasingly modally diverse textual landscape. Making specific reference to empirical research conducted at a Japanese university and within a multilingual online network of youth, the author suggests inroads to new, applicable understandings of how language pedagogy and new literacy studies might be practically integrated.

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Neumann, Stella / Hansen-Schirra, Silvia • *Learning from translators: A corpus-based examination of translation procedures* • Translation procedures are adopted by translators to handle contrastive difference between two languages. This paper reports on a corpus-based study where procedures are extracted from an annotated and aligned corpus and then classified according to language and text typological considerations. The findings give a better understanding of specific translation properties.

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Neves, Maralice • *Imaginary and symbolic identification of language teachers in professional continuing education* • I present aspects studied in the discourse of public school teachers taking part in an extra-mural project conducted by a research team at Universidade Federal de Minas Gerais, Brasil. I take concepts of discourse analysis assuming identities stablished through language. I analyse the teachers' talk about language, learning, teaching, etc. I find that despite stating how much the new theories have changed their practice, it is their life history that determines their positions in their practices.

maralice_neves@hotmail.com • UFMG • Brazil

Ngwenya, Themba • *Social identity, linguistic creativity and window-dressing* • The paper discusses how South Africa is promoting multilingualism to facilitate nation-building. The qualitative methodology used involved the use of various primary texts, and a survey. The results indicated that although multilingualism may conceal the still prevalent unequal power-relations in South Africa, the benefits it can yield outnumber the threat.

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Nicholas, Howard • *Second language learning for low literacy learners in the Australian Adult Migrant Education Program* • This paper reports on longitudinal and cross-sectional data from the Australian Adult Migrant English program that explores the issue of the nature and extent of progress in the second language that is made by learners with low literacy backgrounds (in their first language) as a consequence of their refugee experiences.

h.nicholas@latrobe.edu.au • La Trobe U • Australia

Nickl, Markus • *Is technical writing dead?* • Today technical writing is one of the major success stories of applied linguistics. But there are also first signs that indicate a not so rosy future, e. g. fragmented writing processes in modular authoring tools; restricted linguistic creativity in controlled language settings; demands for largely self-explanatory products. Thus technical writing might soon become remote from linguistics. Consequently the presentation will analyse what future perspectives technical writing has and where linguistics come into play.

markus.nickl@doctima.de • doctima GmbH • Germany

Nicola, Nassira • *Signs of conflict: Language, power and bilingual Deaf education in Montreal* • As the international Deaf community gains recognition as a linguistic minority, many countries and regions have begun implementing bilingual education programs in which the local signed language is used as the first language of instruction. This shift is not uncontroversial, however, especially when a signed language displaces another historically subordinated language. This paper addresses the struggle to implement mother-tongue education in a Deaf primary school in Francophone Montreal.

nnicola@uchicago.edu • U of Chicago • USA

Nied Curcio, Martina • *A German-Italian learner's dictionary of polysemic verbs* • This Italian-German dictionary is a special type of learner's dictionary, including the most frequent polysemic verbs. It is based on both semantic and syntactic description (valence, collocation, semantic roles, etc.), and includes context aspects and contrastive analyses. At the congress the lexicographical description and didactic aspects will be presented.

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Niehr, Thomas • *Sprachkritik und Sprachwandel im Spiegel der Lexikographie von Adelung bis Wikipedia* • In meinem Vortrag soll gezeigt werden, dass nicht nur Sprachwandel, sondern auch Sprachkritik ihren Niederschlag in historischen wie aktuellen Wörterbüchern findet. Anhand von Beispielen aus historischen wie aktuellen Wörterbüchern soll das sprachkritische Potenzial von Wörterbüchern

illustriert werden. Weiterhin möchte ich skizzieren, welche Bedeutung die Wörterbuch-Analyse für eine soziopragmatische Sprachgeschichtsschreibung hat.

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Nishihori, Yuri • *Effectiveness of collaborative language learning in a multicultural distance class over broadband networks* • The network technology has enabled us to realize multi-point connections on the Internet using videoconferencing systems. Assessing the effectiveness of this kind of system, however, has not been surveyed enough to support effective multicultural language learning in TEFL. Our project investigates how a multicultural distance class can be facilitated between China, Korea, Thailand and Japan using interactive communication tools, including a high-quality video conferencing system.

yuri@iic.hokudai.ac.jp • Hokkaido U • Japan

Nishimura, Fumiko • *Refusal strategies in Japanese and English: Analysis of role-play conversation* • This study analyzed conversational data of declining a friend's request collected from 32 Japanese pairs and 32 New Zealand pairs using a role-play technique. The data showed similarities, but differences on the preference on the type of excuses and the way of carrying on conversation between the two nations. These findings will be discussed in the light of results from other invitation-refusal role-play data collected by the author in the conference.

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Nishino, Takako • *Communicative approach in Japanese high schools: Teachers' beliefs and classroom practices* • This study is an investigation of Japanese high school teachers' (N = 139) beliefs and practices regarding communicative language teaching (CLT). Results gained from a questionnaire and classroom observations show that CLT has not yet been widely used in Japanese high schools despite teachers' positive beliefs about CLT. They also indicate that contextual factors, teachers' perceived teaching efficacy, and in-service training appear to predict the teachers' use of CLT to a considerable extent.

west@kitanet.ne.jp • Temple U • Japan

Nitta, Ryo • *Incidental focus-on-form through strategic and on-line planning* • This study investigates the effects of strategic and on-line planning on L2 oral performance in different proficiency levels by quantitative analysis of task performance and qualitative analysis of retrospective interviews. The findings reveal that high proficiency speakers tended to maintain balanced attention to various parts of speech production in on-line planning, while low proficiency speakers engaged more in linguistic operations in any planning opportunities.

r.nitta@ngu.ac.jp • Nagoya Gakuin U • Japan

Nittono, Miharu • *Japanese men and women are hedging* • Gender research on hedging has found that women hedge more often, and in predominately interpersonal ways. Challenging these claims, this paper examines actual hedging use among Japanese men and women in close friend talk. Although female participants hedged more frequently than males, there was no major gender difference in how frequently the propositional and interpersonal functions were used. Possible reasons for these findings are discussed, including the speakers' goals and formality level.

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Nizegorodcew, Anna • *Designing a multicultural module in teacher education* • This paper is focused on a multicultural and multilingual module in teacher education. The proposed module is part of the project devoted to the creation of a new European Joint Master Degree in Teacher Education (EMETT). The overall goal of the EMETT

project is to raise European trainee teachers' multicultural and multilingual awareness. This paper presents the EMETT project module design in progress.

annanizegorodcew@yahoo.com • Jagiellonian U • Poland

Noro, Tokuji • *Introducing "listening stress": How stress affects listening comprehension* • Though anxiety is known to influence comprehension, it has been regarded as a relatively stable learner attribute, and its dynamic involvement in the listening comprehension process has not been directly examined. This presentation introduces listening stress as an alternative to anxiety, justifying its rationale and illustrating how it affects comprehension.

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Norrick, Neal • *Functions of interjections in conversational storytelling* • I investigate the functions of interjections in conversational storytelling, particularly within constructed dialogue. Interjections are associated with the expression of cognitive states, but they serve a wide range of functions in spoken discourse, accompanying direct speech, marking evaluations, the narrative climax and coda. I identify the roles of interjections in structuring narrative performance and seek to explain their discourse characteristics as far as possible in universal terms.

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Nottbusch, Guido • *Eye movements in written sentence production* • The production of written sentences is determined by the linguistic properties of the words involved and also by superordinate conceptual and syntactic tasks. In order to test for the size of the processing units in varying syntactic contexts a picture describing experiment with eye movement and keystroke logging was conducted. The effects of number and ordination were tested. Correlations between the syntactic structures, pause types and pause lengths will be discussed.

guido.nottbusch@uni-bielefeld.de • U of Bielefeld • Germany

Noueshi, Mona • *Sprache und Manipulation* • Der Vortrag soll einen Überblick über Sprache und Manipulation geben. Anhand einer linguostilistischen Analyse einiger exerpierter Beispiele aus unterschiedlichen Textsorten soll gezeigt werden, welche sprachlich-stilistischen Mittel zu Gunsten der Manipulation verwendet werden.

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Novak Milic, Jasna / Jelaska, Zrinka / Cvikic, Lidija • *Importance of intercultural education and competence in learning small languages* • Based on the results of a specially designed questionnaire and previous research, the authors propose cultural content for the Croatian curriculum that fulfills learners' needs depending on the status of the Croatian language (majority language, official language, neighboring language, heritage language etc.) and their native culture. Conclusions are applicable to other "small" languages, i.e. cultures, like Croatian.

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Nuñez, Carolina A. • *Coherence features of Eesays by Filipino freshmen – ESL texts in a multilingual context* • This study describes rhetorical features of essays written under test conditions by college freshmen. Specifically it investigates coherence patterns of the essays using topical structure analysis (Lautamatti 1987). It also provides a physical count of totals and averages of words and t-units per paragraph and in the entire sample.

cnunez@ateneo.edu • Ateneo de Manila U • Philippines

Núñez-Perucha, Begoña • *Interdiscursivity and dialogism in the media: The case of advertising* • This paper explores the role of interdiscursivity and dialogism in advertising by examining different adverts which contain first and third person narratives. More specifically, it addresses the following questions: (i) the articulation of narrative discourse, with special emphasis on narrative structure (Labov, 1972) and (ii) the textual voices and positioning of the reader, focusing mainly on narrative voice (Fowler, 1986) and on the relations between narrator, advertiser and addressee.

begonia@filol.ucm.es • U Complutense Madrid • Spain

Ó Duibhir, Pádraig • *Immersion pupils' awareness of the features of their spoken Irish* • The speaking skills acquired by Irish immersion pupils tend not to reach native speaker levels. This study used a 'stimulated recall' to investigate pupils' awareness of the features of their spoken Irish. The implications for the instructional strategies adopted in immersion programmes are examined in light of the findings.

padraig.oduibhir@spd.dcu.ie • St. Patrick's College, Dublin• Ireland

O'Bryan, Anne / Hegelheimer, Volker • *Enhancing strategy training through emerging technologies: Podcasting and listening comprehension* • This presentation will detail a mixed-methods investigation into the reported strategy use of four students enrolled in an ESL listening strategies course who completed a series of increasingly difficult podcast-delivered listening comprehension tasks along with a think-aloud procedure once a month throughout the semester. In addition, we will explore whether there is a relationship between students' reported listening strategies during the think-aloud procedures and those taught in class.

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O'Leary, Christine • *Should learner autonomy be assessed?* • Assessment does not simply provide information on the students' progress; it can also be used to improve students' approach to learning. This paper will explore the pedagogical benefits of assessing the degree of autonomy demonstrated by undergraduate language learners as part of their programme of study at Sheffield Hallam University (UK).

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O'Mochain, Robert • *Discussing gender and sexuality in the classroom: Queer narratives in EFL classrooms in Japan* • This presentation explains how a language educator in a women's junior college and in a co-educational university in Japan found and implemented an appropriate teaching strategy to explore issues of gender and sexuality with students. This strategy involved the use of a narrative-based pedagogy, which used life-history narratives from interviews with queer individuals which elicited in-class responses.

robertomochain@yahoo.co.jp • Osaka U • Japan

O'Rourke, Breffni • *Attentional focus in synchronous CMC: Comparing L1 and L2* • This paper examines data from an eye-tracker study of bilingual conversations in a synchronous computer-mediated communication environment, in an attempt to determine whether the (re-)reading behaviours of study participants differ between L1 and L2. Lack of such a difference would leave open the possibility that the medium inherently influences (re-)reading behaviours; by contrast, evidence of an L1/L2 difference would suggest that learners exploit the medium's affordances strategically.

breffni.orourke@tcd.ie • Trinity College Dublin • Ireland

Obari, Hiroyuki • *How to assess English prosody with IT? CASEC – computer test and shadowing practice* • I conducted an experiment to find out the English utterances of the Japanese speakers to get to the proper prosody of English. 20 Japanese male and female speakers were chosen to read the ABC News script of 7 sentences several

times. After shadowing the practices, the experiment showed us the unique characteristics in utterances. They tended to read English sentences about 30% faster while taking fewer pauses and with less flat accent in the second readings.

hobari@gmail.com • Aoyama Gakuin U • Japan

Oda, Masaki • *"The website says…": The role of citation in creating "racist" discourse on the net* • An analysis of discourses related to 'racism' created on the net was conducted with a special attention to the role of citations. The presenter will discuss the chronological developments of discourses and their affects to the public, along with a series of interviews to the general public to discuss potential dangers involved in such process and conclude the paper with suggestions for preventing ourselves from being controlled by such discourses.

oda@lit.tamagawa.ac.jp • Tamagawa U • Japan

Okabe, Junko • *How students use peer comments: With rejection, appreciation or sympathy?* • This study explores the effective use of peer response activities in Japanese EFL writing classes at univeristy education. It reports on some of the findings of a study conducted through an English course with 15 subjects to investigate: (a) what is the content of the peer comments; (b) whether and how students use their received peer comments.The results show that the subjects tend to appreciate warm recognition and sympathy from the peers, and objective critical suggestion from the teacher.

okabe@kwansei.ac.jp • Kwansei Gakuin U • Japan

Oliveira, Ana Luísa / Ançã, Maria Helena • *Representations of Slavic immigrant students towards the appropriation process of Portuguese* • This paper relies on two main principles: (i) language teaching/learning process aims at developing a Plurilingual Competence; and (ii) representations and individuals' linguistics and didactic practices are closely interconnected. In this paper we will discuss some results concerning two Slavic students' images towards the impact of their previous acquired languages in the learning process of a "shelter language", as portrayed by them in their Life Narratives.

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Omura, Yoshihiro • *Impact of different accents in the TOEIC (Test of English for International Communication) test* • As of May 2006, Educational Testing Service renewed the TOEIC test to incorporate accents of English in the listening section from four different countries/areas: the Unites States, Canada, Britain, and Australia/New Zealand, following the trend of international intelligibility. The majority of EFL material in Japan is based on American English, and thus, this researcher presumes that students would feel more comfortable with American English and score better. Would this really be the case?

yomura794@aol.com • Kinki U • Japan

Ongstad, Sigmund • *Discourse and/or genre? Consequences for balancing validity and relevance?* • The paper problematises double reciprocities between discourse-genre as well as validity-relevance in light of positioning theory, by analysing critically examples of discourse analyses. A key issue is to reveal serious methodological and ethical consequences when positioning theories and approaches through more or less systemic concepts for relating micro/macro (utterance/context).

sigmund.ongstad@lu.hio.no • Oslo U College • Norway

Ono, Naomi / Takanashi, Tsuneo / Takano, Emiko / Oi, Kyoko / Robson, Gordon • *Whole language based reading instruction for elementary school students* • The purpose of this research is to compare the effects of whole language based reading instruction with structure-focused reading instruction termed "traditional reading instruction" for teaching English reading to Japanese elementary school students. The study reports on the results of both statistical

and qualitative analyses of the data. It suggests that the whole language approach is more effective in helping students to learn English and improve their English skills.

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Onoda, Sakae • *Investigating learners' pathways to proficiency development* • The paper presents the results of a survey-based research study investigating the relationship among motivational traits, self-regulation, and English language proficiency. Focusing on a group of Japanese English major college students, data were obtained from self-regulation and motivation instruments, as well as language proficiency test scores.

onoda@kanda.kuis.ac.jp • Kanda U of International Studies • Japan

Oriyama, Kaya • *Maintaining a minority language into adulthood: Japanese-English bilinguals in Sydney* • This paper presents the results of a follow-up study on minority language maintenance of Japanese-English bilinguals in Sydney whose Japanese literacy development and maintenance was studied 10 years ago at school-age. It examines the degree of maintenance, contributing factors, and the effects of the individual and the socio-cultural contexts.

kaya.oriyama@vuw.ac.nz • Victoria U of Wellington • New Zealand

Oruç, Nesrin • *Input or output? Effects of visually enhanced input and pushed output* • Effects of visually enhanced input and pushed output on the acquisition of the chosen target form for the learners of English by Turkish native speakers have been investigated in a pre-post test design. SPSS results reveal statistically significant effects for the pushed output group and delayed post-test results support retention for the same group.

nesrin.oruc@deu.edu.tr • Dokuz Eylül U • Turkey

Ostheider, Teja • *"3rd Person Response" as a form of overaccommodation towards foreign and handicapped people* • Based on field studies focusing on communication behaviour towards foreigners (F) and wheelchair users (WU) in Japan, this presentation identifies communication exchanges in which an interlocutor responds to an accompanying third person instead of the F/WU who initiated the conversation. The data support the hypothesis that this behaviour is largely determined by psychological factors such as misconceptions regarding the communicative competence of the F/WU.

osteja@kindai.ac.jp • Kwansei Gakuin U • Japan

Otwinowska-Kasztelanic, Agnieszka • *Triggering positive transfer: Raising awareness of cognate vocabulary in Polish students of English* • English and Polish share a great number of cognate words and expressions. Due to positive lexical transfer even a beginner's vocabulary can surge within a relatively short time. However, research shows that only learners trained to use cognate vocabulary can use its potential. The present paper reports on the results of experiments carried out on Polish beginner and advanced learners of English undergoing intensive lexical awareness training in the area of cognate vocabulary.

a.otwinowska@uw.edu.pl • U of Warsaw • Poland

Ozturk, Hande • *Opening Pandora's box: English mixing in Turkish television commercials* • There has been a growing body of research which documents English mixing in non-English-language advertising.This preliminary study investigates English mixing in Turkish television commercials in order to find out to what extent they are English mixed and what purposes English mixing serves in the Turkish

context. A corpus of 150 television commercials video-taped during weekend prime times from January to March, 2007 are analyzed for the purposes of this study.

mhande78@yahoo.com • Turkey

Ozvalda, Margit • *"I said, I will not be a lawyer anymore": Turning points in business mediators' narratives* • This paper explores representations of professional identities in research interviews with business mediators. Starting from a quantitative account of personal pronoun/ verbal process use, the integrated study then focuses on narratives which were triggered by questions like e.g. the defining moments of the mediators' careers, and attempts to trace the linguistic strategies in depictions of turning points, or beneath attempts to distinguish mediation from other, older rivalling professions.

ozvalda@wu-wien.ac.at • Vienna U of Economics and Business Administration • Austria

Paatola, Ulla • *Pragmatic particles in the lingua franca English of a Nordic company* • I analyse turn-initial particles in the lingua franca English of a Finnish-Swedish company. My data consist of a videoed meeting of the company. In the data, turns are frequently initiated by 'but' and 'and'. I suggest that the words function as multi-purpose buffers and that they have separate turn-allocational tasks. This is explained by the informants' interlanguage grammars and simplified or direct politeness strategies. The results are potentially useful for business English teaching.

ulla.paatola@helsinki.fi • U of Helsinki • Finland

Pajtek, Alina C. / Strauss, Susan G. • The tastes of necessity and luxury: Culture as reflected in TV cooking shows from the US and Romania • We draw on Bourdieu's (1984) dichotomy: the taste of necessity and taste of luxury, and analyze the indexicalization of both class and culture through references to: time, ingredients, convenience and taste in TV cooking shows. Though these shows reflect seemingly competing sets of values, what they share is an idealization of class, culture, and taste preferences variably in concert and in conflict with broad issues of taste as embodied by the larger viewing audiences to which they appeal.

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Papaioannou, Vasiliki • *Teachers' experiences in a distinctive UK-based multilingual school* • Dombey School is a multilingual school where most staff members are at least bilingual. This qualitative case study explores teachers' experiences in the above school and looks for evidence that its multilingual identity and school culture offer particular advantages or disadvantages to teachers in terms of work and professional development.

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Papakyriakou, Antroulla • *European Language Policy and the Case of Cyprus* • The presentation will comment on a selection of researches initiated and recommendations made by the Council of Europe. It will also put forward an introduction to the language policy in the educational system of Cyprus (all levels of education with special consideration of the institutions of tertiary education). The educational system of Cyprus will be compared to those of other European countries along the following parameters: spectrum of languages taught, time of the introduction in the curriculum and duration of the delivery of the language courses, as well as the existence/non existence of CLIL. Weaknesses and strengths of the system will be identified and recommendations for improvement will be made.

papakyriakou.a@intercollege.ac.cy • U of Nicosia • Cyprus

Paradowski, Michał B. • *Die Muttersprache neu entdeckt – Vorstellung des Sprachinterfacemodells* • In der Sprachinterfacemethode soll die Erläuterung neuer Strukturen und Abhängigkeiten einer Aufklärung der in der Muttersprache vorkommenden Erscheinungen erfolgen. Die ersten Übungen bestehen in der Anwendung von den Prinzipien der Bestimmungssprache in S1-Texten. Auf diese Weise prägt sich der Lernende die Kenntnis der Anwendung der neuen Konstruktionen ein, noch bevor er diese Konstruktionen in einem linguistisch neuen Kontext anwenden kann.

michal.paradowski@uw.edu.pl • U of Warsaw • Poland

Park, Eun Sung • *Learner-generated noticing of second language input* • The current study explored learner-generated noticing by two L1 groups under two conditions: (a) 'zero knowledge' condition, and (b) 'some knowledge' condition. Sixty Japanese and English speakers who had no knowledge of the L2 (i.e., Korean) were exposed to written L2 input and probed for the focus of their attention. Results are reported with respect to the L2 input features that learners noticed, and the strategies that they employed to aid their noticing.

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Parks, Susan • *Maximizing target language use in ESL high school classes: An inquiry into student teachers' stances* • Although the role of the first language (L1) in second/foreign language teaching continues to generate debate, little research has focused on how teacher education programs might impact on the way student teachers ultimately position themselves. The present paper explores this issue in regard to 16 student teachers during their final practicum teaching ESL in the elementary grades or high school in Quebec (Canada). Discussion will focus on a ranking of factors and case study data.

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Pavesi, Maria • *Conversational routines in film translation* • Conversational routines or formulas are prefabricated linguistic expressions conveying conventional pragmatic meanings associated to specific speech situations. Starting from a corpus of contemporary films translated from English into Italian, the dubbing of routines used in structuring oral discourse and interpersonal relations will be analyzed and discussed in relation to the inherent complexity of transferring these socio-pragmatic phenomena within the constraints of film translation.

maria.pavesi@unipv.it • U of Pavia • Italy

Pavić Pintarić, Anita • *„Kleider machen Laune" – Modifikationen im deutschen und kroatischen Modejargon* • In diesem Beitrag werden modifizierte Phraseologismen im Modejargon der deutschen und kroatischen Frauenzeitschriften untersucht. Die Modifikationstypen, die Stelle der Modifikationen im Text und die Rezeption von modifizierten Phraseologismen werden untersucht. •

apintari@unizd.hr • U of Zadar • Croatia

Pavlou, Pavlos • Age and gender stratification of English loanwords in Cypriot Greek • The current study investigates the status of the English loanwords in Cypriot Greek. It attempts to compare the current situation with the one described by Papapavlou, 1988. Also, it examines the extent to which there is age and gender stratification with respect to passive knowledge and active use of English loanwords.

ppavlou@ucy.ac.cy • U of Cyprus • Cyprus

Pavlov, Vladimir • A systemic lexicon model: Bridging the gap between parts of speech and semantic fields • The model presents the lexicon as a hierarchical system of parts of speech and their subclasses, and semantic fields and subfields. The two types of word classes overlap on the level of lexical sets, lexical groupings whose members have the properties of one grammatical class and one semantic field. Lexical variation, which is another piece of evidence supporting the above model, takes three forms: functional, semantic and mixed and can occur at all levels of the above model of the lexicon.

vladimir.pavlov@uwrf.edu • U of Wisconsin, River Falls • USA

Pazvant, Ozlem / Han, ZhaoHong • *Investigating the quality of input in an EFL setting* • SLA research has suggested that ungrammatical input may contribute to fossilization. The presenters will report on the first part of a longitudinal case study that examines this very issue. Specifically, incidences of corrective feedback and grammaticality judgments were collected or elicited from an EFL teacher over an extended period of 20 months, and the results revealed that the teacher's corrective behaviors were not random; rather, they were underlain by her own grammatical competence.

