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Language Maintenance or Shift in the Asian Community of Rochdale: How language is used from generation to generation.

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The Asian community of Rochdale, in the North-West of England, is a thriving, well-established community which has developed steadily over the last 30-35 years. It is a sizable, tightly-knit community that values its traditions and cultures.

Linguistic research suggests that migrant communities generally experience a shift to the language used by the wider community by the third generation. This paper considers whether this appears to be the case in Rochdale, where there continues to be a strong identification with their Asian background amongst members of the community, and where there is much opportunity for them to remain in contact with their language and culture.

The language use and choice of three generations in different domains, or contexts of interaction, is investigated and discussed in order to identify whether a situation of language maintenance prevails or whether there is clear evidence of a shift to English.
Linguistic Violence

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It is proposed as a hypothesis that Linguistic Violence can be defined and its correlation with Gender and Socio-economic status can be also measured.

Data gathered from 325 subjects (175 females and 130 males) from their informal spoken language in 9 high schools in 5 areas of Tehran, Capital of Iran, were statistically analyzed to find the pre-defined elements of violence in them.

The elements taken as representatives of violence in language are as follows:


The achievements of the paper besides the definition of Linguistic Violence are:

1. Cautiously and based on the results of data analysis on sample population in this research, we can state that Linguistic Violence displays correlation with gender in four dependent variables. The comparative percentage of interrupting and not apologizing are considerably higher among female students compared to male students while statistical analysis shows that threatening and cursing are more common in the linguistic discourse of male-only schools.

2. The analysis of data indicates that there is a correlation between two dependent variables and socio-economic status of subjects in the sample population. There is a linear direct correlation between threatening and socio-economic status as well as between cursing and socio-economic status.

Key words: Linguistic Violence, Gender, Socio-economic Status, Interrupting, Hurting Tone, Shouting, Threatening, Verbal Abuse
Case-Marking Strategies in Romanian

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Keywords: Case, marking, inflexion, preposition

Romanian displays a remarkable alternation between DPs morphologically marked for Genitive case and PPs headed by the preposition de:

(1) fiul regelui vs. fiul de rege
    son-the king-the son-the DE king
    “the son of the king” “the royal son”

The goal of this paper is (i) to examine the conditions under which the two types of constructions are used and (ii) to propose an analysis for each of these constructions.

The two constructions are alike insofar as they involve a relation (which may either pertain to the lexical meaning of the head N or else be contextually triggered by the presence of the second argument), but they differ regarding the nature of the second argument: a strong correlation can be shown to exist between syntactic categories (DPs vs. NPs), Case marking (morphological vs. prepositional) and semantic type (type <e> vs. type <e, t>).

From a morphosyntactic point of view, I will show that Genitive case can only be marked on the determiner (only D can carry case markings). The constructions with morphological case are projections of D (i.e. DPs).

In contrast, those projections of N that do not have a D (i.e. NPs) cannot mark the case morphologically, hence the insertion of the preposition de. The constructions with de are NPs.

From a semantic point of view, I will show that while in the constructions with morphological case the head N denotes a relation between two individuals (the one denoted by DP1 and the one denoted by DP2) (Dobrovie-Sorin (2001a), Beyssade & Dobrovie-Sorin (2005)), in the prepositional constructions, the head N denotes a relation between an individual (denoted by DP1) and a property (denoted by NP2) (Kolliakou (1999)).
An Analysis of Politeness as Function of Speech Acts (SA) and Target Reader in Print Medical Advertising

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The current paper is an empirical study of politeness as function of SAs and target reader. Starting from the premise that politeness strategies establish the type of relation between the advertiser and the receiver determining the degree of imposition, the analysis will draw on the relationship between the type of SAs and the resulting politeness in a corpus of 45 randomly selected leaflets in English addressing heart surgeons worldwide and consequently, on the type of language employed in order to make the target consumers purchase the products.