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joanna.pedzisz@neostrada.pl • Maria Curie U • Poland

Peng, Jian E. • Dynamic fluctuations of willingness to communicate in Chinese EFL classroom: A multiple-case study • This paper presents a longitudinal multi-case study on the situational and dynamic nature of willingness to communicate (WTC) in English among Chinese EFL university students inside the classroom. Despite the fruitful findings concerning the variables influencing WTC in a second language, how and why WTC in English varies over time and across classroom situations remains under-investigated. This study provides rich contextualised evidence serving as a springboard for future inquiry in this area.

jpen9319@mail.usyd.edu.au • U of Sydney • Australia

Peng, Virginia / Shimizu, Yuko • *ESP based program for economics students in a Japanese university* • In the development of a curriculum for Economics students at a Japanese university, an English for Specific Purposes approach was employed. Data were gathered by various means including a needs analysis from alumni. In addition, an analysis was made of an Economics textbook that students were required to read. Based on these data, a curriculum and materials were developed for an English language program for Economics students.

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yukos@ec.ritsumei.ac.jp • Ritsumeikan U • Japan

Pentzold, Christian • *Bilingualer Vergleich von Argumentationsmustern in den Wissensaushandlungsprozessen von Wikipedia* • Der Vortrag vergleicht die Argumentationsmuster in den diskursiven Aushandlungsprozessen zweier Wikipedia-Artikel. Mittels des argumentationsanalytischen Instrumentariums erfolgt die Bestandsaufnahme kontextspezifischer Topoi eines deutschsprachigen Artikels, die mit denen des englischen Pendants verglichen werden. Der Vergleich ist somit kein inter-nationaler, sondern inter-lingualer, da Wikipedia nicht in territorialen, sondern sprachlich begrenzten Diskursräumen organisiert ist.

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Pepin, Nicolas • *Multimodality and the construction of knowledge in second language classroom interaction* • In this paper I present some results from an initial investigation on the role of multimodality in second language classroom interaction. Two dimensions of multimodality (intonation and body movements) were investigated in a collection of guided learning sequences such as scaffolding and correction sequences. The corpus contains nearly 100 English and French lessons that were video-recorded in 2005 and 2006 in a compulsory school in Basle, Switzerland.

nicolas.pepin@unibas.ch • U of Basel • Switzerland

Pereira, Ariovaldo • *Representations of gender in Brazilian textbooks for EFL teaching: Gendered discourses in classroom* • This paper presents the results of a research conducted in a PhD program in Applied Linguistics at the State University of Campinas (UNICAMP), Brazil. The main object of the research is a critical discourse analysis of representations of gender in texts of Brazilian textbooks for EFL teaching in public schools, their influence on classroom discourse and the relation with gendered discourses circulating in Brazilian society. Concepts such as gender, discourse, ideology and multimodality are discussed.

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Pereira, Maria • *Literacy practices: Minas Gerais State's migrants returning from the Unted States of America* • English as a way of exclusion and/or inclusion in work activities, in narratives told by migrants from Minas Gerais State returning from the United States. Qualitative research: sociolinguistics interview. Ideological literacy. English learning at school, or at work. Ethnical identity reconfigurations. American and Brazilian speech communities associations and dissociations through reflexive attitude.

mgdpereira@terra.com.br • PUC-Rio • Brazil

Pereira Fritzen, Maristela • *Vom Deutsch zum Portugiesisch: Code-Switching bei deutsch-brasilianischen Kindern* • Die vorliegende Arbeit beabsichtigt einen Beitrag insbesondere zu denjenigen Studien zu liefern, die vorrangig die soziale Perspektive im Kontakt und Konflikt der Sprachen betrachten. Vor dem theoretischen Hintergrund der Interaktionalen Soziolinguistik wird die bilinguale Sprachpraxis zweisprachiger Kinder im Klassenzimmer einer monolingualen Grundschule, die in einem deutschen Immigrationsgebiet Südbrasiliens liegt, thematisiert und das Code-Switching interpretiert.

mpmf@furb.br • FURB • Brazil

Pérez, Isabel / Jáimez, Sacramento • *Developing key competences: Language learning and ICT in the implementation of the Plurilingualism Plan* • The European Year of Languages launched a new programme which the language Policy Division presented at the intergovernmental Conference at Strasbourg (2002), in which plurilingualism-centred language education was among its main objectives for all Europe. In this talk we would present how the Andalusian education authorities have carried out a plan of plurilingualism in our region and how it has been connected and supported by the use of ICT in schools. We will also present the results of the first 2 years as well as future action lines.

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sacrajaimezm@yahoo.co.uk • Consejería de Educación y Ciencia • Spain

Perrin, Geoff • *Is a test of speaking a test of language?* • In this investigation, an attempt was made to remove the extraneous factors in oral exams by asking groups of examiners to assess the performance of candidates purely on the basis of written transcripts. Other groups of examiners were allowed to watch videos of the same exams. The aim of this paper will be to look more closely into the issue of whether oral examiners grade differently when the only basis for assessment is a chunk of language.

geoffperrin@web.de • German Government Language Centre • Germany

Peters, Elke • *Promoting L2 productive vocabulary acquisition* • This study explores whether an attention-drawing technique has a positive effect on EFL students' productive vocabulary learning of individual words as well as of collocations when they read a text. We expect to find that the use of such a technique will foster vocabulary learning. The technique under investigation is a collocation-directing task: asking L2 learners to write down both unfamiliar individual words and collocations as a preparation for an upcoming vocabulary test.

elke.peters@lessius.eu • Lessius Hogeschool Antwerp • Belgium

Petersen, Margrethe • *Is ERASMUS furthering multilingualism? The case of non-language exchange students in Scandinavia* • One aim of the ERASMUS program is the furthering of multilingualism in Europe. This paper examines under what conditions the aim is achieved in the case of non-language exchange students coming to Scandinavia. The paper draws on a longitudinal study involving interviews with, and tests done by, 240 exchange students during their study-abroad period. The paper relates successful cases to factors such as motivation, interaction and institutional language policies.

margrethe.petersen@asb.dk • U of Aarhus • Denmark

Petric, Bojana • *"Who is Drenik to criticise Chomsky?" Critical citations in student L2 writing* • The presentation focuses on the use of critical citations by students from Central and Eastern Europe writing master's theses in English. Using text analysis and interviews with students, I explore students' perspectives on the use of critical citations as well as quantitative and qualitative differences in their realisation in high and low rated master's theses.

bojana_petric@yahoo.com • U of Essex • UK

Piccardo, Enrica • *Dealing with emotions to model teacher professional development: The case of an online forum* • If training sessions are to be considered as an opportunity for providing models of interaction and for dealing with the psychosocial aspect of the class, then greater attention must be paid to the how development is offered and not only to the what. In an online professional forum the linguistic content is in charge of the semantic dimension of the exchange as well as of the emotional one. Moving from this corpus the relationship between emotions and professional development will be analysed.

enricapiccardo@gmail.com • IUFM U of Grenoble • France

Pinyana, Àngels • *What do EFL learners tell us about their oral production self-assessment?* • Despite the benefits attributed to self-assessment and their beneficial effects in the promotion of autonomy, it is acknowledged that learners might not have the necessary experience to make judgements about their learning. This study explores the cognitive processes that lead to oral production self-assessment. Issues like learner's experience and ability to self-assess their oral performance, influence of self-assessment instruments, effect of students' foreign language competence and of learner training for self-assessment are discussed.

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Pires Pereira, Maria Cristina / Azevedo Fronza, Catia de • *Sign Language Interpreters Proficiency* • This paper focus on the tests of admittance of candidates to courses of sign language interpreting in Brazil. How proficiency of sign language interpreters had been assessed with regard to the specific aspects that are required to a language interaction mediator.

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Plathner, Jean-Georges • *"Conscientisation" in the FFL classroom* • The paper presents an empirically grounded study of Swedish students' attempt to alter their input processing of a complex structure (the subjonctif) through consciousness raising and metalinguistic activities carried out in interaction.

jean-georges.plathner@vxu.se • Växjö U • Sweden

Pleines, Christine / Duensing, Annette • *Investigating fluency, accuracy and complexity in spoken outputs of distance language learners* • Distance language learners with only limited access to face-to-face or interactive online tuition nevertheless perceive improvements in their speaking skills which correlate with their spoken assessment results. An analysis of a learner corpus with regard to fluency, accuracy and complexity shows significant changes in some areas, but also highlights the effects of task type and language level.

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a.duensing@open.ac.uk • The Open U • UK

Plews, John L. / Beaudoin-Lietz, Christa • *From theory to practice: A special case of co-occurring attributive adjective inflections in German* • This paper discusses to what extent teaching grammars "tell the truth" about adjective endings by examining alternations of weak/strong inflections on several co-occurring attributive adjectives. We show by means of corpus analysis that these alternations occur in language use, that teaching grammars largely ignore the issue, and that the occurrence of alternations with quantifiers can lead to a better understanding of adjective endings. We use these findings to suggest changes in textbooks.

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christa.beaudoin@smu.ca • Saint Mary's U • Canada

Pohle, Stefanie • *"We need the business, you need a place to stay": Reciprocity in business negotiations* • A negotiation can be characterised as an exchange relation: the interactants make the realisation of their goals mutually possible. Because of this interdependence the negotiating parties need to find a balance between getting / demanding, and giving / committing themselves. The presentation illustrates how this principle is reflected on a linguistic level, namely in the way negotiators elicit, make and respond to speech acts which express their commitment to do something in the future.

stefanie.pohle@gmx.net • U of Bonn • Germany

Polat, Murat • *Peer assessment: Is it worth trying?* • This study aims to check whether significant score differences occur when a writing performance is evaluated not by the teacher but by the learners themselves.

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Polio, Charlene • *Bridging the language-literature gap: Implementing a hybrid component in German literature classes* • This study investigates the use of a hybrid component (a combination of in-class and online activities) as a way to increase student language production and language-focused instruction in advanced German literature courses. Materials used in a short-term pilot study and in a longitudinal case study are described. The advantages and disadvantages of the hybrid component are discussed from the students', researchers', and instructors' perspectives.

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Popova, Nina V. • *Cross-curricula links between syllabi in teacher training practice as a factor of education quality increase* • Linguist-teacher training curriculum is perceived as an integrated system of mutually correlated syllabi, the coordination of which in the five-year multi-lingual teacher training curriculum is an unexplored resource of enhancing the quality of education in Russia. Syllabi coordination at the expense of interdisciplinary link formation and actualization on the basis of the first foreign language (English) eventually leads to a more integrated professional outlook in future teachers.

ninavas@robotek.ru • St. Petersburg State Polytechnic U • Russia

Popowa, Natalja • *Die Artikulationsbasis der Muttersprache jakutischer Studenten und der DaF-Phonetikunterricht* • Im Gesamtprofil eines Deutschlehrers in Russland gilt im Bereich der Sprachkompetenz eine der Zielsprache anzunähernde Aussprache als Lernziel. Der auditive Eindruck, den man von einem fremden Akzent hat, beruht sich auf der Eigentümlichkeit der Artikulationsbasis der Sprache. Jakutische Studenten sprechen Jakutisch und Russisch. Der Vergleich der Artikulationsbasis des Jakutischen mit der des Russischen öffnet

den Weg, um auch die Artikulationsbasis des Deutschen zu erwerben.

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Praxedes, Carmen • *The teaching of Portuguese for specific purposes – Reading and writing for technological areas – A case study at UEZO* • The research about Teaching and Practices in Foreign Language Teaching languages for specific purposes for technological areas; application and production of teaching material which is part of a study about languages learning and teaching processes we have been carrying out.

clpraxedes@yahoo.it • UERJ • Brazil

Pujolar Cos, Joan / Jones, Kathryn • *Marketizing minority languages in tourist contexts* • In this paper, we shall analyze the position and signification of languages in contemporary tourist activities connected with linguistic minority contexts. During the last 10 years, the rise of cultural tourism has led to the development of products where language is constructed as an asset associated with the territory and the artistic and cultural heritage of destinations. We shall explore and compare the different forms of projection of languages and identities in tourism in Wales and Catalonia.

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Pullin Stark, Patricia • *Multiple functions of humour amongst speakers of English as a lingua franca in business meetings* • This paper considers the use of humour amongst speakers of English as a lingua franca in business meetings. Drawing on recorded data, humour is shown to be both multifunctional and flexible, which makes it a powerful tool in constructing and nurturing relationships the workplace. It is used in dealing with problems, releasing tension, nurturing solidarity and addressing face. It is also effective in mitigating power, notably concerning directives and criticism. The study also shows that effective communication is not dependent on mastery of the linguistic code.

patricia.pullin@sprachen.uzh.ch • U of Zurich • Switzerland

Puskás, Csilla • *So wird Feedback intelligent: Einsatz natürlichsprachlicher Analyseverfahren in Online-Übungen* • Die von Autorentools gebotenen Programmfunktionen für die Gestaltung einer Übung und das Formulieren des Feedback sind schnell ausgeschöpft. So ist es nicht verwunderlich, dass die vorhandenen programmierten Feedbackformen in Online-Übungen eher schematisch sind. In diesem Vortrag sollen die von natürlichsprachlichen Analyseverfahren – wie bsw. das Parsing – gebotenen Möglichkeiten zur Verbesserung des programmierten Feedbacks für den Bereich Deutsch als Fremdsprache aufgezeigt werden.

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Quaßdorf, Sixta / Häcki Buhofer, Annelies • *Intertextuality studies and linguistics: Quotations as linguistic phenomenon* • The link between the two disciplines of intertextuality studies and linguistics may be established through the microtextual level of references to literary works. As quotations are repetitions per definitionem, a usage-based model suggests that common phraseological units may also originate from much quoted literary fragments. Our study follows this conceptual approach and aims at giving insights into the use of quotations as a linguistic practice based on a database of quotations from Shakespeare's Hamlet.

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Rahimpour, Massoud • *Multilingualism: Third language acquisition* • It is claimed that bilinguals benefit more from their previous L2 experiences, cognitive skills and metalinguistic awareness and do better than the monolinguals in learning L3. It is then hypothesized that trilinguals will learn the third language differently and efficiently than monolinguals learning L2. The main purpose of this paper is thus to investigate issue of multilingualism and show significant differences found in the performances of L1, L2 and L3 learners.

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Ramírez, Gloria / Chen-Bumgardner, Becky • *Morphological sensitivity of bilingual and monolingual children* • This paper will explore the morphological sensitivity of 240 fourth- and seventh-grade English monolinguals and bilingual children from different language backgrounds (Spanish-English bilinguals and Chinese-English bilinguals). It will examine the unique contribution of morphological sensitivity to reading over and above cognitive ability, phonological awareness, and vocabulary. It will discuss the role of morphological sensitivity across different orthographies.

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xchenbumgardner@oise.utoronto.ca • OISE / U of Toronto • Canada

Ramos, Rosinda • *An online genre-based course in EAP for Brazilian students: Design and implementation* • This paper aims at presenting the design and implementation of an online genre-based course for Brazilian EAP students based on a pedagogical framework to implement genres in the classroom. Also it aims at addressing some challenges, problems and solutions in language e-learning material planning and preparation for this specific target audience and context.

rramos1@uol.com.br • Catholic U of São Paulo • Brazil

Ranta, Leila / Monerris, Laura • Facilitating the uptake of SLA-derived grammar teaching techniques • In order to take advantage of new grammar teaching options derived from SLA research, teachers need to be supported in their initial attempts to try them out. In this presentation, we describe the impact of a graduate-level course for teachers that was designed to help participants develop listening-based grammar activities.

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Rasier, Laurent / Hiligsmann, Philippe • On the complementarity of contrastive linguistics and interlanguage studies • This paper argues for the complementarity of contrastive analysis (CA) and interlanguage analysis, especially with a view to studying transfer. It proposes an alternative to existing contrastive models as they prove not to be totally adequate for studying transfer. The model combines text-based CA, system-based CA and interlanguage analysis. It is put to the test in two studies of the use of (non-)prosodic means to signal information status in L1/L2 Dutch and L1/L2 French.

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philippe.hiligsmann@uclouvain.be • U catholique de Louvain • Belgium

Raymond-Nolan, Roberta • *The commodification of language* • It is our intention, through this paper, to challenge the objectifying and commodification of the foreigner through systems of codes and conventions that determine the contemporary ideology of language.

robertaraymond@gmail.com • U of Limerick • Ireland

Razuk, Renata de Oliveira • *Verb transitivity in Portuguese as a third language: Prepositional transfer from English L1 and Spanish L2* • This paper is related to a Doctoral Project on the influences of English as a first language (EL1) and Spanish as a second (SL2) into Portuguese (PL3), specifically in prepositional verbs and their valence. Clearing out linguistic problems and offering suggestions to those working with such a group are the main points here. The study should also contribute to broaden related research areas (e.g. Third

Language Acquisition), since bilingualism has been outnumbered by multilingualism all over.

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Read, John • *Developing a new measure of vocabulary size* • Vocabulary tests function well to produce not only estimates of vocabulary size but also general measures of proficiency level. The simplest kind of test is the Yes/No (Y/N) format, in which test-takers indicate whether they know each of a sample of target words. This study extends the research on Y/N by developing new computer-based versions which present words in both spoken and written form, add two types of context, and measure reaction times as well as accuracy of response.

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Reddy, S. Devaki • *Attitudes towards the Hindi language in Tamil-Nadu* • The Indian Constitution recognizes Hindi as the official language of the Indian Union and English as the associate official language. Several attempts by the Government of India to make Hindi the sole official language did not succeed, owing to resistance from non-Hindi speaking states. This paper describes the measures being taken by the Government of India to promote the use of Hindi. It also examines the current attitudes of Tamil speakers in TamilNadu towards the official language policy.

dre@iitm.ac.in • Indian Institute of Technology, Madras • India

Redeker, Gisela / Egg, Markus • *Relational coherence and lexical cohesion in expository and persuasive text genres* • Discourse structure is built from relational and lexical cohesive cues, which are hypothesized to covary more closely in thematically organized text than in persuasive or instructive discourse types. We will present a corpus-analytic study investigating this hypothesis with expository and persuasive texts.

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k.m.m.egg@rug.nl • U of Groningen • Netherlands

Redouane, Rabia • *Rethinking less commonly taught languages in schools practices and policies in the U.S.* • This paper attempts to address heritage languages education in the United States by presenting a demographic data about the distribution of heritage language communities in the United States, discussing political, sociological, psychological and linguistic factors of heritage education, and presenting government policies that support heritage language education. Most importantly, it will discuss implementation and practices of this policy in different school districts and universities.

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Reed, Yvonne / Botha, Mathakga / Stein, Pippa • *Learn South African: "The local" as sign in Zulu, Sotho and English school textbooks in South Africa* • We critically examine how the concept of "the local" (Canagarajah, 2005) is semiotically realised in selected Zulu, Sotho and English language textbooks used in South African schools. Our broad questions concern how "the local" is understood and realised semiotically through choices of visuals, texts, themes/topics, genres and discourses in commercially published textbooks. We ask what these versions of "the local" make available to learners and what is silenced or ignored.

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Reinhard, Christina-Doreen • *Illustrationen in der Online-Lexikographie: Möglichkeiten und Perspektiven* • Der Online-Lexikographie eröffnen sich durch Illustrationen in Wörterbuchartikeln viele neue Möglichkeiten und Perspektiven. Anhand von Beispielen wird in dem Vortrag gezeigt, inwiefern Illustrationen Online-Wörterbuchartikel sinnvoll ergänzen und welche Vorteile sich gegenüber Print-Wörterbüchern ergeben – mit dem Ziel durch Illustrationen die Benutzerfreundlichkeit und die Übersichtlichkeit zu steigern sowie eine einfachere Handhabung für den Lexikographen und den Benutzer zu gewährleisten.

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Reyes, Vanessa / Vignola, Marie-Josée • *Evidence of multilingual identities in Canadian French immersion programs* • This paper reports on evidence of multilingual identities in trilingual graduates of the Canadian French immersion program. A questionnaire and a focus group served to investigate their perception as multilingual speakers within French immersion programs, in Canadian society and as representatives of a minority language community. Questions are raised on the appropriateness of bilingual programs for multilingual populations.

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Rieger, Caroline L. • *Laughter as interaction in bilingual conversations: An intercultural perspective* • Do Germans and Anglo-Canadians use laughter to perform similar or different interactive functions? This presentation seeks to answer that question and focuses specifically on 1) how the participants use laughter in similar ways to frame nonserious utterances and 2) how they differ in their usage of laughter as a politeness strategy when handling face threatening acts. The presentation concludes with implications for German-Canadian encounters and suggestions for avoiding misunderstandings.

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Rine, Emily F. • *A microanalysis of language socialization and development of interactional competence of ITAs* • This paper presents research investigating the development of interactional competence of international teaching assistants (ITAs) during a semester-long training course. The study uses a language socialization framework to show how ITAs are socialized through the use of language as well as how to use language. I also discuss several observations made regarding development in each of the five components of the interactional competence model: action sequencing, topic management, turn-taking mechanisms, register, and participation frameworks.

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Rinnert, Carol / Kobayashi, Hiroe • *L1/L2 situated writing experience: Overseas high school returnees vs. non-returnees* • This study examines possible effects of overseas L2 (English) writing experience on task response and text construction in both L1 (Japanese) and L2, including possible bi-directional transfer of rhetorical features. Preliminary findings indicate that language and social context affected the choice of task response, overseas experience led to transfer of features from L2 to L1 writing, and non-returnees showed positive interaction between L1 and L2 experience in choosing rhetorical features.

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Ristikivi, Merike • *Crossing legal cultures: Latin as the common legal language in multilingual Europe* • The presentation will focus on the following aspects: 1) The position of Latin legal language in the modern multilingual and multicultural Europe; 2) Comparative-statistical analysis of the usage of Latin terms in legal literature of various Eu-

ropean countries; 3) Mutual linguistic influences on Latin terminology in the process of EU integration; 4) Practical issues in using Latin terms in legal texts: orthography, morphology and semantics of Latin terms.

merike.ristikivi@ut.ee • U of Tartu • Estonia

Ritter, Markus • *Tandems in teacher education – Bridging the gap between theory and practice* • Teacher education in Germany consists of a theoretical phase at university level, and a second more practically oriented phase ("Referendariat"). Unfortunately, cooperation between these two phases remains an exception. In this context a tandem project was set up at the University of Duisburg-Essen which brought together university students and trainee teachers. Findings strongly indicate that a closer cooperation between these two phases is mandatory for up-to-date teacher education.

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Roesselet, Stephan / Müller, Romano • *Interventions for the improvement of cognitive-academic language proficiency and scholastic success of bilingual migrant students in the view of experts* • By means of a two-round Delphi-expert-questionnaire a range ordered list of interventions aiming at the improvement of multilingual migrant pupils' cognitive-academic language profi-ciency and school success was obtained. The results clearly show that isolated interventions do not lead to noticeable improvements of scholastic success. Furthermore interventions on the level of classroom-education, institution and educational policy must be finely coordinated in order to lead to a systematic approach to the issue.

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Roever, Carsten / Yang, Yu-Pin Kevin • *Acquisition of negation, classifiers, and aspect in learning Mandarin as a second language* • This longitudinal study traces the acquisition of negation, classifiers, and aspect by five English-speaking learners of Mandarin Chinese in an intensive Mandarin program. Learners' representations of the target features became increasingly complex over the course of the study, but while they followed similar developmental trajectories, their rate of development differed markedly. Methodological and pedagogical implications are discussed.

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Rosi, Fabiana • *Metalinguistic knowledge in tutores and naturalistic second language acquisition* • The study focuses on the role of multilingual settings upon metalinguistic knowledge in tutored and naturalistic learners of Italian L2. The two learners' samples share the multilingual immersion, but differ in the approach to L2. Major differences involve linguistic interactions, input and teaching environment. The findings reveal a non constant degree of awareness. The comparison provides insights into the factors influencing acquisitional pattern in distinct conditions of exposure to L2.

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Rost-Roth, Martina • *Questions, requests and politenes: Comparing different learning groups and learning ages* • The proposed paper aims to compare question formulation and polite requests by second language learners from different age groups and learning groups using data from various language acquisition contexts.

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Rott, Susanne • *The explicit learning and retention of formulaic sequences* • This investigation assessed the effect of explicit learning of 28 formulaic sequences by second and fourth semester learners of German. A pretest-posttest design assessed complete and partial

learning. A detailed partial scoring protocol allowed to draw inferences about processing resources.

srott@uic.edu • U of Illinois at Chicago • USA

Rottava, Lucia • *Portuguese as a foreign language: "Voices" as identity present in written and oral production* • This paper focuses on the relationship among identity and learning, investigating how the learners situate their utterances in the "dialogue with the other" to create meanings, observed in oral and written discourses. The research questions are: What "voices" are observed and how are they organized? Are these "voice" different according to the kind of discourse? The data have been gathered in a classroom context in a British University. The results suggest that the learning process of PE-FL in a context of the third or fourth language and the multilingual context contribute to the learners' "voices".

l.rottava@bbk.ac.uk • Birkbeck, U of London • UK

Rubdy, Rani / Gurtu, Madhu • *Introducing English at Primary One in India: A pedagogy of (im)possibilities?* • We explore the sociolinguistic and pedagogical implications of the controversial policy to introduce English from Primary One in several Indian states. We describe the strategies of 'creative practice' (Williams 1997, Blommaert 2005) employed by teachers and students in resisting, subverting, and negotiating the challenges impacted by this decision, which reflect the agency of indigenous people in their struggle to teach and learn EIL on their own terms in the Indian post-colonial context.

rani.rubdy@nie.edu.sg • National Institute of Education • Singapore
madhu_gurtu@hotmail.com • Prasad Mukherjee College • India

Runte, Maren • *Einsprachige Lernerwörterbücher und ihre Benutzer – Eine Studie zur Wörterbuchbenutzung* • Die vorliegende Studie versteht sich zum einen als Beitrag zur Wörterbuchbenutzungsforschung. Zum anderen wird aber der konkreten Frage nachgegangen, inwiefern semantische Angaben als Angabeklasse in einsprachige Lernerwörterbücher eingebunden werden können und wie diese der pädagogischen Lexikographie neue Wege eröffnen können.

maren_runte@uni-due.de • U of Duisburg-Essen • Germany

Sachs, Rebecca / Hama, Mika • *Interactional feedback, working memory, modified output, and L2 development among elderly Latino immigrants learning English in the U.S.* • This study explores whether interaction leads to L2 development for elderly learners, who experience age-related declines in WM. 9 elderly Spanish-speaking US immigrants received feedback on question forms. The 4 with highest listening-span scores showed immediate improvement; however, only 2 sustained development on delayed tests. Results are discussed in light of implicitness of feedback, perceptions of task goals, output modifications, and clustering of low-level questions by low-WM learners.

rrs8@georgetown.edu • Georgetown U • USA
mh278@georgetown.edu • Georgetown U • USA

Sadeghi, Karim • *A comparative study of relative clauses in Persian and English* • The present study was an attempt to find out whether and how structural differences lead to inaccuracies in using relative clauses in English for Iranian EFL learners. An experiment with university students majoring in TEFL showed that differences in structure contribute to comprehension and production problems.

ksadeghi03@yahoo.co.uk • Islamic Azad U, Salmas Branch • Iran

Sahel, Said • *Entwicklungstendenzen in der deutschen Substantivgruppenflexion* • In diesem Vortrag wird gezeigt, dass gewisse Entwicklungstendenzen in der deutschen Substantivgruppenflexion

als konsequente Fortführung des Prinzips der Monoflexion erklärt werden können. Die Argumentation basiert auf einer umfangreichen Korpusstudie, die zu zwei Fällen von grammatischer Variation im heutigen Sprachgebrauch durchgeführt wurde. Zum einen geht es um die Variation der starken und schwachen Flexion, zum anderen um Kasusvariation.

said.sahel@uni-bielefeld.de • U of Bielefeld • Germany

Salasoo, Tiiu • *Content of Initial Estonian Speech* • Spontaneous speech data of three small boys learning Estonian in different language environments has been collected by periodic recording of the children's dialogues with their carers during their second and third years of life. The boys' recording lexicons are examined comparatively, assessing the numbers and content commonality of the nouns, adjectives and verbs between the boys to ascertain any effect of the environment, with other children and with adults, to gauge representativeness.

salasoo@ihug.com.au • EAAL • Australia

Sales, Hazel E. • *Texts that matter at work – ethnographically-derived text categories in commercial organizations* • I discuss texts that most interest those directly involved in winning new business, who design the products and services that help companies to win: engineers and engineering-related personnel. ESP/EST has a long tradition of concentrating on a cluster of text-types, namely, reports, academic articles, correspondence, and academic assignments. However, my research has revealed genres, and writing practices, meriting greater attention from applied linguists, if only because jobs depend on them.

hsales@marjon.ac.uk • U College Plymouth St Mark and St John • UK

Salvato, Giuliana • *Gesture strategies in the acquisition of Italian as a second language* • The question of how gestures participate in interactions across cultures is a very interesting one. Italian, for example, relies on a large number of gestures that are understood only within its community of speakers. Research in SLA has traditionally paid little attention to the position of gesture in the acquisition of a second language and its relationship with verbal language in oral communication.

gsalvato@uwindsor.ca • U of Windsor • UK

Sanchez, Christina • *Consociation and dissociation: An empirical study of word-family integration in English and German* • Leisi claims in Das heutige Englisch (1955) that many English words are not integrated into word families. The English vocabulary is said to be dissociated – in contrast to consociated German – due to its many Romance borrowings. The results of my lexicological study contradict these common ideas about dissociation.

christina.sanchez@phil.uni-augsburg.de • U of Augsburg • Germany

Sarasola, Kepa / Aldezabal, Izaskun / Alegria, Iñaki / Arriola, Jose Maria / Diaz de Ilarraza, Arantza / Lersundi, Mikel • *Language Technology is an effective tool to promote use of Basque* • We present an open proposal for making progress in Human Language Technology in the case of a minority language like Basque. Our main objective is to promote basic research in language engineering, orienting this investigation towards the requirements of the globalized environment of the present day. The spell-checker and the lemmatizer have proven to be particularly active tools in the ongoing standardization of Basque. This research is supported by the University of the Basque Country (EHU06/16 project: Morfologia lexikoaren eta testupragmatikaren aplikazioak Hizkuntz prozesamenduaren eta hizkera berezituen esparruan).

kepa.sarasola@ehu.es • U of the Basque Country • Spain

Sarkar, Mela / Low, Bronwen / Winer, Lise • *"Lissen Up": Transnational Hip-Hop as global and intercultural education* • Contemporary Canadian Hip-Hop by rap artists with origins in conflict-torn countries has influenced the local scene in Montreal and Toronto, Canada's largest cities. Building on earlier work in which we analyzed multilingual code-switching, we explore links between immigrant-origin rappers' ethnic backgrounds, the sociopolitical dynamics in their countries of origin, and levels of awareness of political issues by rappers and audiences of immigrant and local (English- or French-Canadian) origin.

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lise.winer@mcgill.ca • McGill U • Canada

Sarma, Nandini / Weinberg, Alysse / Peters, Martine • *Multimedia practices of FLS students at five Canadian universities* • This paper reports the highlights of a pan-Canadian study (2006) conducted in 5 universities, with the goal of examining the internal and external factors influencing student preferences and perceptions with regards to technological activities. With such information, the language teacher will be able to choose and develop technological activities that will meet their teaching objectives and interest students, possibly motivating them to use these tools to improve their linguistic knowledge.

nandini_sarma@carleton.ca • Carleton U • USA

Sasaki, Masako • *Language teaching methodology for pre-service teachers of English in Japan* • This research is intended to design and evaluate a language teaching methodology for the development of oral communication skills and positive cross-cultural attitudes of pre-service teachers of English in the Japanese tertiary level education, drawing on Vygotsky's theory applied to second language learning, that is, Sociocultural Theory. In addition, its influence on their view on English language learning/teaching will be examined.

masako03082002@yahoo.co.jp • Akita U • Japan

Sasalatti, Shrishail • *Globalisation + Localization = "Glocalisation"?– Can contradictory processes from language politics co-exist in (foreign-)language pedagogy of multilingual societies?* • Taking the example of multilingual Indians, one could allow the two contradictory paradigms to co-exist in a unified model, namely, Globalisation + Localisation= GLOCALISATION (Sasalatti, 2005) and deal with foreign languages pedagogically for an efficient individual multilingualism even in New-Europe.

sbsasalatti@mail.jnu.ac.in • Jawaharlal Nehru U • India

Sato, Akira • *Multimedia language material for visiting foreign seafarers* • We have investigated the role of effective support through Japanese language assistance for foreign seafarers and examined the efficiency of multimedia language materials in teaching process for foreign seafarers. It is inferred that multimedia language materials would be the most effective tools among others, in order to teach the Japanese language to foreign seafarers.

stakia@hotmail.com • Akira Hokkaido U • Japan

Sato, Kazuyoshi • *Challenges of action research: Teacher and curriculum development* • Although action research for teacher development has gained prominence in the current literature, there has been little documentation as to how action research influences teacher and curriculum development. This study aims at revealing how English as a Foreign Language teachers in Japan engaged in action research and learned to teach in their school contexts.

yoshi@nufs.ac.jp • Nagoya U of Foreign Studies • Japan

Savas, Bekir • *Developing receptive and productive skills of linguistically disadvantageous students in L1 Teaching: A Turkish case* • There are five policy areas in L1 teaching, namely policies in per-

sonnel, curriculum, materials, evaluation and community (Kaplan & Baldauf, 1997). There should also be another policy area dealing with the issue of restricted language competence of linguistically disadvantaged students (LDS). Therefore, we hypothesize that measures taken in other policy areas will not provide LDS with the equal chance of humanistic, social and professional development unless we improve their receptive and productive skills.

bsavas@kou.edu.tr • Kocaeli U • Turkey

Savijärvi, Marjo • *Second language acquisition in everyday-interaction in an immersion kindergarten* • This study examines how 4–5-year-old children acquire second language in an immersion kindergarten in Finland. The data were collected by videotaping everyday interaction between a teacher and 15 children during the first two years of the immersion. The method used is conversation analysis. The aim of the study is to investigate how the children acquire L2 in everyday interaction in the kindergarten. In this presentation, the focus is on question-answer sequences.

marjo.savijarvi@helsinki.fi • U of Helsinki • Finland

Sayers, Dave • *Standardising diversity: Paradoxes in the European Charter for Regional and Minority Languages (ECRML)* • Here I explore the pressures put on languages by the ECRML: specifically its prerequisite of a standard variety, and for that standard to be reinforced via education and other normative means. In contrasting case studies I show how 'success' in the Welsh revival has undermined its intra-linguistic diversity; and how disputes over standardisation have stalled the Cornish revival. Thus such efforts may protect 'the total number of languages', but this may be at the expense of in-group diversity.

dave.sayers@cantab.net • U of Essex • UK

Schaller-Schwaner, Iris • *Plurilingualism in European higher education: Experiences and practices with English* • This paper draws on a study of the use of English in three disciplinary settings at a German-French bilingual university, taking an emic perspective of plurilingual practices. English did not fulfil the same function in the three settings. In one it was a lingua franca. In the second, it functioned as a relational lubricant for academic communication in an emerging community of practice. In the third, it functioned as a symbol of internationality and had a competitive educational purpose.

iris.schaller-schwaner@unifr.ch • U of Fribourg • Switzerland

Schart, Michael • *Evaluation als permanenter Bestandteil des Curriculums* • Der Beitrag stellt Ergebnisse eines Evaluationsprojektes vor, das seit 2003 in einem „German Areal Studies"-Programm an einer japanischen Universität für Studierende der Fächer Jura und Politikwissenschaft durchgeführt wird. Dabei handelt es sich um einen multiperspektivischen Forschungsansatz, bei dem durch die Zusammenarbeit von internen und externen Forschenden verschiedene Perspektiven kombiniert werden, so dass sich Wirkungs- und Begleitforschung gegenseitig ergänzen.

m.schart@gmx.de • Keio U Tokyo • Japan

Schauer, Gila • *Student-tutor communication in the university context: An intercultural pragmatic investigation* • This paper investigates pragmatic choices by international students studying at a British University during one-to-one tutorials and in e-mail communication with university staff. The talk will first focus on productive pragmatic issues and then concentrate on students' pragmatic awareness in institutional encounters with academic staff.

g.schauer@lancaster.ac.uk • Lancaster U • UK

Schlemminger, Gérald • *Spracherwerb in bilingualen Klassen: Vorstellung einer Langzeitstudie und erster Ergebnisse* • Wir stellen unser Projekt zu Sprachstandserhebungen in bilingualen Klassen im Badischen (Französisch als Bilingualsprache) und im Elsass (Deutsch als Bilingualsprache) vor. Methodisch beziehen wir uns auf die psycholinguistischen Arbeiten Arbeiten von Hans H. Reich / Hans-Joachim Roth. Wir zeigen die Entwicklung des Messinstruments, seine Eichung und erste Ergebnisse der Pilotphase auf.

gerald.schlemminger@wanadoo.fr • U of Education Karlsruhe • Germany

Schlobies, Laura • *Enhancing foreign language acquisition in content and language integrated learning (CLIL) classrooms* • A blended learning approach will be presented aiming to enhance the CLIL classroom with classroom-external eLearning activities in order to facilitate the pedagogical exploitation of the language learning potential provided by CLIL. Authoring and web 2 applications will be used to support content and communication-based language learning activities in biology/English classes in German High Schools. Focus is on group work and the principles of collaborative autonomy and authentication.

laura.schlobies@uni-tuebingen.de • Eberhard Karls U Tübingen • Germany

Schmerbeck, Nicola • *A waste of time? – American learners' motivations for studying German* • Despite the benefits of globalized societies they are not always reflected in learners' motivations. This study explores the benefits of multilingualism from the perspective of intermediate learners of German at a college in the US. The results show how individual learners' attitudes are related to their self-regulated motivations. In conclusion, this study emphasizes the importance of learners' individual motivations for becoming multilingual in addition to the benefits for an entire society.

nschmerbeck@wisc.edu • U of Wisconsin, Madison • USA

Schmidt, Claudia • *Akademisches Schreiben in der Fremdsprache: Schreibprobleme in Deutsch als Fremdsprache* • Es werden Ergebnisse einer empirischen Studie zu Schreibproblemen ausländischer Germanistik-Studierender vorgestellt. Die Daten wurden quantitativ mittels eines Fragebogens erhoben, der die wesentlichen Aspekte und (Teil)Prozesse der fremdsprachlichen Textproduktion aufgreift.

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Schmidt, Torben • *Partnerarbeit mit Selbstlernsoftware – Zum Einsatz lehrwerkbegleitender Lernprogramme im schulischen Englischunterricht* • Ziel dieses Vortrags ist es, basierend auf Forschungsergebnisse Möglichkeiten und Grenzen des Einsatzes einer Selbstlernsoftware in Partnerarbeitsphasen des Englischunterrichts zu diskutieren. Schwerpunkte werden hierbei auf die verbalen Interaktionen zwischen den Lernenden bei der Bearbeitung der Programmübungen, didaktische Interaktionen zwischen Mensch und Computer und die Rolle von Begleitaufgaben zur Softwarearbeit gesetzt.

mail@torbenschmidt.de • Frankfurt U • Germany

Schmölzer-Eibinger, Sabine • *Textkompetenz als Schlüsselkompetenz des Lernens in mehrsprachigen Klassen* • Im Vortrag „Textkompetenz als Schlüsselkompetenz des Lernens in mehrsprachigen Klassen" werden die Grundlagen und Verfahren der Literalen Didaktik präsentiert. Es handelt sich dabei um ein neues didaktisches Konzept, das es ermöglicht, die Textkompetenz von Zweitsprachenlernenden im Unterricht gezielt zu fördern und einen effizienten Wissenserwerb in der Schule zu ermöglichen.

sabine.schmoelzer@uni-graz.at • U of Graz • Austria

Schneider, Britta • *Multilingualism and what it means in different contexts – Australia and Germany compared* • Depending on the political background, there are different constructions of multilin-

gualism that come along with a multilingual population. While some countries still see "multilingualism from below" as a problem to overcome, others have developed policies that try to include, at least officially, the multilingual resources of the population. Such different constructions of multilingualism are here compared between an immigrant nation – Australia – and a more traditional nation-state – Germany.

schneider@em.uni-frankfurt.de • Frankfurt U • Germany

Schneider, Klaus P. • *'Same, but different': Intercultural miscommunication between native speakers of the same language* • Native speakers do not all use their language in the same way. Language-use conventions differ across regions and social groups, and such differences may cause intercultural miscommunication and social dissonance. Therefore, it is essential to develop an awareness of such differences, which is indispensable to successful communication and crucial to native speakers and foreign language learners alike. This paper provides empirical examples of pragmatic variation across varieties of English.

k.schneider@uni-bonn.de • U of Bonn • Germany

Schöneberger, Christiane • *L2 language and literacy development in an immersion context* • Presentation of a pilot study designed to assess students' language and literacy development in immersion programs. Spoken and written data are compared to observe the interdependence of L2 language and literacy development. Results show interference between increasing grammatical awareness promoted by literacy acquisition and L2 intuitions developing through immersion. Findings are applied to best practices for immersion classrooms, concerning literacy efforts and L2 input.

christiane.schoeneberger@uni-koeln.de • U of Cologne • Germany

Schubert, Klaus • *Constructing and reducing languages: What simplified English can learn from Esperanto* • Controlled languages of technical documentation are analysed. The experience of planned languages shows that a constructed language system cannot function as a fully valid language without long uncontrolled development in a second-language community. The development of optimized language systems is analysed with a view to this sociolinguistic condition.

schubert@fh-flensburg.de • Flensburg U of Applied Sciences • Germany

Schüller, Susen / Götz-Votteler, Katrin / Herbst, Thomas / Uhrig, Peter • *A Valency Dictionary of English for learners and teachers* • The paper discusses the making of the pedagogical version of the Valency Dictionary of English (Herbst et al. 2004), which will primarily be aimed at advanced learners and non-native teachers of English, and an electronic version of the same dictionary. The projects are outlined briefly, but the main focus is on discussing how to reconcile depth of description with user-friendliness. A number of questions of both linguistic and didactic nature will be addressed.

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peter.uhrig@angl.phil.uni-erlangen.de • Friedrich-Alexander U Erlangen-Nuremburg • Germany

Schulz, Jochen • *Abtönungspartikeln und Bewertung – Fallbeispiel „wohl"* • Der Beitrag präsentiert Ergebnisse der Dissertation „Abtönungspartikeln – dargestellt am Beispiel des Ausdrucks ‚wohl'". Dabei werden die These der Kernbedeutung der „positiven Bewertung" und einer „multiplen Relationalität" ausgeführt. Der Ausdruck „wohl" wurde empirischer und funktional-etymologischer Recherche unterzogen. Die Ergebnisse zeigen eine zentrale Bewertungsfunktion und ein komplexes sprachliches Zusammenspiel. Ausblickend wird ein didaktisches Konzept erörtert.

jochen.schulz@udo.edu • U of Dortmund • Germany

Schwab, Goetz • *Getting a word in edgeways in the FL classroom: Student participation in classroom interaction* • The paper examines opportunities of students to take part in the ongoing teacher-student discourse in the foreign language classroom (English). It shows the positive influence of student-initiated speech practices on the interactional architecture of the language classroom. From the perspective of conversation analysis, a detailed investigation of the notions of 'power' and 'identity' will be undertaken with regard to what students can or cannot do in teacher-fronted settings.

schwab@ph-ludwigsburg.de • U of Education Ludwigsburg • Germany

Schwieter, John • *Second language proficiency and the psycholinguistics of target language selection* • When a bilingual names a picture, the language of production is first established before he can verbalize. Previous studies have suggested that language selection could either occur at the conceptual or lexical level of speech production. This paper investigates the role of proficiency and language selection in bilingual speech production.

jschwieter@wlu.ca • Wilfrid Laurier U • Canada

Segarra Adell, Nuria • *Influences in female Moroccans' integration in a Spanish high school* • In Spain, the school age Moroccan population is increasing, and they generally have specific adaptation difficulties. This ethnographic pilot study presents how two Moroccan Muslim female students "successfully" build their identity in the context of a Spanish high school, where most of their classmates are Spanish male students.

segarra_nuria@hotmail.com • U of Alberta • Canada

Seleka, Moagisi • *Kwaito music as an instrument for promoting multilingualism* • Owing to elitism, multilingualism in South Africa has not been achieved. Kwaito music could be solution to this problem. The morality of some messages that recur in the genre are raised, though. All in all, the music might make a positive contribution towards good intercultural communication.