We investigate the choice of SAs and demonstrate that the target reader variable [-Power] induces awareness of a distant professional environment and consequently employment of non-impositive SAs specific for [+Distance] negative politeness and deference. Linguistic characteristics of medical advertising (M-spec) as opposed to general advertising (A-spec) are also pointed out. Finally, we suggest that advertising to cultures that attach greater importance to positive politeness might benefit from a more positive linguistic approach.

Keywords: positive/negative politeness, speech acts, medical advertising
Does bilingualism affect English (as a third language) language performance in school?

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It is generally assumed that bilingual or trilingual students (in languages other than English), probably because of their greater language exposure and flexibility derived from a wider experience in language switching, will perform better in terms of foreign language education than monolingual learners. This is a common assumption in Romania, especially in Transylvania, where monolingual Romanian language learners have to compete against bilingual speakers in different types of examinations. This part of Romania represents an example of successful integration of ethnic minorities and multiculturalism and is challenging from a linguistic point of view due to the varied percentage of Romanian and Hungarian speakers in different counties, (ranging from 10% to 90%), to the fact that the Hungarian minority benefit from native language education at all levels, and to the striking differences between Romanian and Hungarian language in terms of linguistic affiliation, morphology, phonology, etc.

This paper explores the issue of English learners of Mureș, a county where the majority and the minority population are rather equally distributed (51% vs. 49%), by comparing the performance of bilingual and monolingual subjects who study English as a foreign language in university. A questionnaire was administered to all candidates to elicit data about the native-language and their second-language, the degree of out-of-school exposure to the target language, and the nature and extent of prior target language instruction. Findings were somewhat different for different categories of subjects because of variations in patterns of Romanian and Hungarian use, but it appears that simultaneous use of two or more languages does not represent a sufficient condition for superior performance in classroom and that socioeconomic, cultural and psychosocial factors may compete with or override language background in determining level of performance.
Some considerations for Conversation Analysis transcription practice: How the unit of ‘speaker turn’ as an organizing principle impacts upon the documentation of a speech event

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The practice of documenting a speech event into a written record has now had a lengthy history in both academic and non-academic domains alike, serving a vast range of ends. Since the introduction of both more practically and financially accessible tape recording equipment in the 1950s, the academic research potential for the study of spoken genres has increased (hence the rise of research interest in the fields of sociolinguistics, ethnolinguistics, etc.).

While these opportunities have seen the increased use of transcription, there has also been both a proliferation of new and very different transcription practices and a greater space in linguistic literature afforded to considerations of the methods, theory and philosophy of the transcription practice (see: Ochs (1979); Cook (1990); Kitzinger (1998); Coates & Thornborrow (1999); Bucholtz (2000), amongst others).

In this paper I shall focus on several aspects in which written transcriptions following a conversation analysis tradition are, by their adoption of ‘speaker turn’ as a central organizing principle, pressured into particular decisions relating to the representation of ‘messy’ parts of a speech situation. Illustrated with genuine data examples, these ‘messy’ areas I put up for consideration are: (i) is there a division between ‘speaker overlaps’ and cases of ‘latched utterances’, and if so where?; (ii) in cases of speaker overlap, what criteria determine which speaker is overlapping the other; and (iii) can we assign silences and pauses to speakers or are they situational?

Key words: TRANSCRIPTIONS; CONVERSATION ANALYSIS; SPOKEN LANGUAGE.
Classroom Talk in Multilingual Gambia: Praise and Discipline

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Key Words: The Gambia, Classroom Discourse, Code-switching, Praise, Discipline

This paper discusses data collected during fieldwork in The Gambia, West Africa as part of an ongoing, ethnographic, PhD study. There has been very little published work concerned with the use of languages in The Gambia and as such this research provides a unique and exciting slant on previous research in other contexts on the language of education debate (Addendorf 1996 & Brock-Utne 2005). The research focuses on classroom discourse and the reflection of the social use of language in classroom contexts.