North-West U, Mafikeng Campus • South Africa

Sercu, Lies • *Acquiring multilingualism at school: Information from translation and lexical production tasks* • We report two investigations that inquired into adolescent multilinguals' use of the different languages learnt at school. The studies were similar as concerns their research population, but different with respect to the data collection instruments used to gain insight in phenomena of cross-linguistic influence (CLI). Our discussion will centre on a comparison of the different task formats used to collect data, in relation to the insights gained into learners' use of their multilingual lexicon.

lies.sercu@arts.kuleuven.be • Catholic U of Leuven • Belgium

Serrano, Raquel • *Massed or distributed? The role of time distribution in language learning* • This paper examines the effect of time distribution in EFL by analyzing three different programs (extensive, semi-intensive and extensive), which offer the same amount of hours (110) distributed in seven months, four months, and five weeks respectively. The data from 209 students show that the intensive course is highly effective when the students' starting level is intermediate, yet such benefits are not observed when the students' proficiency level is advanced.

raquelserrano@ub.edu • U of Barcelona • Spain

Shaaban, Kassim A. / Ghaith, Ghazi M. • *French vs. English in Lebanon* • This paper addresses the historical and renewed rivalry between French and English in Lebanon in various societal domains, most particularly, in the educational domain. A brief history of the development of multilingualism in Lebanon will be presented, with emphasis on the role of colonialization and, more recently, globalization in bringing about this multilingual situation. Social, political, economic, and educational factors affecting language education policies will be also analyzed.

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gghaith@aub.edu.lb • American U of Beirut • Lebanon

Shahzamani, Mozhdeh / Tahririan, Mohammad Hassan • *A contrastive study of hedging in English and Persian journalistic texts* • This study set out to investigate the similarities and differences of English and Persian journalistic texts in terms of the use of hedges, and investigate frequency and functions associated with hedges in those texts as well. The results revealed significant differences between English and Persian editorials indicating that English editorials were generally more hedged than Persian editorials.

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mhtahririan@yahoo.com • Isfahan U • Iran

Shaw, Philip / Caudery, Tim • *Development in exchange students' spoken language and their contact network – A longitudinal study* • Most exchange students coming to Denmark and Sweden have little obvious reason to learn the local language, since they carry out their studies in English. Interactions outside the classroom are also mostly in English; indeed, most of students' linguistic exposure is to non-native English used as a lingua franca. Findings from a study are reported on attitudes, language use and perceived and actual English language development of exchange students. There are implications for language policy.

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engtc@hum.au.dk • U of Aarhus • Denmark

Sheen, Younghee • *The influence of learners' language analytic ability on the success of metalinguistic feedback* • This classroom study examines the role of language analytical ability in L2 learners' acquisition of English articles. Different groups of learners varying in language analytical ability received oral and written metalinguistic feedback when performing communicative narrative tasks. The findings show that the learners' with high language analytical ability were better able to benefit from both oral and written feedback than those with low language analytical ability.

ysheen@gmail.com • American U, Washington DC • USA

Shehadeh, Ali • *Effect of group and individual peer feedback on L2 writing* • The presenter reports on the findings of a classroom-based study which showed that group feedback had a significant effect on improving L2 students' writing compared to individual or one-to-one peer feedback, and discusses the pedagogical implications of the findings of the study for the L2 writing classroom.

ali.shehadeh@uaeu.ac.ae • United Arab Emirates U • United Arab Emirates

Shen, Ming-Yueh • *EFL learners' vocabulary comprehension difficulties and their perceptions of strategy use* • This study aims to investigate 150 EFL learners' difficulties in lexical inferencing, and examine their tendencies towards strategy use. Data analysis will involve examining the immediately retrospective descriptions and analyzing retrospective responses from a Vocabulary Strategy Questionnaire. Implications for teaching and further research will be also presented.

myshen@nfu.edu.tw • National Formosa U • Tawain

Shi, Ling • *Citing behaviors of university undergraduates* • This study explores how undergraduates identify their own textual borrowing and explain why they make the borrowing and whether each borrowing is cited or not cited. It indicates the degree to which citational acts are discursive markings of learning and knowledge construction.

lshi@interchange.ubc.ca • U of British Columbia • Canada

Shieh, Wenyuh • *Bridge from classroom to workplace: An example of Hospitality English* • This study examined the gap between Hospitality English in the classroom and the actual use in the workplace. Suggestions have been made to bridge the gap revealed in the study through interviews with institution department chairs and hotel managers, and questionnaire surveys administered to Hospitality English instructors and hotel workers.

wyshieh@must.edu.tw • Minghsin U of Science and Technology • Taiwan

Shih, Chih-Min • *How can a test influence teaching: A model of washback* • On the basis of my research and other empirical studies, I propose a new model to delineate the washback of tests on teaching. I argue that three broad categories of factors will determine the extent of tests' washback on teachers' teaching: contextual, personal, and test factors. Contextual, personal, and test factors affect one another. In addition, the model recognizes that washback may evolve over time.

dominiqueshih@hotmail.com • Chin-Yi U of Technology • Taiwan

Shikano, Midori • *Age factors in foreign language learning: Phonological attainment* • This presentation reports on the two empirical studies on age and L2 phonological attainment. The ongoing main study is based on 50 Japanese learners of English who has overseas experience. Age of arrival in the target language comunity as well as age of start of formal instruction were compared. The data was analyzed in correlations and path analysis. The presentation also discusses applicability of the critical period hypothesis in the foreign language setting.

mshikano@nanzan-u.ac.jp • Nanzan U • Japan

Shikano, Midori / Watanabe, Yoshikazu C. / Croker, Robert / O'Connell, Sean • *Creating the bilingual campus: Content-based FL instruction for the policy studies students in Japan* • This presentation reports on the content-based English instruction for the EFL students in the faculty of policy studies at a Japanese university. The presenters have taken interactive thematic approach to integrate foreign language instruction and content area information. The presentation first discusses the thematic approach by focusing on the needs analysis of the discourse community. It then discusses the effectiveness of content-based instruction to create the bilingual campus.

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Siepmann, Dirk • *An onomasiological approach to dictionary making: The Bilexicon project* • The present contribution will illustrate the ways in which an onomasiological approach to dictionary making is superior to 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 inadequate coverage to collocations, cannot provide adequate cross-referencing between synonymous items and are prone to translation errors.

dsiepmann@t-online.de • U of Osnabrück • Germany

Silva, Tony • *A review of empirical work on L2 writers, their composing processes, and their written texts* • The focus of this presentation will be the description and synthesis of the results of basic empirical research done between 1980 and 2005 on second language writers, their composing processes, and their written texts. Tentative generalizations about the entire body of second language writing research, with regard to breadth, depth, and sustained programs of research, will also be presented.

tony@purdue.edu • Purdue U • USA

Silva, Ana Mércia • *Relevancies of translation* • This work seeks to display some irrefutable aspects of translation: Seriousness, flexibility, linguistic knowledge, respect to the translator, need of research and involvement with the translating act, by reflecting upon and analyzing some regional terms of the northeastern cuisine, which are found (mis)translated from Portuguese into English in menus of restaurants in Natal, Brazil.

anamerciasposworks@hotmail.com • CEFET - RN • Brazil

Simeu, Simplice Omaire • *The roles of cross-border languages on the africa's development* • This paper scrutinizes the concept of cross-border languages and brings out the importance of their use in the process of Africa's developement. The study has a sociolinguistic orientation with a concentration on the status of cross-border languages. Otherwise, it looks how better we can plan the use of languages that crossed the border of one country and presents the satkes of such a planning.

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Simon, Orsolya • *A comparative study of L1 and L2 speech perception, lexical access and speech comprehension processes* • The paper summarises research findings on the relationship between L1 and L2 perception and comprehension processes of 200 Hungarian schoolchildren aged 11-12. The L1 and L2 (English) decoding processes are analysed within the general framework of the hierarchical and interactive model of speech perception and comprehension. The empirical data reveal significant similarities and differences – language-specific and universal features – between the L1 and L2 speech processing mechanisms.

simonorsi69@gmail.com • U of Pannonia • Hungary

Simpson, Peter • *Dependence and diversity: Ecology, development and language shift in Okinawa* • Industrial ideologies associate with 'development' have proved highly destructive to the linguistic, social and environmental diversity and heritage of Okinawa. This paper seeks to explore linguistic and economic alternatives to prescriptive patterns of development imposed by the US and Japanese governments on the people of Okinawa with a view to exploring connections between resurgent interest in Okinawan language and culture and environmental sustainability.

pete@nirai.ne.jp • Okinawa International U • Japan

Singhal, Meena / Gulati, Sudeepa • *Exploring the academic needs of multilingual generation 1.5 writers in college-level ESL classes* • This study explored whether the academic and affective needs of multilingual Generation 1.5 students were being met within the context of the ESL writing courses they are enrolled in and the college setting. Results indicate that departments and institutions need to better understand this student population, specifically in the areas of placement and academic support, in order to appropriately address the diversity of Generation 1.5 learners in colleges.

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Skopinskaja, Liljana • *Challenges of assessing intercultural communicative competence: The Estonian experience* • The presentation reports on a longitudinal study of the process of assessing intercultural

communicative competence (ICC). It examines the challenges of ICC assessment tasks construction within the framework of the Council of Europe's European Centre for Modern Languages research project in 2004- 2007 followed by the subsequent piloting of the assessment tasks in upper secondary schools of Estonia in 2006-2007.

liljana@tlu.ee • Tallinn U • Estonia

Skulstad, Aud Solbjoerg • *Incorporating genre awareness and multimodal competence into the notion of communicative competence* • An assumption underlying this paper is that in our digital world the conventional specification of the subcompetencies of communicative competence is no longer sufficient. Genre awareness and multimodal competence are introduced as important elements of the foreign language learner's communicative ability. The paper discusses alternative ways of developing learners' genre awareness, including explicit teaching of genres.

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Solin, Anna • *Import genres in academia – The take up of the teaching portfolio in Finnish universities* • This paper examines the way the teaching portfolio is being mediated into Finnish university settings. The genre originates in North America and illustrates one aspect of the globalisation of discourse practices. The paper focuses in particular on the role of reflective writing in portfolios/academic genre systems. Data include portfolios, interviews with writers and normative materials.

anna.solin@uta.fi • U of Tampere • Finland

Sophocleous, Andry • *Early childhood education: Language practice and literacy in Cyprus* • This paper investigates early childhood language practice in Greek-Cypriot pre-school state classrooms. The findings of the study illustrate that children of pre-school age have the ability to distinguish between the standard and the dialect, and employ each one in different speaking occasions.

sophocleous.a@intercollege.ac.cy • Intercollege, Nicosia • Cyprus

Souza, Melissa Lima de • *The English as a foreign language teaching process in a Brazilian public school* • Study on the process of teaching and learning English as a Foreign Language in a Brazilian Public High School. It gathers information on problems schools and teachers face while teaching and learning EFL. Teachers will be observed, interviewed and recorded as the practical part of the research.

melteacher@hotmail.com • CEFET - MA • Brazil

Spranz-Fogasy, Thomas / Deppermann, Arnulf • *Doctors' questions and mutual understanding in medical interaction* • Questions are the most prominent means by which doctors guide medical interaction. Three ways in which doctors' questions bear on the process of mutual understanding will be discussed: 1) How do they display their understanding of the patients' turns? 2) How do doctors take care of making their questions accountable to the patient? 3) How are the doctors' questions designed to help the patient to gain a better understanding of his/her illness and his/her own attitude and feelings towards it?

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Stæhr, Lars Stenius • *Vocabulary size and the four language skills* • This paper presents the results from an empirical study investigating the relationship between vocabulary size and the four language skills in English. The study explores the extent to which L2 learners' vocabulary size contributes to the quality of their listening and reading comprehension as well as their oral and written proficiency. The participants were Danish learners from lower secondary education whose language skills in English were assessed as part of the national school leaving exam.

lss.isv@cbs.dk • Copenhagen Business School • Denmark

Stafford, Catherine • *Age, bilingualism and cognition and conditions of L3 learning: Interactive influences* • The study investigated how bilingualism attenuates age effects on language learning by examining how bilinguals of varied age, proficiency and cognitive capacity profiles learned a third language under more and less explicit conditions. Participants were introduced to Latin through an interactive, multimodal computer program. Posttest performance was compared with age profiles and working memory test scores. Results are explained within an information processing approach to language learning.

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Steffensen, Sune Vork • *The ecology of health: A dialectical approach to language, identity and social systems* • This paper investigates the relations between organisational identity and health ideologies in a Danish hospital. It focuses on the negotiations of personal and professional identity of staff and patients, and its importance for the attainment of healthiness. The theoretical point of departure is Dialectical Linguistics, ecolinguistics and ecological systems theory.

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Steinman, Linda • *Communicative competence: Emic perspectives* • *Communicative Competence: Emic Perspectives* • Highly proficient non-native speakers of English describe their communicative competence (CC) events. They represent CC as situated, co-constructed, and dynamic. These data suggest that canonical CC models do not adequately allow for the experiences of the participants. I make connections between the data and sociocultural theories, and review the growing call in the literature for a reconsideration of CC in light of the varying contexts, roles, goals, and possibilities of language learners.

lstein@yorku.ca • York U • Canada

Stevenson, Patrick / Carl, Jenny • *Multilingualism in Mitteleuropa: Language in the lives of German-speakers in central Europe* • The German language has a complex history in central Europe, transcending national borders and the boundaries of east and west. 'Speaking German' in this context has acquired over time different, contested meanings, and their legacy presents challenges and opportunities for policy-makers and individuals. Drawing on interviews conducted in Hungary, the Czech Republic, Germany and Austria, this paper will examine contrasting experiences and evaluations of multilingualism in central Europe today.

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Stevenson, Marie • *Student voice in academic writing* • A common complaint is that students' 'voice' does not come through clearly in their academic writing. This paper considers what is meant by 'academic voice' and which textual features are involved in its expression. It also presents results of a study in which a specially-developed classification scheme is used to investigate voice in the expository writing of 44 first language (L1) and second language (L2) writers.

m.stevenson@edfac.usyd.edu.au • U of Sydney • Australia

Stickler, Ursula / Emke, Martina • *LITERALIA: Autonomy in the acquisition of language and culture for adults* • LITERALIA is a European project based on the principle of Tandem learning. Five institutions in four countries arrange electronic contact between their learners to improve not only their second language but also increase intercultural understanding and ICT skills.

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martina.emk@arcor.de • VHS Hanover • Germany

Stoltz, Joakim • *Students' talk-in-interaction: Aspects on conversation in the foreign language classroom* • Focus in this article is pupils' talk-in-interaction in the French foreign language classroom in Sweden. More specifically, the aim is to further examine the code-switching between the target language and the Swedish language in the classroom and to see for what purposes French is used and vice versa. The study is carried out within the interactionist approach to language acquisition and learning.

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Storjohann, Petra • *Corpus-driven analysis of colligation and its lexicographic presentation* • The purpose of this paper is to show how corpora and tools can be used to analyse significant lexico-grammatical combinations lexicographically. I will illustrate how information on typical combinational patterns is retrieved by employing a corpus-driven methodology and how data on colligational patterns is presented in the Internet dictionary elexiko.

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Stracke, Elke / Kumar, Vijay • *A taxonomy of good practices in providing feedback on PhD drafts* • This paper provides a taxonomy of feedback practices. This taxonomy views feedback from three perspectives: referential, directive, and expressive. Written feedback provided by supervisors on drafts of PhD theses, reflection by both the supervisors and supervisees in conjunction with examiners' comments, constituted the data source for this study. Looking at feedback from a pragmatic angle seems to be a promising way to contribute towards the development of doctoral education.

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vijay@fbmk.upm.edu.my • U Putra Malaysia • Malaysia

Stratilaki, Sofia • *The multilingual asset as a strategic advantage in language learning and use* • Few characteristics of multilingualism have inspired as much academic research as the conceptual notion of multilingual competence. Based on a qualitative analysis, this contribution examines the issue of language contact and focuses on the relationship between social representations of languages and the development of multilingual competence in French-German learners. We assume there is an important place for focusing on the learners' representations of interactions between languages.

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Strohmann, Ellen • *The identity of Russian mother-tongue children, studying in Estonian schools* • The status and destiny of large number Russian speakers is one of the most complicated political and cultural problems nowadays in Estonia. When we talk about problems of minorities, we talk about integration, multiculturalism and identity. In my report I want to talk about connections between them, also how identity is changing during the process of integration.

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Strugielska, Ariadna / Siek-Piskozub, Teresa • Autonomy, experience, and concepts – A study in educationaö discourses • The aim of the paper is to present the possible impact of educational reforms in Poland onto the ensuing experience of both the learners and the practitioners. Of our primary concern is the notion of autonomy – its inception, reception, and, ultimately, conception in and across Polish classrooms. In order to detect possible experiential as well as conceptual shifts, multifarious samples of educational discourses have been analyzed.

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Strunk, Oliver / Fernández-Villanueva, Marta / Schmidt, Katrin / Tapia, Eduard • *Korpus VARCOM Deutsch: Variation, multimodale Kommunikation und Mehrsprachigkeit* • Das Korpus Varcom gesprochener Sprache ermöglicht Untersuchungen zur Variation in der gesprochenen Sprache mehrsprachiger Studenten. Es enthält die Videoaufnahmen der zur Datenerhebung durchgeführten Interviews und zusätzlich die Transliterationen und GAT-Transkriptionen, die mit

den Standardprogrammen Exmaralda und Elan ausgewertet werden können. Des Weiteren ermöglicht das speziell entwickelte Programm LexikTools POS die Untersuchung der getaggten Version.

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Su, Hui-ying • *Phonics awareness: An indicator of EFL learners' vocabulary memorization skills* • The present study aimed at exploring to what extent EFL learners' awareness of phonics rules facilitated their memorization skills in learning English vocabulary.

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Sundberg, Ann-Kari • *Three teachers' dealing with otherness in the French foreign language classroom in Sweden* • The paper presents an empirically grounded study of the way three Swedish teachers deal with otherness in the French foreign language classroom. Our standpoint is that the foreign language classroom is a cultural meeting place where elements of otherness are a natural part of verbal interaction. The project aims to investigate whether there is a difference in the teachers' mediation of otherness when it is referred to as human or language phenomena.

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Surakat, Tajudeen • *Theorising translation: A critical linguistic discourse on definitions and typologies of translation* • The main objectives of the proposed paper are to: (i) examine some definitions and categories of translation such as those by Catford (1965), Newmark (1981) and so on; and, (ii) discuss the relevance of the definitions and typologies to practical encounters in translation. The paper adopts a critical linguistic perspective which also takes cognizance of the significant variables factors such as orientation of the theorist, the genre types, the affinities between source and target languages, etc.

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Sure, Kembo • *Classroom as a site of struggle in a bilingual school in Kenya* • The paper is an analysis of classroom discourse involving an official language and a nonofficial in a bilingual school and the resulting struggle between the chopice of one language or the other as reflecting ideological conflict.

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Suzuki, Hiroko / Fujieda, Miho • *The developmental process of incidental vocabulary learning as facilitated by on-line communication* • This paper examines the changes in student vocabulary learning at the 1) meta-cognitive (way of learning), 2) qualitative (understanding level) and 3) quantitative (number of words acquired) levels over the course of a semester. Employing a micro-ethnographic method, the researchers describe the developmental process of vocabulary learning through carefully sequenced tasks, in terms of externalization and internalization of the vocabulary as a secondary instrument (Engestrom, 1987).

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Suzuki, Kana / Morimoto, Ikuyo / Mizukami, Etsuo / Otsuka, Hiroko • Interviewer's telling their personal experiences: An aspect of neutrality in interviews • In terms of the attitude of neutrality that interviewers are supposed to maintain, this paper examines their telling personal experiences during interviews. The video-recorded data show that, unlike experts, amateur interviewers relate personal stories in receipt of interviewees' answers. The telling entails the risk of leading interviewees toward certain directions.

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Suzuki, Mikiko • *Uptake, the level of noticing, and L2 learning by adult Japanese learners of English* • The current study examined the effect of uptake on learning of past tense among adult Japanese EFL learners. The type of corrective feedback and pretest scores controlled for, the results of the study exhibited different effects of uptake depending on the modes and timing of measurement of learning. The analyses of the relationship between uptake and noticing were also performed, and the results indicated their differential relationship depending on how noticing evidence was coded.

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Suzuki, Wataru / Itagaki, Nobuya / Watanabe, Tomoyuki / Takagi, Tomomi • *The effect of output processing on subsequent input processing: A free recall study* • In order to examine the effect of output processing on subsequent input processing and what factors mediate that effect, we conducted an experiment for Japanese learners of English with two English proficiency levels and under two experimental conditions. We found that (a) output tasks facilitated encoding of relevant information in the subsequent input task into intake, and (b) complex relationships existed among L2 proficiency levels, experiment conditions, and levels of subsequent input processing.

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Svinhufvud, Kimmo • *Peer response in the academic seminar* • The paper analyzes the practices of peer response in the master's seminar. It will focus on the response given by a nominated seminar member, the so-called opponent. The paper gives an overview of the opponent's response in a seminar session and then concentrates on the analysis of some features found in the opponent's talk. The main theoretical background of the study is conversation analysis and composition studies. The data consist of videotaped seminar sessions and supervision meetings.

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Swain, Merrill • *Languaging, cognition and affect among the elderly* • This presentation considers how languaging supports cognitive and affective activities in an elderly bilingual person. Languaging in this study is operationalized as when the participant engages in cognitively complex conversation with the researcher. The affective aspects of the participant are demonstrated in her trust of the researcher relative to front line staff in the long-term care facility in which the participant is living.

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Szurawitzki, Michael • *An analysis of the thematic openings of Finnish and German linguistic journal articles 1897-2003* • My text linguistic study aims at analysing the thematic openings of Finnish and German linguistic articles both contrastively and diachronically (1897-2003). Thematic openings of research articles can show most clearly how the authors place themselves in relation to the discipline and to other texts. The articles analysed come from academic journals "Beiträge zur Geschichte der deutschen Sprache und Literatur" and "Virittäjä".

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Taguchi, Etsuo • *How repeated reading affects advanced-level proficiency Japanese readers of EFL: A diary study* • Reading fluency has been a major concern in reading research and education in English

L1 settings and extensive research has explored how best to develop reading fluency in the hope of improving reading comprehension directly and indirectly as a result. In L2 or FL settings, however, reading fluency issue remains largely unexplored. Using the diary study approach this paper attempts to examine how fluency building practice affects Japanese readers with advanced-level English proficiency.

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Tai, Rebecca • *Generosity vs. frugality: The dynamics of word consumption in translation* • Some translators are particularly generous with words and some translators are particularly economical with words. Translations based on the same source text can vary greatly in length from translator to translator. This paper will discuss whether translators are consistently generous or frugal with words, whether certain features of texts lead translators to use more words, what types of words are added to lengthen translations, and what strategies are used to elongate or shorten translations.

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Takada, Tomoko • *The use of a "can-do" list as a self-assessment instrument* • This paper explores the possibility of using "can-do" descriptors developed by the Society for Testing English Proficiency as a self-assessment instrument for incoming junior high school students in Japan. It argues that the "can-do" list helps JHS teachers identify learners' needs, which have become more diverse in Japan.

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Takagi, Akiko / Chu, Man-Ping / Lee, Seongwon / Sakai, Shien • *Promoting learner autonomy: Student perceptions of responsibilities in a language class in East Asia* • This study investigates to what extent students would like to get involved in various decisions and assessments in the English classes in the East Asian context. The questionnaire was distributed to 73 students from Taiwan and Japan Students were asked to choose the five items they would like to get involved in most from 13 choices and write down their reasons. After calculating the responses, 293 comments received from the students were categorized into themes and analyzed qualitatively.

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Takahashi, Satomi • *The Eefects of individual differences on L2 web-based Rrading development: A latent variable model* • This study examined the effects of Japanese EFL learners' motivation, learning strategies, instructional preferences, and attitudes toward Web-based learning on the improvement in their L2 reading proficiency through Web-based learning. Structural equation modeling revealed that the latent motivation variable related to learners' expectations in utilizing the skills learnt in this course in other learning contexts affected their improvement in L2 reading proficiency using Web-based materials.

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Takamiya, Yumi • *Interpersonal management of conflict in Japanese group meetings* • This paper attempts to demonstrate how Japanese individuals manage conflict in an educational setting. Historically, research on Japanese interactions assumes that participants are concerned with politeness. However, recent research has shown that Japanese people have ways of engaging in and managing disagreement. The current paper contributes to this later line of research by describing how subordinates contest and manipulate their superiors at work and challenge the stereotype.

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Takase, Atsuko • *Impact of picture books on EFL students' reading motivation extensively* • The key to succeed in motivating EFL learners to read English books extensively and improving their reading proficiency is to provide them with an abundance of easy materials. Japanese female high school students were motivated to read a great number of picture books at the early stage of an extensive reading program. Their English proficiency greatly improved, and surpassed the group who read a number of higher levels of graded readers.

atsukot@jttk.zaq.ne.jp • Kinki U • Japan

Takeuchi, Takaaki • *EFL listeners' perceived use of overt and covert rehearsal: Event-related fMRI* • EFL subjects of different listening proficiency levels activated differently on the overt and covert rehearsal, with the high listening-scores are generally considered as more successful listeners obtained less activated temporal cortex. The low listening-scores' showed that they were more activated around auditory areas as their high proficiency counterparts were. The results suggest that rehearsal performance was not only influenced by listening scores but also cognitive variables. Pedagogical implications are also discussed in relation to the present EFL learning and teaching scene.

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Takeuchi, Osamu / Ikeda, Maiko • *Does learners' vocabulary size influence the efficacy of reading strategy* • This presentation reports on an attempt to identify the influence of EFL learners' vocabulary size on the efficacy of reading strategy instruction. Results obtained through quantitative analyses found that learners' vocabulary size had an impact on the efficacy of reading strategy instruction, especially in relation to predictive and inferential reading. Some suggestions for reading strategy instruction will be made based on the findings.

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Tan, Bee Hoon • *Automated multilingual essay assessment: Applications and implications* • This presentation reports a research study on the experiment of using an automated multilingual essay scoring tool in processing writing tests of three main languages in Malaysia: English, Malay, and Mandarin. The extent of reliability of the multilingual AES system, inter-rater agreement, comparisons across the three languages, challenges and implications will also be highlighted and discussed.

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Tanner, Johanna • *Models of interaction in L2 textbook dialogues* • The study deals with L2 teaching materials for beginners, focussing on the textbook dialogues. What kind of models of interaction and of situational language use Finnish L2 textbook dialogues present to learners of Finnish? The paper will focus on the directives in the dialogues and illustrate the issue with examples from the textbook dialogues and from authentic data. The paper will also discuss what the choices made in textbooks might tell about our attitudes towards L2 learners.

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Taura, Amanda / Taura, Hideyuki • *Critical period revisited through L2 attrition data of expatriate children* • This study aims to quantify the critical mass or the level beyond which attrition is unlikely even after exposure to the language discontinues. Data were spontaneously collected from expatriate high school students (N=108) and analyzed in terms of fluency, accuracy, and complexity. The results imply that the age bracket of six through nine is a key age when the language of instruction is deeply entrenched to the extent that attrition is highly unlikely later on in life.

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htaura@lc.osakafu-u.ac.jp • Osaka Prefecture U • Japan

Taylor, Shelley K. • *Monolingual myopia in Canadian bilingual education? First Nations and trilingual children in immersion* • This paper highlights challenges faced by child multilinguals in French immersion (FI), and how they resolve them. Monolingual myopia shaping common belief dissuades speakers of a non-official first language and First Nations children from enrolling in FI. Results of data collected by survey and classroom-based research, interviews and document analysis indicate that FI is a viable, non-elitist educational option for child multilinguals. Its 'additive' design must be reworked to pertain to all.

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Teixeira da Silva, Vera Lucia / Altamiro Consolo, Douglas • *The TEPOLI: An instrument to assess EFL teachers' oral proficiency* • We present a theoretical background and some findings of students' and teachers' views and expectations abour oral language proficiency in English, and data obtained by means of a language test, labelled TEPOLI.

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Temmerman, Rita / De Baer, Peter • *Intercultural multilingual communication in the welfare domain: Ontologies and terminology in context* • In multilingual Europe, terminology related to the welfare sector is a complex matter. Each European country has culture specific definitions for similar but non-equivalent phenomena and consequently one-to-one equivalence between existing terms in different languages is rare. Communication between welfare professionals in a multinational, multiregional and multilingual European context is often confusing and cumbersome. Existing multilingual glossaries on the subject are largely inadequate.

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Thang, Siew Ming / Krish, Pramela / Keong, Yuen Chee • *Autonomy of Malaysian ESL learners: Comparing undergraduates at public and private universities* • The concept of autonomy promoted by the West focuses on personal autonomy. Thang's (2001, 2005) studies on distance and on-campus learners of a public university found students learning English to be teacher-centred. However, her findings suggested that they were able to learn English autonomously. She concludes that it is presumptuous to associate inability to learn English to teacher-centreness. This study investigates whether this extends to undergraduates at private universities.

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Thome, Gisela • *Zum Umgang mit multimodalen Texten in deutsch-englischen und deutsch-französischen Übersetzungen* • Nach Klärung des den zentralen Untersuchungsgegenstand bezeichnenden Begriffes „multi-modaler Text" werden – unter Nutzung semiotischer Erkenntnisse – dessen Charakteristika dargestellt. Diese bilden zugleich die Kriterien, anhand derer einschlägige deutsche Textexemplare und ihre englischen und französischen Übersetzungen einer kritischen Analyse unterzogen werden. Die Beachtung der dabei gewonnenen Einsichten soll Translatoren zu einem adäquaten Umgang mit Sprache-Bild-Kombinationen verhelfen.

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Thompson, Roger M. • *Tagalog case markers in informal Filipino English* • English worldwide is undergoing an informalization process. But what form does informal English take in an ESL country such as the Philippines where the primary source for English is formal school instruction? A possible answer is found by examining transcriptions of English speaking commentators at a nationally televised basketball game. The use of Tagalog case markers in English matrix sentences are analyzed according to the code switching principles of Myers-Scotton.

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Thoms, Joshua J. • *Analyzing oral discourse in a second language literature classroom* • This project investigates whole-class discussions between an instructor and her students in a Latin American literature classroom at the college level. The study looks at oral discourse from a micro-level analytic point of view. The results are interpreted via Vygotskian sociocultural theoretical perspectives on language learning.

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Thurman, John • *The influence of the choice of task Topic on Task motivation and language output in TBLT* • This presentation reviews a repeated-measures analysis of survey and recorded conversational research that assimilated task-based language learning with providing different levels of choice of task topic. The goal of this study was to examine changes in levels of task motivation and language output when topic choice was or was not available. The results from this study can potentially help teachers easily design tasks that improve students' language output and task motivation.

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Tight, Daniel G. • *Perceptual learning style matching and L2 Spanish vocabulary acquisition* • Intermediate adult L1 English speakers (N = 128) studied 48 Spanish words, 12 each through a more-preferred modality, a less-preferred modality, mixed-modality instruction, and no instruction. Results from immediate, 1-week, and 1-month post-tests suggest that direct study of L2 vocabulary produces substantial gains for all style preferences, that such gains may be maximized through mixed-modality and visual techniques, and that style matching may also yield benefits.

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Ting, Su-Hie / Chong, Ngee-Moi • *Making language choices based on appearance in intercultural communication* • This study taps into the unspoken assumptions of a multilingual speech community to examine communicative norms governing language choice between fruit sellers and customers in the transactional domain. The objectives of the study are to describe indicators for determining appropriate language choice, reactions to inappropriate choices, and strategies for repair. Interaction data were collected from 116 transactions at a fruit stall at a weekend market. A decision tree using physical appearance cues to make appropriate language choices is presented.

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Tissot, Fabienne / Werlen, Erika / Galliker, Esther • *Jugendsprache in der Deutschschweiz – Methoden der Angewandten Linguistik* • Das Projekt „Jugendsprache in der Deutschschweiz" verfolgt einen ethnographischen Ansatz; die Kooperation mit Schülerinnen und Schülern bildet einen zentralen Aspekt bei der Datenerhebung. Will die angewandte Linguistik aus soziolinguistischer Perspektive gesellschaftspolitisch relevante Ergebnisse anbieten, so ist die Verbindung von emischer und etischer Perspektive (vgl. Pike 1964 und 1967) bei Analyse und Interpretation unabdingbar. Im Zentrum der Präsentation steht das methodische Vorgehen.

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Tobita, Rumi / Nakayama, Akira • *Effective way of using voice-recognition software to improve communication skills* • This research is intended for teachers who use computers based training to teach English communication skills to students as a foreign language. Though similar types of program may exist, our research concentrates espe-

cially on the improvement of students' utterance of speaking skills along with gaining overall communication skills by conbining voice-recognition software and the presentation. Our presentation will be accompanied by demonstration and a video of the actual training.

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Togawa, Naoki • *A study of 'perspectives on different cultures' in Japanese English textbooks of the post-war period* • The term 'cultural awareness' seems to have gained prominence in foreign language teaching worldwide. Therefore, teaching culture in foreign language education needs careful consideration. This paper focuses on describing the treatment of 'perspectives on different cultures' as subject matter in the Japanese senior high school English textbooks of the post-war period.

natogawa@osk3.3web.ne.jp • Kansai U • Japan

Tolosa, Constanza • *Language teacher cognitions and teaching: Native and non-native teachers' practices* • The study aims to understand the differences in cognitions and explanations of formal aspects of the language between native (NSp) and non-native (NNSp) teachers of Spanish in secondary schools in New Zealand. Using Borg's (2003) definition of teacher cognition as the unobservable cognitive dimension of teaching – what teachers know, believe and think, the study will describe the cognitions NSp and NNSp language teachers have about themselves, learning and teaching and will investigate the strategies used by the teachers to explain formal aspects of the language.

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Tomiyama, Machiko • *Integrating L1 attrition and L2 attrition research in search of a suggestion for L2 maintenance* • This paper is an attempt to integrate the results of L1 and L2 attrition research with an aim to elicit a practical suggestion for maintaining a second language. By reviewing the results of both research fields, the paper reports that a practical suggestion for L2 maintenance is reaching a high level of attainment during the process of L2 acquisition. It argues that the factors reported to affect attrition can be of less significance or can be converged into the attainment factor.

tomiyama@icu.ac.jp • International Christian U • Japan

Toohey, Kelleen • *Immigrant children investigating their communities' multiliteracies* • I describe a collaborative project of a group of teachers, university researchers, and upper elementary English language learners to document home, community and school literacy practices. Using videotape, audiotape and artifacts as multimedia data, I show participants' varied activities toward the integration of home and community literacy practices into school. In addition, the effects on students' appropriation of identities of competence are investigated as a result of the project.

toohey@sfu.ca • Simon Fraser U • Canada

Torres Ramírez, Amelia • *Focus in form and second language acquisition* • The role of both Focus on Form instruction and output in triggering learners´ attention to grammatical rules has been deeply studied in L.A. research during the last decades. In this paper we carried out an experimental study upon the effects of two types of Focus on Form: planned and incidental focus on form instruction among two groups of Computer Science students at the University of Las Palmas. Participants were evaluated through two output tests, based on text reconstructions.

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Tragant, Elsa / Victori, Mia / Thompson, Marilyn • *The interplay between learning strategies, motivation and linguistic achievement in foreign language* • One of the most relevant advances in the study of individual differences in SLA has been the increasing application of SEM techniques, a procedure that will be used in the present study with the objective of analyzing the relationship between subsets of motivation and learning strategies variables and to evaluate their contribution to linguistic outcomes, as measured by a cloze test. The main contribution of this piece of research comes from the large size of the sample (2.788 students; 63 schools) as well as the fact that motivation and learning strategies are analysed simultaneously.

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Troutman, Denise • *Signifying and Black woman's "place"* • This presentation focuses on one type of speech act within the Black linguistic market, signifying. As part of a cultural speech act system, signifying has been described primarily from a Black male perspective. I argue for a deconstruction of signifying in order that the linguistic practices invoked by Black women are represented. Specifically, I contend that a broadening and re-configuration of signifying is needed when Black women are considered as sites of investigation.

troutma1@msu.edu • Michigan State U • USA

Tsang, Wai Lan • *The L3 acquisition of reflexives in Cantonese Chinese* • The study reports on the binding condition of Cantonese reflexives among a group of L3 Cantonese learners. Through a timed coreference-judgement task, the L3 learners were observed to be less sensitive to the morphomorphemic/polymorphemic distinction, local/non-local binding, and subject/object orientation in their judgements of the reflexives. Such judgements were noted to be different from the patterns in their L1 and/or L2, offering insights into the L3 acquisition and teaching of Cantonese.

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Tseng, Ching Ying • *BICS and CALP in English for special purpose* • The purpose of this study is to ascertain whether BICS and CALP concepts can be applied to Language for Specific Purposes. This study focuses BICS and CALP concepts from second language acquisition on Language for Specific Purposes. Furthermore, the functions relate to phonology, morphology, syntax, and semantics. BICS and CALP encourage students to communicate among themselves, thereby facilitating the development their English skills as well as their academic language proficiency.

tseng111@yahoo.com • Tungnan U • Taiwan

Tseng, Yueh-Hung • *Reconstructing pre-service EFL teachers' identities through a Whole Language curriculum* • This qualitative teacher-based study aims to examine how Whole Language curriculum serves to reshape the pre-service EFL teachers' identities. The findings suggest that they begin to gain awareness of their potentials, and learn to exert their own human agency in improving their teaching, and to be flexible in shifting their roles.

tseng@mail.nhlue.edu.tw • National Hualien U • Taiwan

Tsokoglou, Angeliki • *Erarbeitung von Sprachebenen im Grammatikunterricht* • In diesem Vortrag werden Möglichkeiten zur Erarbeitung der verschiedenen Sprachebenen sowie ihre Integration in den Grammatikunterricht Deutsch als Fremdsprache diskutiert. Auf neueren Anforderungen der Sprachdidaktik basierend, wird versucht ein didaktisches Verfahren zu entwerfen, mit dem Ziel den Unterrichtsprozesses zu optimieren: einerseits durch die Unterstützung der Lehrperson bei der Planung und Durchführung des Grammatikunterrichts und andererseits durch die Förderung der Lernenden bei der Kognitivierung bzw. der Entwicklung der sprachlichen Kompetenz.

angtsok@gs.uoa.gr • U of Athens • Greece

Tsou, Wenli • *Readers Theatre for EFL reading and writing* • This study proposed a reading/writing curriculum with improving reading/writing fluency as a focus and applied Readers Theatre (RT) as a tool to achieve the goal. RT facilitated children's English writing, reading fluency, and reading comprehension. With RT, EFL children had a motivation and purpose to review class contents after class.

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Uflacker, Cristina / Jung, Neiva Maria / Corrêa Ferreira, Luciane / Roquele Schoffen, Juliana • *A reflection on the linguistic situation of the German-Brazilian communities* • In the present study we present a reflection on the notion of Brazil as a monolingual country through the study of the situation of language usage in German-Brazilian communities. We intend to poit out the lack of linguistic policy for speakers of minority languages in Brazil.

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Urbanaviciene, Irena • *The relationship between EFL teachers' beliefs and practices in reading instruction for advanced level EFL students in a Lithuanian university* • The focus of this paper is the relationship between non-native English-as-a-foreign-language (EFL) teachers' beliefs and practices in reading instruction for advanced non-native speakers of English at Kaunas University of Technology in Lithuania. The information obtained from this study attempts to clarify the nature of teachers' belief systems in a Lithuanian university context which is largely unexplored and calls for the need to provide a firmer grounding in EFL reading development.

iurban@essex.ac.uk • U of Essex • UK

Ushida, Eiko / Morioka, Akemi / Hayashi, Asako • *CBI for multi-level Japanese courses: Material development, implementation, and evaluation* • This presentation will report on a collaborative project for developing web-based materials for instructing Japanese utilizing Content-Based Instruction (CBI). This project aimed to develop CBI teaching materials for three different levels (2nd-Year, 3rd-Year, and heritage) that could potentially be shared online by all campuses of the same state university system. The process of developing prototype materials, evaluation results, and suggestions for future improvement will be discussed.

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Usuki, Miyuki • *Autonomy in language learning: Japanese students' exploratory analysis* • The study confirmed that successful foreign language learners have positive attitudes and confidence in themselves. Learners' internal attitudes should be given more focus than external behaviour. Autonomous learning might not necessarily mean a complete shift of instructional mode for teachers, but could involve the creation of a more appropriate learning environment.

usuki@juen.ac.jp • Joetsu U of Education • Japan

Van de Poel, Kris • *Medics on the Move: Improving professional communication on the workfloor* • Medics on the Move wants to provide L2-medical professionals with a contextualised language training programme to adequately function on a professional, linguistic, social and interactive level. This paper discusses a study on modification elicited in medical scenarios in 5 European countries. The data are compared to L1-data and supplemented with L2-evaluation data on communicative appropriateness and with analyses disclosing the needs as perceived by L2-professionals and L1-medical colleagues.

kris.vdpoel@telenet.be • U of Antwerp • Belgium

Van Gorp, Koenraad • *How effective is SL education in multilingual primary schools: Beliefs, practice and learning outcomes* • Out of a pool of 18 priority policy schools, five Flemish primary schools that attain significantly different language learning outcomes with a comparable population of more than 80% of second language learners, were selected in order to answer the question of how effective language learning and teaching across the curriculum is for 11-to-12-years old SL learners.Using a mixed-methods approach this study links teachers' beliefs and classroom practices (i.c. interactions) to learning outcomes.

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Van Loocke, Eva / Vandewaetere, Mieke / Sercu, Lies / Desmet, Piet• *Testing vocabulary, grammar and reading skills communicatively in a computer-based environment* • Testing vocabulary, grammar and reading skills communicatively in a computer-based environment. The main focus of this paper will be on computer-based communicative language tests, developed within the framework of the Lingu@flex-project currently running at the K.U.Leuven, and which aims to develop a methodologically sound tool and test battery for testing general English and general French language proficiency at an advanced level.

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Van Steendam, Elke • *Improving coherence: Effects of collaborative revision conditions on writing quality in EFL* • This study explores the effect of structured collaborative revision on the writing ability of 175 EFL students at a Belgian university. The main research question under review is which form of strategy training is more effective to teach novice revisers how to write a well-structured and convincing letter of application. Results indicate that some instructional strategies are more successful than others to guarantee transfer from revising other people's texts to writing one's own texts.

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Vandergriff, Ilona • *Humor in computer-mediated communication•* More than any other medium, the online environment has been associated with an abundance of play and other nonserious communication. Based on empirical analysis of a 5,000-word language learner corpus of synchronous CMC, I will describe how small groups of advanced learners of German engage in verbal humor and how they coordinate their actions in light of the reduced nonverbal repertoire.

vdgriff@sfsu.edu • San Francisco State U • USA

Vassileva, Irena • *"Don't buy this book!" – Critical book reviews in English and German* • The present pilot contrastive study is based on a sample corpus of 10 book reviews per language in German and English applied linguistics which have a definitely negative character. It aims at uncovering the argumentation strategies used by review writers in terms of the classical argumentation Aristotelian theory.

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Veneziano, Edy / Hudelot, Christian / Veyrier, Constance • *Explanatory relations in narratives: Adjustment to the listener in 4 to 11 year-old children* • This study assesses how the state of knowledge 4-to-11 years old children share with their interlocutors affects their narratives. The story they construct before and after a scaffolding procedure is based on a sequence of five pictures whose underlying theme is a misunderstanding between the characters. Results show that in younger, but not in older children, there is a trade off between the identification of the characters and the elaboration of

the plot, particularly when this concerns the elucidation of the mis-understanding between the characters.

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hudelot@vjf.cnrs.fr • CNRS • France

Vergaro, Carla • *The influence of English on the use of Italian subject pronouns* • The prevailing approach towards subject pronouns use in Italian has been to look at sentence-level phenomena. It is our claim that what appears to be a syntactic phenomenon cannot be satisfactorily explained only syntactically. In this paper, cases of first person subject pronoun recurrence will be analyzed following the notion of 'pragmatic weight'. The aim of the analysis is to show that the use of overt subject pronouns in Italian might be also due to the increased contact with English.

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Verheyden, Lieve • *Teaching writing to Dutch second language learners in primary education in Flanders* • On the basis of a data collection in eight primary classrooms with up to 100% non-native speakers of Dutch, I present possible links between (a) the results on a pre and post writing test administered to 150 DSL learners; (b) the teachers' beliefs about writing education to DSL learners; and (c) the teachers' tuning to the learners' individual writing processes as observable in the teacher-learner(s) interactions during writing classes tackling story writing tasks, spread over one school-year.

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Villiger, Claudia / Becher, Margit • *Multilingual terminology management for business communication* • We present a concept for terminology management that supports the construction of a corporate terminology and considers multilingualism as well as pragmatic aspects of terminology use in business communication. We will discuss this concept on the basis of the terminology database 'Termifix' that we have developed as practical application.

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margit.becher@fh-hannover.de • U of Applied Sciences and Arts Hanover • Germany

Virkkula, Tiina • Constructing English language user identities in discourses of education and everyday life • This paper investigates identity construction of young adults as EFL users in a lingua franca environment (ELF). Identity is seen as constructed in discourses within which individuals take different subject positions. In my study I interviewed Finnish young adults during their internship in Germany. Before their stay abroad the participants' language user identities were limited to educational discourses. However, during their stay the participants constructed courageous ELF user identities.

tiina.virkkula@campus.jyu.fi • U of Jyväskylä • Finland

Vogler, Stefanie • *Anglizismen in deutschen und italienischen Wirtschaftszeitungen* • Der Beitrag stellt die Ergebnisse einer kontrastiven Analyse zum Gebrauch von Anglizismen in einer deutschen und einer italienischen Wirtschaftszeitung vor. Dabei zeigt sich, dass einige Anglizismen zwar in beiden Zeitungen, doch mit unterschiedlicher Bedeutung verwendet werden. Daher verlangt die Übertragung von Anglizismen aus der Ausgangssprache in die Zielsprache besondere Sorgfalt.

stefanie.vogler@unimib.it • U of Milano – Bicocca • Italy

Vogt, Karin • *Needs analysis for professional communication situations: CEF-based competence profiles* • For Vocationally Oriented Language Learning, relevant target language use situations a learner is likely to encounter in a professional communication situation are usually established with a needs analysis. The paper is to report on research that has created foreign language competence profiles that function as a language needs analysis for three exemplary jobs and that are based on the CEF at the same time. The design of the study will be outlined and selected results will be discussed.

karinvogt@web.de • U of Education Karlsruhe • Germany

Vosghanian, Liliane • *The choice of dialects in a diasporic situation: The example of Armenian spoken in France* • In this study, we wonder how is established the contact between the languages in a community in which two groups of different speakers mix. Its specificity lies in the fact that it is made up of speakers living in a diaspora and speaking different varieties of Armenian. We observed three tendencies when studying the way they worked in interaction for which we propose to give examples and we wonder what allows to explain them, as the macro determinations are not enough to do such a work.

liliane.vosghanian@univ-lyon2.fr • Lyon U • France

Voßkamp, Patrick • *Sprechen, um zu schreiben – Mündliche Kommunikation im Lokaljournalismus* • Der Vortrag widmet sich dem Stellenwert mündlicher Kommunikation im Lokaljournalismus. Da ohne interpersonale Kommunikation keine Massenkommunikation denkbar ist (vgl. Pürer 2003, 81), soll mithilfe der Angewandten Gesprächsforschung der Frage nachgegangen werden, wie (Lokal-)Journalisten mit den alltäglichen mündlichen kommunikativen Herausforderungen umgehen und ob sie speziell für die Face-to-face-Kommunikation bestimmte Strategien (unbewusst) verwenden bzw. entwickelt haben.

patrick.vosskamp@uni-due.de • U of Duisburg-Essen • Germany

Wakamoto, Natsumi • *The impact of extroversion/introversion on learning English in a Japanese EFL setting* • I explored the characteristic learner strategies of extroverts and introverts with 148 Japanese college students using three phases of study: the questionnaire phase (SILL, MBTI, CELT, TOEIC), observation of student strategy use in the classroom, and strategy use in an individual learning situation. As a result, it was found that extroverts and introvert used different learner strategies depending on different learning situations. The pedagogical implications are also shown.