Data was collected during two periods of ethnographic fieldwork in 2007 and consists of audio recorded classroom observations, extensive field notes, photographic evidence and interviews with teachers. The data reveals interesting features of classroom discourse. Several types of interaction were observed in the lessons and the frameworks underpinning them are discussed.

This paper focuses on the use of language for disciplinary and praise-giving purposes and draws on evidence from classroom interactions and interviews with teachers. The data reveals that while teachers adhere to the current English only language in education policy almost entirely there appear to be different rules for giving praise and discipline. The social, i.e. not classroom based, uses of language will be discussed and tentative suggestions for their use in the classroom presented.

References:


Closest Conjunct Agreement in MG

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Closest conjunct agreement is common crosslinguistically and refers to that type of agreement marking on the agreement target based on the properties of only one conjunct - the closest one (Corbett, 1991, Sadler 1999, Villavicencio et al., 2005,). Several, theories have been developed (Moosally, 1999, Sadler 2003, Villavicencio et al., 2005) on CCA with most recent a descriptive approach within LFG (Kuhn and Sadler, 2007). It is well known that CCA is more common in VSO than in SVO or SOV constructions, though it is not limited to the former (see Doron (2000) for some recent discussion).

The focus of this paper is to examine CCA in number and gender features in MG predicative adjectives. An interesting issue that emerges from the examination of the distribution of CCA in MG is that CCA in singular coordinate nouns is only limited to abstract inanimate conjuncts, as in the example “I ikonomiki anehia.SG ke I apesiodoxia.SG ine diaxiti.SG” (The financial poverty.SG and pessimism.SG is general.SG), where the adjective agrees with the last conjunct. In plural, however, CCA displays a wider distribution occurring rather freely to abstract coordinate nouns, with more restrictions to concrete ones and only under the specific combination of a FEM and a NEUT noun to animate coordinate nouns, as in “I gynekes.PL.FEM ke ta pedia.PL.NEUT itan tromokratimena PL.NEUT” (The women.PL.FEM and children.PL.NEUT were terrified.PL.NEUT). The fact that CCA is determined by the nature of the nouns, whether being abstract, concrete or animate, was one of the reasons that the more general distinction between animate and inanimate nouns was abandoned.

Thus, the aim of this paper is to present CCA in MG and examine which of the present theories would account effectively for the restrictions that the MG data impose.

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Multilingual Luxembourg: Language Attitudes and Policies

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Luxembourg’s multilingualism is closely connected to its geographical location, which places it on the linguistic border between a Germanic and a Romance area in Europe. The linguistic situation is further complicated by the influence of the various immigrant communities. This paper investigates language attitudes towards the linguistic diversity in Luxembourg. The data originate from both an analysis of language policy documents and audio-recorded qualitative interviews with Luxembourgish nationals and members of different immigrant groups. Particular attention is paid to the use of multiple languages in Luxembourg’s education system. The Council of Europe (2006) has recently argued that the current system shows limitations and is unable to satisfy the needs of the society as a whole. Based on my findings, I intend to demonstrate how conflicting attitudes between informants and the authorities can be at the origin of some of the failures of Luxembourg’s multilingual education system. The analysis of data obtained from teachers and students experiencing a change in the language of instruction highlights the many difficulties connected with a multilingual education system characterised by changing linguistic priorities. Finally, an exploration of the various functions of language attitudes will allow for some explanations of the attitudinal discrepancies found among the different social groups under investigation.

Keywords:

Multilingualism, Language Attitudes, Language Policy, Education
The community of Greek-Pontians in Cyprus, coming from the former Soviet Republics, is of particular sociolinguistic interest. Living for centuries in the area of the North Caucasus (Russia) and South Caucasus (Georgia), some managed to preserve their ancestral Pontic dialect. Their linguistic behaviour is characterized by active oral use of several languages, including Russian and Turkish, in a code-switching manner. Having moved to Cyprus (Greece) in early 1990s, Standard Modern Greek (SMG), and to a lesser extent the Cypriot dialect, have entered their linguistic repertoire.