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Walker, Ute • *Telecollaborative writing in e-tandem: Creating distance to promote reflection, agency and voice* • Students in two Academic English classes worked collaboratively as online discussion partners to engage in joint reflection and knowledge construction through the TL. Students' discourse illustrates increased TL use, critical reflection on language and topics and their emerging writing identity.

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Walker, Ute • *Linguistic diversity in New Zealand: Demographic fact, policy challenge, settlement opportunity?* • This study of immigrants' perspectives of the role and relevance of their languages in the New Zealand context presents bi/multilingual practice as a basis for, rather than disruption of, the settlement process as it promotes social-cultural continuity and wellbeing. Multilingualism as settlement outcome warrants investing in immigrants' linguistic capital via a settlement strategy aimed at linguistic and affective enrichment though fostering migrants' multilingual potential.

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Walkó, Zsuzsanna • *How do researchers represent the practice they investigate? Politeness in EFL research articles* • The analysis examines how four Research Articles in the field of English Language Teaching represent the teaching-learning context they investigate. Using the concepts and categories of pragmatic politeness, it exam-

ines how participants' 'face' is considered in the description of their practice and in the formulation of the authors' claims. The analysis indicates a systematic process at work in dealing with the face needs of the participants in these types of research articles.

walkozs@t-online.hu • College of Nyíregyháza • Hungary

Wang, Ge / Yang, Hongyan • Learning English in a multilingual and multicultural context: A case study of four successful English learners with Bai ethnic background • This research examined the experiences of two successful English learners with Bai minority background in Yunnan China, seeking to understand their motivation, the positive and negative pressures on them of dealing with learning English as the 3rd even 4th language, and the opportunities and challenges to their sense of ethnic and national identity that learning English affords them.

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yanghongyanqiqi@yahoo.com • Yunnan U of Nationalities
• China

Wang, Liang • *Revisiting Byram's ICC model in e-learning environment* • This paper reviews Byram's ICC model as the conceptual model for intercultural education and identifies the need to complement it with a process component. By comparing existing online intercultural programs from a task-based learning perspective, this paper aims to explore a process model for the development of Internet-based/mediated intercultural activities.

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Wang, Yuxia • *Input frequency, L1 property and the acquisition of dative constructions* • The study investigates the acquisition of English dative construction by Chinese learners of three different proficiency levels. The result shows that typologically different construction meaning plays a role in learners' acquisition. What's more, input frequency and L1 lexicon knowledge interact in the acquisition of target-language argument structures at different proficiency levels.

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Hong Kong

Warchal, Krystyna • *Searching for consensus: On some functions of conditional clauses in academic written English* • The aim of this paper is to study the function of conditional clauses in academic written English. Drawing on extensive research into modal meanings in academic texts, it focuses on the conditional clause as a rhetorical device for gaining acceptance for one's claims by sharing the responsibility for the claim with the reader, qualifying the degree of authorial commitment to the claim, and appealing to the knowledge shared by the discourse community.

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Warth, Claudia • *eLearning scenarios for language and culture integrated learning* • A model of language-and-culture-learning and exemplary learning scenarios will be presented, highlighting how collaborating and interacting in intercultural online activities foster intercultural foreign language skills. Learners are involved in actively and collaboratively using the learning potentials of the given eLearning technologies for creating their own 'space' for intercultural communication.

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Webb, Victor • *Accommodating LEP examinees in South Africa* • The question posed in this paper is whether final-year learners (Grade 12), who use a language in which they have (a very) restricted proficiency as medium of learning, can be adequately accommodated in their final examinations by the use of translated exam papers. The performance of learners in an experimental group are compared

with those in a control group, and aspects discussed are the translation of technical vocabulary, the linguistic character of exam questions and instructions, and alternative accommodation strategies.

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Weder, Mirjam • *Orthographische Varianten – Kenntnis, Gebrauch und Einschätzung* • Seit der Revision der Rechtschreibreform (2006) sind wesentlich mehr orthographische Varianten zugelassen als vorher. Anhand von Erhebungen zu Gebrauch und Einstellungen soll untersucht werden, wie sich eine Regelung, die orthographische Varianten explizit zulässt, auf den alltäglichen Sprachgebrauch auswirkt. Dabei wird sowohl auf das Auftreten von orthographischen Varianten fokussiert als auch auf die Akzeptanz dieser orthographischen Freiheiten bei den Sprachbenützern.

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Weger-Guntharp, Heather D. • *The 'ideal multilingual self': Does English count?* • International students of English as a Global Language (EGL; N=75) completed a motivation questionnaire that also measured student preferences for specific classroom activities. Results suggest that motivated classroom behavior can be explained in relationship to the learner's envisioned language use goals. Additionally, across all proficiency levels, the language learning experience can be characterized as a struggle as learners develop their 'ideal multilingual self.'

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Weidacher, Georg • *Kurzmeldungen in Printmedien. Diskursivität und Kontextualisierung unter erschwerten Bedingungen* • Kurzmeldungen in Printmedien stellen Journalisten vor besondere Herausforderungen, da kaum alle für ihr Verstehen notwendigen Informationen explizit bereit gestellt werden können. Daher werden Indikatoren eingebaut, die eine sinnvolle Kontextualisierung erlauben. Dabei ergibt sich zugleich eine Perspektivierung der Nachricht. Wie Kurznachrichten vor diesem Hintergrund gestaltet werden und welche rhetorischen Widerstände (Knape) überwunden werden müssen, soll in meinem Vortrag dargestellt werden.

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Weilhammer, Karl / Batliner, Anton / Hönig, Florian / Nöth, Elmar • C-AuDit – Computer-Assisted Pronunciation and Dialogue Training • Pronunciation and dialogue training are integral parts of foreign language learning. In conventional e-learning systems standard speech recognizers are used to judge a student's pronunciation on the word level. In our new approach pronunciation is scored on the levels of segments, word stress and sentence prosody. Automatic spoken dialogue training currently allows only choosing between predefined answers. In our new system, students can interact more freely in a conversation with a computer.

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Friedrich-Alexander U of Erlangen-Nuremburg • Germany

Weingarten, Rüdiger • *Typology of European writing systems* • I propose a typology of writing systems based on phonographic, grammatographic and semasiographic analyses. With respect to European writing systems the following question shall be put forword: Are typological characteristics influenced by areal relations or contact of writing systems? Is typology formed by provenance? Are there interdependencies between typological aspects of the language and the writing system?

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Germany

Weißhaar, Angela • *Italienische Immigranten erzählen: „critical incidents" in L1 und L2* • In diesem Vortrag geht es um zweisprachige Erzähltexte italienischer Immigranten in Deutschland: Sie behandeln

„critical incidents" aus dem Berufsleben in der Mutter- und in der Fremdsprache. Dabei stellt sich die Frage, wie das Gedächtnis spätbilingualer Menschen arbeitet, sowohl im Hinblick auf die Informationsverteilung als auch aus neurobiologischer Sicht.

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Werlen, Iwar • *Fremdsprachenkenntnisse der Schweizer Bevölkerung im europäischen Vergleich* • Basierend auf einer repräsentativen Umfrage zu den Fremdsprachkompetenzen, den Lernmethoden und Lernmotivationen der erwachsenen Schweizer Bevölkerung werden in diesem Vortrag typische Fremdsprachenprofile der Schweizer Bevölkerung dargestellt und anhand der Daten aus dem Euroba-rometer 54 Spezial, „Die Europäer und die Sprachen", mit der Sprachensituation in den Ländern der europäischen Union verglichen.

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Werner, Stefan • *Automatically spotting L1-influenced prosody* • The L1 prosody spotter classifies recorded speech as native or carrying a certain foreign accent; the languages included so far are Finnish, Estonian and Russian. It is intended to be integrated into computer-aided pronunciation training systems where it can help students to identify socially stigmatizing features of their L2 articulation. They can then focus their use of the CAPT system more efficiently on the selected prosodic features.

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Weth, Constanze • *Mehrsprachiger Schrifterwerb im Kontext von Schul- und Familiensprachen* • Marokkanische Kinder in Frankreich wachsen häufig mehrsprachig und in vielfältigen schriftsprachlichen Bezügen auf. Beim Schrifterwerb übertragen sie ihr Wissen über Schrift auf alle von ihnen gesprochenen Sprachen und nutzen ihre in Familie und Schule mit Schrift gemachten Erfahrungen. Bei ungenügender Förderung kann dieses Wissen aber zur Barriere des Erwerbs schriftsprachlicher Strukturen werden. Der Vortrag zeigt, wie die Kinder mit ihren mehrsprachigen Ressourcen beim Schrifterwerb umgehen.

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White, Cynthia • *The linguistic and cultural capital contribution of immigrants to New Zealand: A contested presence* • In New Zealand the diversification of immigration sources since the 1980s has resulted in a significant increase in immigrants from varied cultural and linguistic backgrounds. This paper reports on a study of perspectives on the linguistic and cultural capital contribution of immigrants in NZ tertiary institutions. The study reveals complex attitudes to the presence of newcomers and to linguistic and cultural manifestations of diversity. Multicultural challenges in the NZ context are examined.

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Widmann, Johannes • *Professional ELF discourse – non-native speakers and their difficulties to be imprecise* • This paper will be on how non-native speakers (NNS) express uncertainty in spoken ELF discourse. NS have many discourse markers at hand to masterfully remain vague. NNSs on the other hand tend to speak "like walking books". The analysis uses a multi-modal approach including corpora and introspective data. It aims at explaining the choices of speakers with regard to their intended message. Implications for the lexical choices in teaching and the place of spoken language in teaching are addressed.

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Wiedenmayer, Dafni • *Die Bewertung der produktiven Sprachaktivitäten* • Der Bewerter hat die schwere Aufgabe, die Entscheidung über die Qualität des Geschriebenen, bzw. des Gesprochenen zu treffen. Die Rückwirkung von Tests auf die Mikro- und die Makroe-

bene ist von großer Bedeutung, denn nur wenn ein Test eine positive Rückwirkung hat, kann er auch nützlich sein. Es werden, anhand einer empirischen Forschung, Unterschiede zwischen 36 Bewertern bei der Bewertung eines Aufsatzes gezeigt, und Lösungen für die Erhöhung der Objektivität bei der Bewertung vorgeschlagen. •

wideni@otenet.gr • U of Athens • Greece

Willoughby, Louisa • *Deaf plus migrant: Negotiating communication systems in the host society* • This paper explores how language choice is negotiated in migrant families with a deaf child. It outlines the numbers of these families in Victoria, the opportunities for language learning available to them and the likely consequences of this for communication within the family. It then examines in detail the factors influencing language choice in seven migrant families with a severe-profoundly deaf primary school aged child, tying findings back to theories of language maintenance and shift.

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Wilmes, Sabine • *Die Vermittlung der Modalverben im Fremdsprachenunterricht* • Die Modalverben sind eine der wichtigsten Kategorien des Deutschen. Für die Vermittlung im DaF-Unterricht ergeben sich jedoch Probleme aufgrund von Funktion und Bedeutung, die häufig mit anderen Sprachen nicht vergleichbar sind. Es soll gezeigt werden, dass die Reflexion des Sprachmittels zugleich seinen Gebrauch im Unterrichtsdiskurs einbeziehen kann. Es wird ein reflexives Konzept entwickelt, das die Sprachpraxis der Lernenden einbezieht und damit über bloß kognitives Lernen hinausgeht.

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Winke, Paula / Gass, Susan M. / Sydorenko, Tetyana • *The effects of captioning on video-based listening activities in the second language classroom* • Arabic, Chinese, Spanish, and Russian learners participated in this study that investigates the effects of captioning during video-based listening tasks. Participants watched three short videos in the language they are studying twice, once with captioning and once without with the order randomized. Results from comprehension and vocabulary tests and from follow-up interviews are used to discuss the way captions are cognitively processed by native-English-speaking-learners of various L2s.

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sydoren1@msu.edu • Michigan State U • USA

Wlosowicz, Teresa Maria • *L2 and L3 word representations in the multilingual lexicon* • The purpose of the study was an investigation of L2 and L3 word representations in the multilingual mental lexicon. Its results provide some evidence of intra- and interlingual links of different types (lexical, phonological, semantic, etc.) and their differential organisation as a result of proficiency, experience, etc.

le_petit_yeti@hotmail.com • Marc Bloch U • Poland

Wölck, Wolfgang • *Why the northern cities shift did not happen in the country* • The limitation of the change in the vowel systems of northeastern American English as described by Labov et al. to large cities (Chicago, Detroit, New York and Buffalo) and its absence from the adjoining countryside cannot be explained by internal causes. It is due to the contact of English with the languages of the major European immigrant groups (Germans, Italians and Poles), the development of bilingual 'ethnolects' of English and the diffusion of their features through the entire urban area.

wwolck@buffalo.edu • U at Buffalo, The State U of New York • USA

Wolfrum, Jutta • *Schreibcoaching für DaF-Studierende – Möglichkeiten einer gezielten Schreibförderung* • Ziel des Beitrages ist, ein Konzept für eine gezielte Schreibförderung mit Studierenden der Auslandsgermanistik aufzuzeigen. Das Konzept der Schreibförderung wurde im Rahmen des Germanistikstudiums in Griechenland entwickelt und evaluiert. Da die Bestandsaufnahme von Schreibcharakteristika der Studierenden die Ausgangsbasis für das Schreibtraining darstellt, kann dieses auch auf andere Lernkontexte übertragen und zur gezielten Schreibförderung eingesetzt werden.

jutta.wolfrum@gmx.de • Aristotle U of Thessaloniki • Greece

Wong, Bee Eng • *Language across the curriculum in a bilingual environment* • This study looks at how learning is mediated in face-to-face interactions in a bilingual environment. Such an approach has its roots in the constructivist approach to instruction and learning. Classroom dialogues are recorded when the teacher is teaching Science or Mathematics in a Malaysian primary school. The transcriptions are analyzed to understand the expectations of the teacher and the learners on what it means to be a good learner. The study also identifies the strategies that the teacher adopts and uses in the classroom in order to bring about learning.

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Wong, Julia • *Nicknaming as a neglected social relation marker* • Nicknames are granted to many people at different stages and used occasionally to mark social relations. However, as a kind of address term they have been rarely studied. This paper aims at reporting how nicknames in Hong Kong and England serve as social markers to illustrate power, solidarity and intimacy.

juliaw@netvigator.com • U of Hong Kong • Hong Kong

Wood, David • *Lexical bundles in English for academic purposes materials* • An electronic corpus of English for academic purposes (EAP) textbooks was scanned for formulaic units called lexical bundles (LBs). The LBs were categorized by discourse function, and checked for frequency in the academic subcorpus of the American National Corpus. The textbooks were searched for tasks focusing on LBs. Results show that EAP materials contained LBs with limited but varied functions and utility in academic English, and that few tasks in the EAP books focused on LBs to any extent.

david_wood@carleton.ca • Carleton U • Canada

Woodrow, Lindy • *English proficiency and academic culture: Ethnography for international postgraduate students* • This presentation describes a research project into the adaptation of international postgraduate students from non-English speaking backgrounds to academic study at an Australian university. The paper describes research into adaptation issues from both student and staff perspectives. This is followed by discussion of an ethnographic approach used by students to help with academic communication, in particular academic writing.

l.woodrow@edfac.usyd.edu.au • U of Sydney • Australia

Wu, Li-ying • *A narrative approach to transformation of self in lived experience* • The paper explores transformation of self by employing a constitutive account of a time and space orientation in narrative. It looks into in-depth interview texts of migrants' lived experience of literacy and mobility and asks how transformation of a narrated self is discursively constructed in time and space along with circumstantial ensembles so that transformation of self is sustained through reflection, evaluation and anticipation of experiential sediments.

lyw803@gmail.com • Lancaster U • UK

Wu, Shinian • *Cross-cultural validity in defining authenticity in English language assessment* • This paper contemplates the classic conceptualization of authenticity in English language assessment in terms of TLU domains presumed for native cultural settings and argues for a notion of cross-cultural validity in test design that considers non-native TLU domains that may require different linguistic, cultural, and pragmatic skills. Authenticity in cross-cultural TLU, construct validity outside of native English contexts, and test design that incorporates nonnative norms are discussed.

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Wu, Zunmin / Wang, Junju • *Constructing a curriculum-based diagnostic assessment system for China's Grade 8 EFL learners* • It reports on a Chinese project for the development of a curriculum-based diagnostic assessment system for the nation's basic education, EFL for Grade 8 in particular. It focuses on validity issues involving test construct, test tasks and the reporting scheme, based on the trail-test information from 2004 to 2007.

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wangjunju@gmail.com • Shandong U • China

Xu, Jiajin • *Critical evaluation cues of expert teachers in an EFL classroom: A multimodal discourse analysis* • The study attempts to capture the critical moments in an EFL classroom when effective teachers facilitate students to learn. This study focuses on the critical evaluation cues (CECs), viz. teacher-initiated learning opportunities in class, of teachers in an EFL classroom. The CECs are coded according to 5 major thematic categories: 1) pedagogic; 2) interactive; 3) prosodic; 4) speech acts; & 5) nonverbal. The categories interactively contribute to the meaning making in an FLT setting.

xujiajin@bfsu.edu.cn • Beijing Foreign Studies U • China

Xu, Xiaoyan / Bot, Kees de / Glopper, Kees de • *English language attrition by Chinese university-level students* • English language attrition research by Chinese learners can contribute to evaluation of the effectiveness of English language teaching in the Chinese setting, particularly significant in the input-poor environment. With the presence of a comparison of Dutch learners, it will be helpful to find out what factors are responsible for maintaining the learners' English knowledge.

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c.m.de.glopper@rug.nl • U of Groningen • Netherlands

Xu, Yunian • *Language teaching and language in teaching* • The integration of a foreign language teaching and bilingual teaching of various subjects may benefit both language mastering and professional courses teaching at university level. Content-based teaching of a foreign language, though requires higher quality and boarder knowledge of the teachers, can help the learners to make an easier and earlier access to the science topics in the target language.

xuyunian@yahoo.com.cn • Central South U • China

Yakovchuk, Nadezhda • *Plagiarism and international students: An overview of doctoral work* • The continuing salience and exacerbation of the plagiarism problem within UK higher education provokes concern that current strategies for dealing with student plagiarism are not adequate. This paper presents an overview of doctoral research into international students' plagiarism, and provides concrete advice for the higher education community regarding plagiarism and its prevention, with a special focus on helping international students meet the expectations of the academic community.

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Yamaga, Naoko • *How do you assess children's affective changes in English activities?* • This paper will introduce a study which investigated the value of English activities at public elementary school in Japan. The purpose of this study was to develop a scale to measure

children's attitudes toward different cultures, self-esteem, and collective self-esteem. The validity and reliability of the scale was investigated. The participants were 107 elementary school children who experienced English activities. This study showed that the scale was reliable for the participants.

nyamagajp@ybb.ne.jp • Tokyo Junshin Women's College • Japan

Yamaguchi, Masataka • *Complaint sequences reconsidered: Pragmatic and metapragmatic considerations* • This study examines data taken from interviews between the Japanese researcher and a mixed group, which consists of both Americans and Japanese. Specifically, I reconsider "complaint sequences" found in the data. My argument is that the practice of complaining should be conceptualized as a category-generating act in an attempt to interactionally create solidarity. At the metapragmatic level, I will find widely circulating discourses invoked in the interview by focusing on "unsafe" complaints.

masa.yamaguchi@stonebow.otago.ac.nz • U of Otago • New Zealand

Yamakawa, Tomoko • *Non-English foreign language learning in Japan's upper secondary education* • In Japan there is a discrepancy between the attitudes towards language learning and the actual social situation. In this presentation I will examine the German language learning and the development of language awareness in high schools in Japan and analyze the language policies in the European Union and the Council of Europe. Then I will discuss the application of these policies to Japan's situation.

tmk@xb3.so-net.ne.jp • U of Tokyo • Japan •

Yanagimachi, Tomo / Okada, Misao • *What are L2 speakers learning in natural conversations, an L2 or a "professional vision"?* • This paper, based on a conversation analytic viewpoint, proposes to refocus the issue of what constitutes learning and what kind of role language plays in it. Learning something in real-life communication should be viewed as learning how to accomplish mutual orientation to a "professional vision" (Goodwin 2003). Since various semiotic resources produce meanings reciprocally, we cannot remove language from this interdependent structure and discuss the use and learning of language per se.

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okada@hokusei.ac.jp • Hokusei Gakuen U • Japan

Yang, Lianrui / Wilson, Kate • *A social constructivist approach to teaching reading* • Constructivist approaches to learning are gaining momentum in the field of second and foreign language learning. In this paper we will explain the constructivist approach to teaching reading to EFL students. We will show how a dialogic approach to reading empowers readers to position themselves as participants in making meaning together with the text and its authors, rather than remaining as mute outsiders to the reading process. We will suggest ways in which such scaffolding can help transform the rhetoric of social constructivist discourse into classroom realities.

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kate.wilson@canberra.edu.au • U of Canberra • Australia

Yang, Luxin • *L1 and L2 use in group work: Case studies of ESL students in commerce courses* • This paper argues the central role of the languages (both L1 and L2) through which learning occurs and meaning is shared in the process of group work by three groups of ESL students in commerce programs at Canadian universities over a semester. The choice of language use in group work appeared to be related to the goals that L2 students have for content-oriented L2 tasks – learning content or learning both content and language.

lyang2003@gmail.com • Beijing Foreign Studies U • China

Yankova, Diana • *Supranational multilingual legal texts: The emergence of a new text genre* • The presentation examines the specific functional, linguistic and communicative characteristics of the legal genre in the context of European legal texts. It considers the linguistic situation in Europe and the language policy in the EU with special emphasis on the translation regime of EU institutions. The participants in the communication and the role of the translator in the law making process in the EU are discussed. Are we witnessing the creation of an interculture and a new genre?

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Yashima, Tomoko • *Development of "English-using ideal selves" through participation in international work projects* • This presentation reports on the results of research on Japanese students participating in international volunteer activities. In the first phase, semi-structured interviews lasting 60 to 90 minutes were conducted with 9 participants. In the second phase, a questionnaire was administered to about 300 students to assess the impact of their experience on their attitudes and self perception. This presentation focuses on the development of "English-using ideal self" as a result of the experience.

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Yates, Lynda • *Rapport and intercultural communication at work* • This paper focuses on the sociocultural and pragmalinguistic understandings that underpin the development of rapport in workplace settings. It draws on data from native speakers and advanced learners of English of studies from different language backgrounds performing workplace-related roleplay tasks. Differences were found between the groups on both levels, and recommendations are made for materials to address these from both an intercultural communication and a language teaching perspective.

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Yavuz, Berna / Ínan, Banu • *Self-regulation and language learning strategies: How do they affect students' attitudes?* • The effects of foreign language instruction based on the students' language learning strategies and self-regulatory skills upon their attitudes and achievement in English lessons will be investigated in this quasi-experimental study. The results of the SPSS analysis will be revealed for both the experimental and the control groups.

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Year, Jung Eun • The *role of input frequency in the acquisition of the English ditransitive construction by Korean speakers of English* • The present study investigates the extent to which a prototypical ditransitive verb with high frequency facilitates the acquisition of form-meaning correspondences underlying the English ditransitive construction. The study also examines whether abstract construction learning exhibits distributed learning effects, the phenomenon that, given an equal number of exposures to a stimulus, learning that is distributed over several sessions is substantially better than learning massed into one session.

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Yen, Yuh-Yun • *The impacts of peer response on the EFL composition instruction* • Peer response as part of the process approach to teaching writing has gained increasing attention in the ESL field since the late 1980s (Berg, 1999). This study investigated the impacts of peer review on English composition writing in Taiwan's EFL setting. Data were collected from qualitative interview. Results and suggestions were provided to improve composition instruction.

yyy@mail.ncyu.edu.tw • National Chiayi U • Taiwan

Yeo, Leng Leng • *Singapore elementary students' language use and language attitudes* • The language shift towards English has posed challenges to the Mother Tongue Education in Singapore. How elementary students' attitudes towards English and Mandarin, would affect their learning of Mother Tongue? What are the possibilities in transfer research that we can use to enable the acquisition of writing skills in Mandarin?

yvonneyeo1804@yahoo.co.jp • Hitotsubashi U • Japan

Yin, Chengbin • *Relationships among, motivations, learner beliefs, and language learning strategies: Findings from China* • This paper presents a large-scale quantitative study that investigates the relationship between attitude, motivation and learning strategies in the English as foreign language context (EFL) in China. It builds an authentic profile of Chinese EFL learners in terms of what latent factors exist and how they relate to each other.

chengbin_yin@yahoo.com • U of Maryland • USA

Yokoyama, Yoshiki • *EFL learners' code-switching strategies in a jigsaw task* • This study investigated code-switching strategies employed by Japanese college students. The results indicated that code-switching rarely occurred when the students were engaged in the task transaction. Code-switching, however, occurred more frequently when they were engaged in reparatory work, since it functioned to mark a layer change or need for collaboration.

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Yong, Mei Fung • *Knowledge construction in collaborative ESL writing classroom* • This study investigates knowledge construction and learners' views about collaborative writing. A case study approach was used to examine a group of ESL learners who collaborated in academic writing tasks. Data was collected from audio-recordings, interviews, journals, and questionnaire. The findings reveal that learners' knowledge construction is enhanced through sharing of expertise, negotiation, conflict resolution, among other things. Collaboration also boosts their confidence in writing.

yong@fbmk.upm.edu.my • U Putra Malaysia • Malaysia

Yongning, Li • *Sense and force – Pragmatic failure in cross-cultural communication* • This paper studies the relationship between sense and force and discusses the reasons of cross-cultural pragmatic failure in the communication between the Chinese and the English speakers in an order from more linguistic-specific to more culture-specific continuum.The paper suggests takong the following questions of inter-pragmatic competence and inter-pragmatic competence and pragmatic fossilization into consideration in L2 instruction in oder to minimize the cross-cultural misunderstanding.

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Yoshida, Mami • *Elaboration or intention? The effects of task, text type, and foreknowledge* • Japanese university EFL students read a narrative passage and an expository passage either with or without foreknowledge of upcoming recall task, while engaging in one of the following three task conditions (outlining, answering embedded questions, and reading only), and recalled immediately after reading and one week later. The results suggested that the intention to learn a text overrides the nature of the processing activities engaged in by learners, while processing activities become more influential when they are not forewarned of the existence of a subsequent retention task.

ma_yoshida@kufs.ac.jp • Kyoto U of Foreign Studies • Japan

Yoshida, Tatsuhiro • *Japanese EFL teachers' professional development through the use of Moodle in a graduate course* • The present study reports how an innovative EFL teacher education course was designed by introducing Moodle into it. By using e-portfolios and forum discussions in the Moodle, Japanese EFL teachers enrolled in the course analyzed and share their understanding of language teaching and learning by using their theoretical knowledge "mediating tools". The author analyzes how activities in the Moodle contributed to participants' professional development from a socio-cultural point of view.

tyoshida@hyogo-u.ac.jp • Hyogo U of Teacher Education • Japan

Yoshioka, Keiko • *Bi-modal construction of spatial coherence in L2 narrative discourse* • This study examines the manner in which Dutch learners of Japanese use speech and co-speech gesture as resources to maintain spatial reference in narrative. The paper also examines the patterns of bi-modal spatial coherence in L1 Dutch and L1 Japanese narrative. The results suggest that learners are more explicit in reference maintenance in speech than their native counterparts, and that both L1 and L2 speakers use speech and co-speech gestures to construct spatial coherence in narratives.

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Young, M. Y. Carissa • *Macau students' perception of native English-speaking teachers* • This paper reports on the attitudes of Macau students towards native English-speaking teachers (NESTs). 110 Macau-born and 380 Mainland-born Chinese undergraduates completed a 35-item questionnaire. Results show that the Mainland students have stronger preferences of NESTs to non-NESTs, and they think NESTs are more confident oral English teachers. Due to the students' limited exposure to real English, contacts with English users and sociolinguistic awareness-raising activities are recommended.

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Young-Scholten, Martha / Ijuin, Colleen / Vainikka, Anne • *Organic Grammar Assessment in immigrant L2 acquisition* • Organic Grammar Assessment (OGA) is a tool that combines morphology and syntax to determine stage of development in a second language for learners irrespective of age, linguistic background, educational background or exposure type. Results from a range of studies of naturalistic and instructed child and adult learners of L2 English and L2 German demonstrate the reliability, validity and ease of application of OGA by second language practitioners.

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avainikka@yahoo.com • Johns Hopkins U, Baltimore • USA

Ypsilandis, George • *Cross cultural communication: Implications to syllabus and methodology* • Productive skills are often problematic to develop in FLL. CMC researched means of on-line communication. We attempt to combine CMC and Contrastive Pragmatics. We investigated the amount of learner participation (time), complexity and amount of language produced, engagement and learner confidence in the discussion and overall learner and native speaker reactions to pragmatic failure. Finally we discuss pedagogical implications to syllabus and methodology.

ypsi@itl.auth.gr • Aristotle U of Thessaloniki • Greece

Yudina, Tatjana • *Wissenschaftliche Kommunikation: Diskurs und Interkulturalität* • Ziel des Beitrages ist, das Problem der Methoden und der Vorgehensweise bei der Analyse der wissenschaftlichen Kommunikation aus interkultureller Sicht zu erläutern. Die Reflexion und die systematische Einordnung der Unterschiede zweier wissenschaftlicher Kulturen, die sich auf der diskursiven Ebene manifestieren, sind eine Voraussetzung für die Erschließung der kulturbezogenen Interferenz und für die Reflexion der Interkulturalität als einer interaktiven Handlung.

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Yukawa, Emiko / Takanashi, Tsuneo / Koyama, Tetsuharu • *Assessing Japanese 5th/6th graders' English communication abilities – The YTK Project* • This study assessed English communicative competence of Japanese 5/6 graders. The YTK Listening Test was used to measure "grammatical competence" and "textual competence", while the YTK Speaking Test was used to address the "grammatical competence", attentiveness, expressiveness and conversational management abilities. 975 5th/6graders participated in the listening test and 236 6th graders participated in the speaking test. The test results and their implications will be discussed.

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Zabrodskaja, Anastassia • *Russian-Estonian code-switching in the university* • Russian-speaking students study at the university with Estonian as the language of instruction. The Russian-speaking teacher is highly proficient in Estonian as L2 while the majority of the students are not extremely fluent in it. During the lecture, students use Russian as their language of competence. Estonian is associated with official situations and Russian is more intimate and close. In the informal situations Estonian can fulfil a wide range of conversational functions.

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Zaprudski, Siarhiej • *Belarusian as an endangered language* • Prospects of Belarusian for the next 50 years are assessed on the basis of author's long-standing study of the Belarusian language phenomenon. The author takes into consideration the following aspects: (a) rise and fall of Belarusian for the last 20 years; (b) its status and prestige; (c) the social stratification of its speakers; (d) the possibilities of language transmission to new generations; (e) the spread of bilingualism (multilingualism) and the language policy in the region.

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Zhang, Jie • *Linguistic, ideological, and cultural issues in argumentative writing* • Social and cultural differences as reflected in people's ideology are observed not only in daily oral communications, but also in formal written texts. The study conducted a contrastive textual analysis between Chinese and English argumentative writing, and look at aspects of the use of support, and the presentation of personal voices to investigate the influences of Chinese collective culture and English individualistic culture upon writing.

zhangjie2001@gmail.com • Pennsylvania State U • USA

Zhang, Lawrence Jun • *Effects of strategy-based intervention on young learners' ESL reading literacy improvement* • 295 Grade-5 pupils in 4 Control and 4 Experimental groups participated in strategy-based reading instruction. Their strategy use and reading gains were assessed by a Reading Strategies Questionnaire and 3 reading comprehension tests as pre-, post-, delayed- measures. Only the experimental groups were engaged in strategy-based reading instruction for 1 semester through our Reading Instruction Package. Results show positive effects on Experimental groups' self-efficacy and reading score gains.

lawrence.zhang@nie.edu.sg • National Institute of Education • Singapore

Zhang, Zheng • *Co-regulation learning model for optimal language development in non-language classroom settings* • Based on qualitative and quantitative data on Chinese international students' SLA struggles in non-language classrooms of a Canada university, this paper intends to prove that only a co-regulation learning model in a collaborative and inclusive context can help international students achieve optimal language development. The co-regulation learning model sheds more light on the creation of a collaborative and inclusive classroom setting.

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Zhao, Ke • *The effect of project-based instruction on English for International Business (EIB) learning in China* • This study is designed to evaluate the effect of Project-Based Learning (PBL) instructional practices on Chinese English for International Business (EIB) students' learning conceptions, learning strategy use, collaboration and learning outcomes; and to further identify the relationship among the four key variables in the PBL learning environment. It will contribute to understanding use of project-based instructional approach as a language socialization tool for integrating higher-order thinking skills, English communicative skills and the changing knowledge of English and business and the way how changes in students' learning take place in the new EIB instructional practices in China.

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Zheng, Yongyan • *Tracking advanced English learners' lexical progression: A longitudinal study* • The proposed longitudinal study tracks the lexical development of advanced Chinese learners of English at tertiary level in China. Both quantitative (Vocabulary Level Tests and word-associates tests) and qualitative data (think-aloud protocols and semi-structured interviews) are collected over a year at three-month intervals. Results are believed to shed light on current understanding of adult L2 learners' mental lexicon and the intricate process of lexical development.

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Zhenghui, Hu • *On course book reform – The fundamental reform in Extensive Reading* • The result of English Extensive Reading is unsatisfactory in China. The vital obstacle to the improvement of the course is the text-based course books. This paper points out that in order to improve the result of the course, the course books should be skill-based instead of text-based; the e-reading skills should be included in the books and the extracurricular reading should be available in the books.

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Zhu, Hong • *The power of language: Chinese immigrants' integration into Canadian society* • This paper demonstrates the power of language in social practices by examining an ethnography of Chinese immigrants' integration into Canada. Adopting socio-cultural and socio-economic perspectives on socialization, it illustrates the manipulation of language throughout immigrant integration as a medium of socialization, a means of exclusion, and a type of capital.

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Zhu, Shenfa • *Syntactic influences of Chinese on written Singapore English* • Differences have been identified between the English written in Singapore and the English of the inner circle with contentious influences of Chinese. Based on 20 essays by students from the National University of Singapore, this paper attempts a contrastive analysis of the syntactic influences of Chinese on written Singapore English.

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Ziegler, Evelyn / Tophinke, Doris • *Textverdichtungsstrategien in deutschen und englischen Online-Hilfesystemen für Softwareanwendungen* • Onlinehilfen gehören zur Standardausstattung von Softwareprogrammen. Von ihrer Qualität hängt ab, wie effizient Technik am Arbeitsplatz genutzt werden kann. Onlinehilfen müssen benutzerfreundlich, verständlich und ökonomisch gestaltet sein. Typische Merkmale einer ökonomischen Textgestaltung sind Strategien der Textverdichtung. Die Analyse behandelt deutsche und englische Onlinehilfen und fragt nach den textsortenspezifischen Techniken und sprachspezifischen Unterschieden der Textverdichtung.

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Zimmer, Márcia Cristina • *Portuguese (L1)-English (L2) phonetic-phonological transfer and the HipCort model of memory systems* • This study aims to relate L1-L2 phonetic-phonological transfer to the way the hippocampal and neocortical memory systems organize L1, and L2 knowledge in a connectionist perspective (McClelland et al., 1995). In order to assess it, 8 Brazilians, advanced learners of English, undertook two L1 and L2 word and nonword naming tasks, as well as two tests assessing linguistic integration: the pair associate learning paradigm and a phonological priming task involving cognates of Portuguese and English.

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Zotzmann, Karin • *Teaching foreign languages in a context of inequality: The case of Mexico* • The paper explores the relationship between the teaching of foreign (European) languages and the rapid decline of indigenous languages in the context of a postcolonial 3rd world country (Mexico). While analyzing this interrelationship through recourse to the notion of "cultural capital" (Bourdieu), the paper addresses normative questions related to the promotion of European languages and calls for an inclusive, intercultural education that promotes the valorization of difference and diversity.

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Adachi, Yuko / Matsuoka, Yoko • *Teaching materials of Japanese as second language for adults* • Our presentation shows an outline and concrete contents of teaching materials of Japanese as second language for adults who are living in Japan as a worker, etc. It is based on the Common European Framework, which is in a comprehensive way what Japanese language learners have to use a Japanese language for communication in their daily life. It is important to having communication activities by using the materials not only in Japanese but also in foreigners' languages to understand each other.

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Aizawa, Kazumi / Iso, Tatsuo • *Bilingual and monolingual dictionaries: Are important words treated importantly?* • This study explores how words are treated in three different learners' dictionaries: a monolingual and two bilingual. The target words have difficulty index from word test already given as well as 40 teachers' judgment. In each dictionary, the number of lines allocated for the word and the number of definitions are counted. The analysis will be made between the number of lines and the word difficulty, the number of the word definitions and the number of lines for the entry words.

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Asai, Atsushi / Muto, Erika • *On the resyllabification in the contracted trimoraic structure* • Intense structures of contractions reflect phonological cognition of the speakers. This study shows how initial-heavy-and-final-light bisyllables are preferred in loanword transcriptions and utterances in the latest contents of Japanese, and how the asymmetry in syllable weight is counterbalanced in the resyllabification.

a9asai@hotmail.com • Daido Institute of Technology • Japan

Bose, Ines / Wendt, Beate • *Prosodic analyses of foreign accent syndrome after stroke* • This paper deals with a case of FAS (a German speaking woman with a Russian accent), a rare form of speech disorder. We focused on the patient's prosody in comparison to features of a Russian and a German native speaker. The aim of the auditory and acoustic analysis was to identify potential key features of pronunciation which could be characteristic of Russian German speech and which might lead listeners to judge the patient's speech as sounding Russian.

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Germany
wendt@ifn-magdeburg.de • Leibniz Institute for
Neurobiology • Germany

Brato, Thorsten • *Resistance and innovation in the accent of adolescents in Aberdeen* • This poster presents results for the two variables from a sociophonetic study of adolescents in Aberdeen. Dialect contact and media influence had a major impact on the local variety. For /ʍ/ it was noted that both [f] and [ʍ] are receding and that [w] now is the major form. TH-fronting is restricted to a few speakers. I argue that the first phenomenon is due to dialect contact, while the second indicates the early stages of a sound change triggered by social identity processes.

thorsten.brato@anglistik.uni-giessen.de • U Gießen • Germany

Choulur, Achala / Karanth, Pratibha • *Lexical semantic mixing in bilingual dementia* • The Dementia seems to increase the quantity of lexical semantic mixing without affecting the quality of mixing. Thus, imperative to assess the dementias in all contexts as the communicative efficiency may increase due to easy access to both languages. This provides far reaching implications for effective communication of bilingual dementias.

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Cocarta, Luminita • *Instances of plurilingualism and multiculturalism in teaching business communication* • The poster I am suggesting illustrates instances of business communication in international settings, where culture awareness may help people win a deal. It also contains the students' and trainers' feedback after having used those materials that were supposed to lead to the necessary linguistic and cultural competences needed in international business settings.

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Devel, Liudmila • *Bilingual English-native language e-dictionaries in life-long learning* • The multinational project on e-dictionary usage in Russia, Byelorussia, Czech Republic and China shows that around 90% of students English-native language dictionaries. The Chinese students have e-dictionaries along with paperback dictionaries preferring to use e-dictionaries. Byelorussian and Russian students use mainly paperback dictionaries. Czech students prefer PC/CD based dictionaries to paperback or e-dictionaries, most of them having paperback, electronic and PC/CD versions of dictionaries. Every group shows that they cannot do without paperback dictionaries.

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do Espírito Santo, Rosana Silva • *Ideology, culture and identity: An integrated experience with genre, literacy and material production* • This poster aims at showing an integrated experience which worked with the idea of literacy as defended by Magda Soares (2006: 47). I decided to propose a piece of work to the monitors I was working with at Letras Course from PUC Minas, viewing to introduce them to the world of academic research. By the end of the project the group had a different stance in terms of writing a project.

rosanaespiritosanto@yahoo.com.br • Brazil

Falabella de Souza-Aguiar, Angela • *The invisible Africa in Brazil: Reconstructing stigmatized identities of race in the history class* • This poster describes an intervention project – developed in a Brazilian state school – whose purpose was to implement a History syllabus focussing on African History and Culture. The project aimed at sensitizing 5th – 7th grade students to the sociocultural aspects of their African heritage while developing an understanding of how discursive practices participate in the construction of essentialized concepts of "self" and "otherness".

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Faneca, Rosa Maria / Ançã, Maria Helena • Portuguese descendents in France and a mixed language: Portu-French • Portuguese descendents in France manage their plural linguistic repertoire in a peculiar way, since they contact with two languages, in everyday life, and learn a mixed language – Portu-French – in a private context. They have a bilingual communication competence, with specific and heterogeneous characteristics. So as to improve that competence and others, their parents encourage them to attend classes of Portuguese, which testifies a will of (re)appropriation and maintenance of this language.

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Fávaro, Fernanda Meirelles • *Bilingual programms at preschool in São Paulo/Brazil. One Nation, one language?* • The increasing number of parents who look for a bilingual preschool in Brazil creates unprecedented challenges for early childhood educators. Can teachers accommodate this growing population without major changes to their curriculum or classroom structure? The answer is yes and my research will show how Brazilian teachers are doing this. Early childhood educators will listen how to create a supportive classroom environment for children learning English as a second language.

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Frantzi, Katerina T. • *Greek politicians like collocations: A corpus-based study on the political sublanguage* • In this paper we use the C-value statistical measure for the extraction of collocations used by Greek politicians and present the extracted lists as these are created and valued by the measure. We applied C-value on a corpus we created of various types of political talk. C-value is a language and domain-independent measure, originally proposed for the automatic identification of multi-word terms from special language corpora and collocations from both general and special language corpora.

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Fujita, Mariko • *Creating Interactive Voice Community* • This poster presentation reports on Interactive Voice Community (IVC) where non-native speakers of English interact by speaking in English and listening to the English messages on the web pages. IVC was created to promote students' oral interaction outside the classroom by using web and podcasting technologies.

fujimari@sfc.keio.ac.jp • Keio Shonan Fujisawa High School • Japan

Fukushima, Saeko • *When and why do we differentiate request strategies?* • This study investigates when and why people sometimes switch from informal to formal requests to those whom they normally use informal requests. Based on the authentic request situations in Japanese, the data were collected through a discourse completion test via e-mail. The informants were asked to send the requests under the situations with the different degrees of imposition, and they were later asked to send the reason why they used formal requests in some situations via e-mail.

saeko@tsuru.ac.jp • Tsuru U • Japan

Gottheim, Liliana • *The genesis of composing textbooks* • This study analyses the genesis of composing textbooks for Portuguese for foreigners, which follow principles of the communicative approach and are organized around contents of the Brazilian social-cultural context, with the purpose of understanding how authors produce textbooks and the common and distinctive patterns of the genesis by different authors.

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Günther-Spohr, Frank • *„Multilingualer Bilingualismus" oder „zweisprachige Mehrsprachigkeit"? Zur paradoxen Situation des CLIL-Unterrichts* • Anstoß des empirischen Forschungsprojektes ist das offenkundige Paradox, dass die Schule in Deutschland und Frankreich offiziell zur Mehrsprachigkeit erziehen soll, dazu aber auf Modelle zurückgegriffen wird, die primär auf die Herausbildung von Zweisprachigkeit abzielen. Im Mittelpunkt stehen der CLIL-Unterricht und die Frage, inwiefern diese „bilingualen Zweige" tatsächlich zur Mehrsprachigkeit erziehen. An 26 Gymnasien in beiden Ländern wurden hierzu über 800 Schüler und 80 Lehrer befragt.

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Hadic Zabala, Loreley • *Cohesion in ESL narratives: A Centering Theory analysis* • This study extends Centering Theory (Grosz et al., 1995) to the discourse analysis of ESL texts. It investigates the development of cohesion in the narratives of ESL learners. Two corpora of written narratives are analyzed: a cross-sectional corpus of narratives by 17 Japanese and Korean learners of English (Hadic Zabala, 2004), and a longitudinal corpus of narratives by a Spanish learner of English (Mellow, 2006). The study suggests that cohesion increases as proficiency increases.

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Hagiwara, Akiko • *Acquiring international scientific English as a second language: A corpus-based approach* • Four different corpora, a life science general corpus, a LS newspaper corpus, a LS journal article corpus, and a learner corpus, were created in order to generate a useful vocabulary list for Japanese life science majors. The research reveals that the students' productive vocabulary is limited, so they rely on high frequency words. A list of the most frequently used vocabulary in life sciences was created. This list can be used for text selection in reading class and a guideline for writing.