There is no clear understanding of the ethnic identity of Greek-Pontians: some feel they are just Greeks, some Pontians, and others Russian-Pontians. This presentation focuses on how ethnic identity is perceived (and reflected in language preference) by the Greek-Pontians coming from Georgia and those from Russia. The data (94 questionnaires and 10 interviews) indicate that Greek-Pontians from Georgia (especially the younger generation) assimilate more actively into the Greek social and linguistic contexts than those from Russia, who appear to wish to preserve Russian social, political and linguistic ties (Pavlou and Zoumpalidis, in progress). The majority of Greek-Pontians from Russia, claim that Russian is the language in which they can express themselves better and easier whereas almost half of those from Georgia claim that Russian is the dominant language for them while the other half claim that it is Greek and few claim that it is Turkish.

**Key words**: ethnic identity, code-switching, dominant language.

**References**
Writing quality and revising: handwriting or word processing?

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This longitudinal study investigated the effects of the word processor on the quality of writing and number of revisions of Greek Intermediate learners in private English language schools. It followed a comparative design based on using a computer (experimental) and a handwriting (control) group. To date research shows inconsistent results about the effect of word processing on quality improvement and amount or types of revision. In addition, it appears that there has been almost no research on word processing in Greek contexts. Therefore, the main aims of the study were twofold: first of all to assess and compare the quality of writing between the two groups; second, to examine the number and kinds of revisions carried out in the two different modes of implementation. All revisions made by the computer group were recorded by using computer keystroke logging software.

This paper presents a general overview of the research project and discusses the effects of the word processor on quality and revising in students’ compositions. The findings established that although mixed results were yielded in relation to different aspects of writing and kinds of revisions, there were statistically significant differences in the quality of writing and in the total number of revisions between the control and experimental group overall, suggesting that the word processor can positively influence the writing process.

Keywords: EFL writing; word processing; revision; keystroke logging.
Shuo ‘say’ vs. yiwei ‘assume’ in Chinese

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**Keywords**: null objects in Chinese

A distinction between *shuo* ‘say’ and *yiwei* ‘assume’ can be identified from data in Huang (1984) and Xu (1986) on the interpretation of embedded null objects in Chinese. Huang (1984) proposes that embedded null objects in Chinese can never be coindexed with matrix subjects and can only be interpreted as variables, while Xu (1986) argues that coindexation with matrix subjects is possible, and thus, *pro* interpretation is also available.

Examination of the sentences illustrated in Huang (1984) and Xu (1986) reveals that matrix verbs play a key role in determining the interpretation of embedded null objects in Chinese. I divided the matrix verbs into two types on the basis of their semantic and syntactic differences: ‘V1’ and ‘V2.’ *Shuo* ‘say’ is a V1-type verb, commonly found in Huang’s examples, while *yiwei* ‘assume’ is a V2-type verb, commonly found in Xu’s.

Semantically, *shuo* ‘say’ is a descriptive verb, used to indicate a positive assertion; whereas *yiwei* ‘assume’ is a belief verb, and may indicate a false belief. Syntactically, DP movement, involving the *bei* ‘be’ and *ba* ‘take’ constructions, is more applicable to *yiwei* ‘assume’ than *shuo* ‘say.’

A grammaticality judgment task was conducted, whereby sixteen Chinese natives judged bi-clausal sentences in which the matrix verb was either V1-type or V2-type and the embedded object was either a null or an overt pronoun. The results revealed a clear V1/V2 difference that is not considered in Huang (1984) and Xu (1986). I show that the disagreement between Huang and Xu can be resolved with reference to this V1/V2 difference.
Primary school EFL teachers’ teaching strategies for helping less proficient children in mixed-ability classrooms

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Current primary school EFL teachers in Taiwan face the challenge of teaching children with mixed English abilities because of high percentage of children received English instruction before enrolled primary school. This study aims to investigate what teaching strategies that EFL teachers are used commonly while teaching in mixed-ability classrooms and how these strategies relate to each other. Data collected through a structured questionnaire listing 13 possible teaching strategies and two open-ended questions request for additional information about current practices of 55 primary school EFL teachers in Taiwan. Result shows a majority of teachers in this study experiences certain degree of difficulty while teaching in mixed-ability classrooms. It presents many of the teachers prefer to use peer-assistance and classroom managerial strategies for teaching multilevel classes rather than modify their teaching curriculum or use outside resources into class teaching. The Spearman’s correlation test also illustrates that the 13 teaching strategies used by these teachers are significantly related with each other; but it seems unrelated to their age, educational background, length of teaching or the degree of teaching difficulty. These teachers tend to be either high use, middle use, or low use of teaching strategies, and with a few similarities among using them.

Key words: teaching strategies, mixed-ability classrooms, TEYL
A model to compile technical dictionaries for African language in South Africa

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Although South Africa is a multilingual country with eleven official languages, which, theoretically, all have the same status, there are still not enough technical dictionaries available for the nine official African languages. As those dictionaries are needed for communication in many domains of life, there is an urgent need to compile technical dictionaries for the African languages and make them available to the speech communities. This could be achieved in five main steps. 1. Compiling technical corpora as a data basis. Those corpora could either be monolingual specialized corpora or parallel corpora including one English or Afrikaans part as well as at least one African language part. 2. Interpreting this corpus data, i.e. find out which terms are already used by the speech community. 3. Standardize those results. Are different spellings an indicator for different terms and therefore for different meanings or are they just spelling varieties which might be standardized into one form? 4. Compile dictionaries. This could easily be done by an off-the-shelf software application like TshwaneTerm, which is used for compiling and managing terminology databases. 5. Spread the new dictionaries among the speech community through dictionary awareness campaigns. This is a very sensitive part, as those new dictionaries must be accepted by the speech communities as something that empowers them instead of being strange things which were imposed on them by an outsider in order to separate them from the English speaking elite.

Keywords: Technical dictionaries, African languages
Instruments in LFG’s argument-structure

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Keywords: argument-structure; instruments; LFG; thematic roles.

Of the standard thematic roles in argument-structure theory such as agent, patient, experiencer, some have received less attention, one of these being instrument, such as ‘the key’ in (1a).

(1) a. Jack opened the door with the key.

Several studies (e.g. Marantz (1984), Ono (1992)) have observed two kinds of instrument, ‘intermediary’ as exemplified by (1a-b) and ‘facilitating’ as exemplified by (2a-b).

(1) b. The key opened the door.
(2) a. Emily ate the pasta with the fork.
   b. *The fork ate the pasta.

In LFG’s argument-structure, the thematic hierarchy cannot disambiguate the two types of instrument as both are simply instrument; nor can the two features, [+/- r(restricted)] and [+/- o(objective)] which are designed to map arguments to grammatical functions, as both kinds of instrument are simply [-o]. To account for the two instruments, I propose a 2nd tier within the argument-structure representation which contains a(rgument)-adjuncts (see Grimshaw (1990)), leaving arguments on the 1st tier. (1a) would then utilize the following a-structure:

(3) open 1st tier < ag pa >
   -o -r
   2nd tier < ins >
   -o

while (2a) would utilize the following:

(4) eat 1st tier < ag pa >
   -o -r

assuming that facilitating instruments are adjuncts.