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Hirata, Yoko / Hirata, Yoshihiro • *Corpus consultation and evaluation: Japanese students' hands-on experience* • This poster presentation will first outline the system structure of Lex and describe how students acquired the ability to assess the quality, usefulness, and appropriateness of Web materials as linguistic examples in the process of compiling their own corpora and extracting concordance lines from them with Lex.

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Hirata, Yoshihiro / Hirata, Yoko • *Learners' listening process affected by shadowing: A psychological evaluation* • The aim of this study was to monitor the brain's language processing with electroencephalograms (EEGs) while Japanese EFL students listen to and shadow spoken input. The findings suggest that the EEG recording gives reliable and objective indicator of changing EEG rhythm and reflecting students' mental condition and memory related function.

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Hirschfeld, Ursula / Reinke, Kerstin • *Die rhetorische Wirkung phonetischer Mittel in der interkulturellen Kommunikation Russisch – Deutsch* • In der interkulturellen Kommunikation kommt es auch bei sprachlich weit Fortgeschrittenen durch phonetische (segmentale, prosodische) Interferenzen aus der Muttersprache zu nicht intendierten und die Kommunikationsabläufe störenden rhetorischen Wirkungen. Das Poster dokumentiert aktuelle Forschungsergebnisse zur Sprechwirkung russischer Sprecher/innen in der Fremdsprache Deutsch.

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Hummel, Kirsten M. • *Aptitude, phonological memory and L2 proficiency* • This study examines the relationships between aptitude, phonological memory (PM) and aspects of L2 proficiency in Francophone advanced learners of English. PM was measured by a both a serial recognition and a non-word repetition task. Structural equation modeling will be applied to determine whether PM and/or aptitude predict L2 proficiency scores. The study will also examine whether PM and aptitude scores are related or whether they appear to tap unique skills.

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Hunter, Lawrie • *Graphical representations of structural features of technical text* • Emerging non-native technical writing requires the writer to hold in conscious mind several types of linguistic representation. If some of these can be represented graphically, likely cognitive load will be reduced. This poster presents several load reducing graphical representations currently in use in combination in the curriculum and materials designed by the author; these representations provide visual or low-text 'anchors' for this complex compound task.

lawrie@ace.ocn.ne.jp • Kochi U of Technology • Japan

Irie, Kay • *Ideal L2 self to generate and regenerate students motivation in compulsory foreign language education* • Having personally meaningful L2-related goals can be a powerful motivator in the long learning process. Yet this is often ignored when foreign language (FL) learning is compulsory. The aim of the poster presentation is two-fold: a) to discuss the importance of Ideal L2 Self (Dörnyei, 2005) as a facet of L2 motivation in compulsory FL education settings, and b) to demonstrate a syllabus, its actual implementation, and outcome of the course that is intended to foster Ideal L2 Selves of those who had started studying the L2 as a compulsory academic subject at a Japanese university.

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Ishida, Masachika / Hisamura, Ken / Imamura, Hiromi / Osaki, Satsuki / Usui, Yoshiko / Yamazaki, Asako • *The Impact of the Proposal for a Teacher Certification Renewal System on Teacher Education in Japan* • We conducted a survey among school teachers in Japan in 2006 in order to ascertain in-service teachers' attitudes towards the proposal for a teacher certification renewal system. In 18 out of the 26 question items, the teachers who responded with either "agree" or "agree to some extent" exceeded 50%, while in the other 8 items, those responding with either "disagree" or "disagree to some extent" reached 50%. Based on its findings, we will make five proposals for the implementation of the system.

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Joto, Akiyo / Nagase, Yoshiki / Funatsu, Seiya • *Intelligibility of English consonants pronounced by Japanese learners* • This paper examined the intelligibility of English consonants produced by Japanese native speakers. Seven initial consonants in monosyllabic words – /h/, /sh/, /dg/, /s/, /z/, /w/, and /j/ – followed by different vowels pronounced by 20 Japanese learners, were evaluated by 5 English native speakers according to three levels of intelligibility. The intelligibility varied according to the following vowels. This variability was attributed to the phonotactic differences between English and Japanese.

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Kaivapalu, Annekatrin • *Psycholinguistic similarity between closely related languages: Products and processes in L2 learning* • The paper deals with psycholinguistic similarities and differences between L1 and L2 inflectional morphology. The discussion is based on a study about the learners' perceptions of the similarity of nominal plural inflection in Estonian and Finnish. The study concludes that psycholinguistic similarity supports structural similarity only in test pairs with maximum convergence of L1 and L2. The learners perceive similarities in terms of products as well as in terms of production processes.

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Kallio, Liisa / Lautiainen, Ulla / Pekkala, Heli / Subra, Leena • *Developing Tools for Personalized Language and Communication Studies* • This project is part of the quality enhancement and assurance procedures of the Language Centre. We are currently updating the Independent Learning Section of our website and restructuring the functions of our Learning Centre as well as improving counseling procedures and services. Our poster will report on this process and on user experiences. The perspective of the poster is the shift of focus from learning skills in general to personalized language study planning.

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Kanda, Yasuko • *What makes an utterance "unintelligible"?* • This paper discusses the cause of 'unintelligibility' of Japanese utterances. It is often pointed out that the Japanese is not logical, and difficult to understand for the non-native speakers (NNS) due to the Japanese peculiar logic. However, by analyzing the 'unintelligible' utterances even for native speakers who share the same logic, it was made clear that the emotional elements such as modal expressions are a cause for obstruction of the involvement and understanding of the interlocutor.

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Katagiri, Kazuhiko • *Inferring learners' English ability through measuring their vocabulary size 5* • This study attempts to investigate the biggest component in English ability of Japanese advanced learners, predicting that it is something that relates to vocabulary knowledge. Japanese university students whose major is English took Mochizuki's (1998) Vocabulary Size Test and a general English test. Then, an explorative factor analysis was conducted.

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Kato, Kazue • *The effects of L2 learning on L2 and L1 pronunciation* • The present study examined the effect of L2 English learning on Formant (F) values of L2 English and L1 Japanese liquids, together with the effect on VOT values of L2 English and L1 Japanese /p, t, k/. These experimental sounds were produced by two groups of adult Japanese learners of English differing in L2 learning experience and a control group of English native speakers. The results showed the learning effects both on F values and VOT values of L1 and L2 sounds, indicating the general effects of L2 learning on both L1 and L2 segmental sounds.

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Kawauchi, Chieko • *The effect of types of vocabulary exercises combined with CALL on receptive/productive knowledge* • The study investigated the effect of three types of vocabulary exercises combined with self-study CALL. It was found that (1) receptive vocabulary developed regardless of exercise types (productive, receptive, or CALL alone); (2) productive vocabulary significantly increased by productive exercises, compared to CALL alone, partially supporting the claim that sentence writing may involve a deeper processing; and (3) no clear difference was found between productive and receptive exercises.

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Kelly, Paul / Pelli-Ehrensperger, Annabarbara / Schütz, Hans / Widmer-O'Riordan, Carmel / Agius, William • *Increase in bilingual settings at tertiary level: Perspectives on issues of teaching and learning* • In an effort to tackle the challenges of an increasing number of courses held in English, application-oriented linguistic research is under way at the ISBB, Department of Applied Linguistics, ZHAW, Zurich University of Applied Sciences at Winterthur. In order to offer practical support to both teachers and students, work focuses on process-oriented analyses in the classroom as well as on issues of communicative competences and language proficiency in both German and English.

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Kinoshita, Toru / Oishi, Harumi • *Cognitive resources and linguistic distances: Inequalities among "equal" L2 proficiency groups* • We hypothesize that the closer learners' L1 is to the target language, the fewer cognitive resources are required to perform the same task in L2, even if their paper-test L2 proficiency seems equal. Using an Indo-European language group (n=10) and an East-Asian counterpart (n=12), brain activation patterns were monitored while they engaged in listening tasks in English and in Japanese. Results for the ESL learners supported the hypothesis while those for the JSL learners showed wider varieties.

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Ko, Sungbae • *Complementary responses in classroom talk: A scaffolding effort* • The largest portion of this study is devoted to employing recent conversational analytic approaches and perspectives to explicate patterns, distributions, and forms of the complementary response (i.e. a semantic repetition of the prior response). This study also suggests that the complementary response is a potential site for second language learning (i.e. scaffolded language learning).

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Kurganskaya, Yulia • *Teaching spoken Japanese at intermediate and advanced levels in Russia* • Now in situation along with the increase of the Japanese-language learners the number of the Japanese-language education problems in Russia is growing respectively. The problems connected with teaching spoken Japanese at the Intermediate and Advanced levels are especially acute. The aim of this paper is to review the situation of teaching Spoken Japanese at intermediate and advanced levels in Russia, and to offer some ways for it improvement of it.

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Kuttig, Khanh Duc • *Multimodal administrative forms – A generic analysis* • This poster summarises a generic structure analysis of multimodal and printed administrative forms, suggesting that multimodal forms are a sub-genre of administrative forms. This is based on Bakhtin's idea that certain functions and the specific conditions of speech communication give rise to particular genres.

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Kuznetsova, Olga / Kuznetsova, Ljubov • *Netiquette: e-mail conventions and specific features of business letter writing* • Internet e-mail standards are constantly evolving. Business letter writing by e-mail has some specific peculiarities, concerning the letter heading, the layout, abbreviations used in business correspondence, some e-mail conventions, optional e-mail features, etc. These major rules of writing business letters are called netiquette.

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Kyppö, Anna • *Learning Slovak - Climbing the mountain* • The poster presents the module of Virtual Slovak - a new virtual learning environment for study of Slovak. The target group are all students of Slovak starting from the beginners' level up to the upper-intermediate level. The main focus is on student activities and through them on the development of communicative and cultural competencies. Utilization of new technologies is reflected in the overall increase of language proficiency and the enhancement of self-directed learning.

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Leung, Cheung Shing / Chan, Shuk Im / Wong, Yuen Fan Lornita • *Expressing temporality in child Cantonese* • This paper investigates how Hong Kong preschool Cantonese children express temporality in storytelling. Results show a differential use of aspect markers, time adverbs and connectives. The issues of perspectives taken by the children and adults in narrating the events were compared and discussed.

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Li, Wei • *Sprachstandsmessung DaZ in Dialektumgebung – Immigrantenkinder in deutschschweizer Kindergärten* • Das Poster befasst sich mit den Anforderungen an Sprachstandsmessungsverfahren bei deutschschweizer Vorschulkindern mit Migrationshintergrund. Es soll ein auf die besondere Berücksichtigung des Dialektumfelds hin adaptiertes Testverfahren vorgestellt werden, das im Interesse einer frühestmöglichen Förderung die Kompetenzen im Hochdeutschen erheben sowie vom Dialekt verursachte sprachliche Schwierigkeiten identifizieren kann.

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Lin, Yuh-Huey • *Apologizing for others – A cross-cultural perspective* • This study compares the speech act "apologizing for others" performed by Chinese speakers in Taiwan and English speakers in North America. Results of oral DCT responses and recall protocols elicited from 56 participants showed that (1) Taiwanese were more likely to apologize for others than Americans in all contexts, (2) the two groups differed in their choice of apology strategies and the reasons for them to apologize, and (3) the same apology expressions mean differently for the two groups.

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Mizukami, Etsuo / Kashioka, Hideki / Morimoto, Ikuyo / Ohtsuka, Hiroko / Suzuki, Kana • *The acknowledging proceeding with group interview* • This study examined how the ways of "acknowledging" influences to the sequence of interaction performed in group interviews. Some group interviews with non-instructed interviewers or skilled interviewers were observed. By analyzing the interactions of some of their conversational data, it suggested that a weak acknowledging disturbed the development of interview.

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Mohammadi, Vida • *Transkulturelle Schreibkompetenz der Lernenden zwischen der eigen- und fremdsprachlichen Textproduktion* • Einleitend werden einige Teilergebnisse des Forschungsprojekts Inter- und transkulturelle Schreibkompetenz der Lernenden zwischen der eigen- und fremdsprachlichen Textproduktion vorgestellt. Der Beitrag basiert auf empirischen Datenerhebungen und Analyseverfahren, die durch konkrete Analysebeispiele, Diagramme und Tabellen veranschaulicht werden. Anhand einiger sich ergebenden Leitfragen wird die interkulturelle Schreibkompetenzförderung im Unterricht diskutiert.

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Nakamura, Yuji • *Investigating a large-scale medium-stakes placement test for Japanese university students* • In Japan, the placement test has been a big issue in universities for the last several years because each institution must deal with the wide range of ability of the entering students. This study presents how a large scale medium-stakes placement test was examined. The test was thoroughly investigated in terms of the usefulness by referring to Bachman and

Palmer's (1996) six qualities of test usefulness: reliability, construct validity, authenticity, interactiveness, impact and practicality.

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Nakayama, Akira / Shimizu, Takashi / Shinohara, Yuji / Tobita, Rumi• *The influence of past language studies and overseas experiences on current English learning* • This survey study examined how Japanese college students' past language studies in a formal classroom during elementary school and their overseas experiences before entering the university affected their current English learning. Statistical analysis revealed that past English learning in a formal classroom setting during elementary school had little impact on the current English learning at the university level, while the overseas experience had a significant impact.

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Noguchi, Hiroyuki / Kumagai, Ryuichi / Osumi, Atsuko / Wakita, Takafumi • *Comparing factor structures of the JLPT by native language* • We will present the results of factor analysis of examinees' item response data of Japanese Language Proficiency Test taken by each of the three native language groups : "Chinese", "Korean", and "Others". We have observed that each language group has its own particular pattern of factor structure transition as proficiency level advances.

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Olah, Ben / Kato, Sawako • *Timed paired practice – A revolutionary way of improving and evaluating conversation ability* • This presentation will introduce a completely new computer program called Timed Paired Practice, that has been developed to create a class environment which allows for study and practice of natural English conversations. This computer program embodies an advanced assessment system that records detailed information about the progress of each individual student, and at the end of a course, provides a 100 % empirical evaluation of student performance.

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Owhotu, Victor B. • *Towards a common policy framework of reference for multilingual education in the economic community of West African states* • In this presentation I review the status of language policy and planning in a thoroughly multilingual and multicultural environment of the Economic Community of West African States (ECOWAS) founded in 1975, against the backdrop of its constitution and the insignificant pace of developments in multilingual education in the sub-region. Proposals are made for fast tracking multilingual educational planning and implementation in ECOWAS based on situation analysis and the design and validation of a sustainable framework of reference.

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Ozanska-Ponikwia, Katarzyna • *Cultural differences in perception and expression of emotions in English and Polish* • The present study investigates the influence of L2 on perception of universal and culture-specific emotions in Polish. It shows how difficult it is for Second Language Users to fully express ones feelings in L2 and how exposure to L2 changes perception and expression of L1 culture-specific emotions. It also explains why Polish Bilinguals and Second Language Users tend to have problems in expressing their emotions in English.

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Ozerhan, Tomoyo • *Setting task of developing language learning resources* • How to increase authentic language use of the learners whose learning attitude is passive in the classroom? Set a task of developing self-learning language resources by using the PowerPoint software and raise learners' linguistic awareness in this process-focussed and learner-centred approach.

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Pabst-Weinschenk, Marita • *Rhetorik-Zertifikate in Zeiten der Mehrsprachigkeit* • Rhetorik boomt in Deutschland seit 50 Jahren, zunehmend mehr werden auch Zertifikate ausgestellt, so auch von der Deutschen Gesellschaft für Sprechwissenschaft und Sprecherziehung (DGSS) e. V. – Reden ist eine Schlüsselqualifikationen, die beim Erwerb spezifischer Kenntnisse und Fähigkeiten hilft. Im Schulunterricht besteht oft nicht die Zeit, diese Schlüsselqualifikationen hinreichend zu trainieren. Deshalb bietet die DGSS Seminare für Schüler/Innen an.

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Rallo Fabra, Lucrecia • *Perceptual learning of English vowel sounds by native Catalan speakers* • Research has showed that that many L2 learners have difficulties to perceive some of the target sounds in a native-like fashion. This study examines discrimination of four English vowel contrasts /A-_/E-Q/ /i-I/ /u-U/ by three groups of Catalan learners varying in foreign accent. Discrimination was good for /i-I/ and /u-U/ but poor for /A-_/and /EQ/, indicating that perceptual learning of some L2 sounds is out of reach for learners who acquired the target language in a non-naturalistic setting.

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Rousoulioti, Thomai • Assessment of second language learning in multilingual environment • One of the most weak points of multilingual students who learn a language as a second is to use vocabulary with the proper way. Teacher can support their effort by teaching them systematically morphology and particularly everything that has to do with the phenomena of compounding and derivation of words.

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Sakai, Shien / Asaoka, Chitose / Kochiyama, Akiko / Maeda, Takako/ Nakayama, Natsue • *Promoting learner autonomy: Students' perceptions of English language learning in East Asia* • This study investigated students' perceptions of learner autonomy in English learning. The first study was conducted in order to examine whether learner autonomy of 107 students from Japan, Korea, and Taiwan could be surveyed by a set of questionnaires, and 3 factors in common were extracted. Then, the questionnaires were revised in order to discover other factors. 902 students from 16 universities in Japan and Taiwan answered them. 9 factors were extracted. The reliabilities showed over .746.

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San Martín, Conchi / Navarro, M. Isabel / Oliver, Carmen • *From overt to covert thinking: Silences into children's messages* • Our aim in this study is to analyze the functional meaning of silences into the children's messages. From a vygotskian framework this kind of silences can be understood as an expresión of speech internalization. In a longitudinal study we try to give empirical support to the vygotskian thesis.

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Sato, Natsuko • *Colleges students' English proficiency, motivation, and learning actions in South Korea and Japan* • The objectives of this research is to determine if there are any differences in English proficiency, learning actions, motivation to learn English between the college students of South Korea and Japan due to the difference in the English education system. Using an English test and questionnaire, the author found that there were significant differences in some variables. The author will discuss the possible causes of the results, and predict the future of English education in both countries.

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Schanze, Livia Sophie • *Discourses around recent German migration policies* • In recent European media debates 'self- and other presentation' has proven to influence discourses as well as public attitudes. Drawing on methodologies commonly associated with a discourse-historical approach to CDA, I will focus on how strategies of inclusion or exclusion are constructed in current German discourses following the introduction of the "Zuwanderungsgesetz" [immigration law] in January 2005.

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Sekigawa, Yoko • *Critical and self-reflexive inquiries by international students learning EFL* • The presenter reports the results of a critical praxis in a college EFL class for international students in Japan. The topics included how they view their host country, what they think about international marriages, and what dreams they have for the future. Their third language English served as a common and equidistant language for the students of diverse linguistic, ethnic, and cultural backgrounds. They also experienced their identities clashing and transforming through dialogic exchanges.

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Shin, Gi-Hyun / Ko, Sungbae • *Negotiation of meaning among learners of Korean as a 'third' language* • There is a lack of studies of third language learning. To fill in important details of the third language landscape, this study examines the process of negotiation of meaning that may typify interaction in L3 conversation. This study adopts recent Conversation Analysis approaches and perspectives to analyse empirical data from natural conversation among adult learners of Korean as a third language.

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Spanke, Julia • *Text-patterns in technology* • Engineers encounter a variety of writing tasks in their day-to-day business life. Text production and the properties of a text (specific wording, style etc.) are determined by the internal and external working conditions. Drawing on examples from the professional context of engineers I will show which working conditions affect text production and the properties of a text. The study aims at developing a model, which allows for the creation of profiles for text-patterns in an engineer's day-to-day work.

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Straßl, Katharina • Diglo*ssie in der Deutschschweiz: Eine Herausforderung für Migrantenkinder beim Zweitspracherwerb?* • Die Präsentation setzt sich mit dem Erwerb des Deutschen als Zweitsprache in Dialektumgebung auseinander, wobei die Sprachlernsituation von Kindern mit Migrationshintergrund in der Deutschschweiz im Mittelpunkt steht. Bei der Analyse von geschriebenen und gesprochenen Texten von 8- bis 11-jährigen Migrantenkindern liegt das Schwergewicht auf Fragen der Morphologie und Syntax. Die Ergebnisse zeigen, inwiefern sich die lokale Varietät auf den Erwerb und Gebrauch der Standardsprache auswirkt.

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Sugino, Naoki / Nakano, Michiko / Ohba, Hiromasa / Shimizu, Yuko/ Yamakawa, Kenichi • *An application of differential item functioning analysis to SLA research* • This study evaluates the impact of the L1 on SLA, employing Differential Item Functioning (DIF) Analysis. Several sets of grammaticality judgment tasks were administered to EFL learners with different L1 backgrounds. The results show the relative difficulty level of each item and the different degrees of first language influence.

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Takahashi, Michiko • *Agentivity and socio-linguistic factors in English* • This paper investigates sociolinguistic factors in the change of sentence structure focusing on agentivity in English referring to Japanese. Through the analysis of agentive subjects in two English translations of the Bible and two Japanese translations, meaningful shift from intransitive or be-structure to transitive verb structure within English can be observed, while less agentivity is seen in Japanese. The reason is claimed to be humanization and individualism after the Enlightenment.

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Tanaka, Kiyomi • *Differential use of reactive tokens in Japanese in turn management and by gender* • This study investigated Reactive Token (e.g., "uh") use in turn management and RT distribution by Japanese male and female speakers in natural conversation. Using principal components analysis, three coherent components were identified among the ten categories (five RT types each at two different levels). Also, MANOVA and ANOVA revealed significant differences between Japanese male and female RT use, with females using more accompanying RTs than males.

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Tao, Xin / Hui, Zhang • *Discursive construction of Chinese and American nationalism through newspaper reports* • In line with Van Dijk's (1988) approach of CDA, we analyze official Chinese newspaper People's Daily and America's Washington Post's reports of Chinese President Hu Jintao's visit to the U.S. from April 18-22, 2006. Through the analysis and discussion of the headlines, themes, lexical choices, actors roles and quotations in the reports of the two newspapers, we attempt to examine how Chinese and American nationalism are constructed through textual and contextual features of the media discourse.

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Taylor, Lisa • *Of Mother Tongues and Other Tongues: The Stakes of Linguistically Inclusive Pedagogy in Minority Contexts* • This poster approaches two key challenges within contemporary literacy research posed by globalization: the need for new models of literacy and literacy education that engage increasingly complex, multimodal, multilingual forms of communication; and the stakes of taking up these new pedagogies of global literacies in different settings. Specifically, this poster reports on part of a larger longitudinal qualitative investigation with teachers engaged in collaborative innovation in multiliteracies pedagogy in an ethnolinguistically and ethnoracially diverse English language elementary school in Montreal, Canada.

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Tseng, Ming-i Lydia • *Are we 'arguing' for A or/and B: Discourse learning* • This paper aims to explore learning and teaching argumentation in a university-level English writing class, focusing on negotiations and (re)constitution of different cultural ways of interact-

ing, representing and being in terms of learning argumentation. It highlights the issues of power, social structure, and transformative agency in foreign language learning.

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Yi, Qianhong • *Oral language assessment in Chinese university context* • The author researches how scores given in oral exams of English as a foreign language can be made more objective, especially when there are large group of learners to be evaluated.

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