I propose that in (1b), the agent is suppressed and the instrument a-adjunct is promoted to an argument in the 1st tier:

(5) open 1st < ag pa >  open 1st < ag ins pa >  open 1st < ins pa >
    -o -r → -o -o -r → -o -r
    2nd < ins >  2nd < >  2nd < >
    -o

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References

Bilingualism in the Deaf community

Kadri Hein

The Deaf use a sign language and a spoken language in their everyday life, therefore they are considered to be bilingual. Bilingualism in the Deaf community has been referred to as *bimodal bilingualism* (Emmorey et al 2005), as it involves two modalities: auditory-vocal and visual-manual modality, which enables the sequential occurrence of the elements in language contact situations. The language contact in bimodal bilingualism may result in various phenomena, such as code-switching, Coda-talk, and contact signing (Lucas 2000). The code choice by both the Deaf and hearing bimodal bilinguals has been studied (Lucas and Valli 1992, Van den Bogaerde 2000, Emmorey et al 2005, Bishop and Hicks 2005). The main factors influencing the code-switching in the Deaf individuals are the parental hearing status, the hearing status of the interlocutor, and language proficiency of the signer and the interlocutor. An experiment was carried out to determine how the hearing status of the interlocutor influences the code choice in the Deaf Estonian Sign Language-Estonian bilinguals. Five Deaf subjects were asked to describe a picture to five hearing and five Deaf students. The results of the experiment indicate that in both conditions, more features of Estonian Sign Language occurred, e.g. the use of signing space, topicalisation, and classifiers. However, sometimes fingerspelling and the word order of the Estonian language were used with the hearing interlocutors, which resulted in code-switching. There were also some differences in signing pace and mouthing.

**Keywords:** bilingualism, language contact, code-switching, sign language, spoken language
English dialect contact in an L2 setting: Speakers from England in the Anglophone community of Japan

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This paper aims to investigate the consequences of frequent interaction abroad between native speakers of other national varieties of English. For the purpose of exploring the influence, the modification of intervocalic /t/ in words like ‘letter’, ‘sitting’ and ‘get it’ in both word-medial and word-final positions was examined among native speakers of English from England who are working as English teachers in Japan. From fifteen informants, 4,512 tokens were gathered following two informal interviews, one immediately after the speakers’ arrival in Japan and one a year later.

Previous studies that investigated the acquisition of a second dialect of English found that accommodation towards the target dialect was taking place in the case of intervocalic /t/ to some extent. These studies, however, were all carried out in English-speaking countries of the target dialect. Little is known about the accommodation which takes place in non-native English-speaking countries, like Japan, where speakers of different English dialects come into contact on equal terms.

This paper also considers the speakers’ social networks. The British, North American and Australasian networks of individual speakers were examined alongside the analysis of the recorded interview data. The results show that a strong British network works to restrict the speakers’ use of flaps and to accelerate their use of glottal stops for word-final (t), and that a strong Australasian network works to decrease their use of glottal stops for word-final (t).

Keywords: English, dialect contact, Japan, accommodation, social network
Bridging the gap between policy and provision for Gaelic as L2 in Scotland

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The UK ratified the European Charter for Regional or Minority Languages in 2001. In this commitment, it was agreed that Scotland would actively promote an intercultural and multilingual society by encouraging measures to create "mutual permeability between language groups" (Explanatory Report, pp. 66). Among the measures agreed to in the charter are numerous clauses pertaining to Gaelic education including Gaelic Learner Education (GLE). With the responsibility of Gaelic revitalisation having been placed in the care of Bòrd na Gàidhlig in 2005, the recently published National Plan for Gaelic (2007) has caused alarm to GLE proponents who note a lack of attention paid to GLE within the scope of language planning. GLE was not made a research priority of the Bòrd, and was given only moderate attention in the National Gaelic Education Strategy (2007) where 6/87 'key tasks' made explicit reference to Gaelic learners. With an average cohort of 539 pupils graduating each year from GLE with Standard Grade, Intermediate 1 or 2, Higher or Advanced Higher (figure based on 2001/2-2005/6 school years), it is disappointing that the National Plan has paid so little attention to the programme. The present paper discusses the aforementioned policy documents and the lingering influence of the Standards in Scotland’s Schools Act (2000) and Draft Gaelic Education Consultation (2004), which also made scant reference to GLE. It suggests a discrepancy between the agreements made in the European Charter and the policy initiatives being pursued in Scotland.

Key terms: Gaelic, Language Planning, Education, Policy
Entailment and Givenness

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Speakers have intuitions about prosodic prominence within fragments of language. One important explanation of this focus is that ‘new’ material is focused but ‘given’ material is not. But how to characterize givenness?

Schwarzchild argues that an utterance U is given iff the existential closure (∃C) of U is entailed by the ∃C of some antecedent (A) in the discourse, where the ∃C of X is ‘something is (a) X’.

Schwarzchild’s account, has the virtue of not being committed to the given material being entailed by shared presuppositions. Furthermore, Schwarchild correctly captures that given material need not be explicitly mentioned previously - ‘stringed instrument’ is given when ‘violin’ has been mentioned.

Despite these virtues, Schwarzchild’s theory is subject to counterexamples. Whether the ∃C of U is entailed by the ∃C of A need not be transparent. This means Schwarzchild’s entailment is not necessary for givenness since a speaker could erroneously think the ∃C of U is entailed by the ∃C of A. Neither is the entailment sufficient for givenness as a speaker could be ignorant of the entailment. For example, a speaker may erroneously think that an oboe is a brasswind instrument and so treat ‘brasswind’ as given.

Schwarzchild’s account therefore needs to be revised to take account of the speaker’s cognitive state. It is not actual entailment that governs givenness, but thought entailment.

Keywords: Prosodic prominence, Focus, Givenness

References
The problems Identified in the Previous Coding Schemes Used for Analyzing L2/FL Writers’ Think-Aloud Protocols

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The think-aloud method has been extensively used by researchers investigating the composing process. The vast majority of published works on this method, if not all, have focused on issues related to the way of administering it, and to its validity and/or reliability rather than discussing the validity of the coding schemes used for analyzing the protocols generated by writers. This paper tries to fill in this gap by critically reviewing the types of the previous coding schemes used for analyzing L2/FL writers’ think-aloud protocols. Five types of these coding schemes were identified in the literature. The weakness and/or strengths of each type are highlighted. In addition, the paper discusses some other problematic issues in these schemes that make the comparability of the findings of composing research more difficult, on the one hand, and raise some questions about the validity of some schemes, or at least some parts of them, on the other. The paper ends with presenting implications for researchers interested in the area of composing process.

Keywords: composing process; writing process; writing strategies; writing behaviors; L2 writing
Redefining reported speech in colloquial French

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This paper discusses and compares reported speech in standard and colloquial French. In French, there are two ways of reporting speech, using (i) direct or (ii) indirect speech.

(i) John a dit : “Je suis content”
   John said: “I am happy” (direct source: I am happy)

(ii) John a dit qu’il était content
    John said that he was happy (direct source: I am happy)

In French more than in English, a criterion that distinguishes one from the other is the presence or absence of the complementiser que (e.g. that). After establishing an idealization of how reported speech works in standard French, by reviewing the set of modifications which traditionally occur in the presence of que (e.g. shifts of tense, person, adverb), we will explore whether this representation reflects what actually happens in colloquial French.

The results of our investigation will lead to conclude that the criterion que may not be a determining one as far as colloquial French is concerned and that its presence does not necessarily imply systematic transformations. Focusing particularly on the shift of tense, this study will also give some insights on the problem of the sequence of tense, enhancing the view that it cannot be accounted for in terms of a strict rule but rather as part of a larger theory of tense.

Keywords: reported speech, syntax, colloquial French, tense
The Generative capacity of Sign Glue: First Results

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For the purposes of this paper, a language is a set of form-meaning pairs i.e. signs. Sign Glue, a grammar framework based on ILL1 (first-order intuitionistic linear logic), is equipped to deal with this formal definition of language, but Chomsky hierarchy grammars are not. However, it is possible to extend them appropriately, respecting (a version of) the Principle of Compositionality. Sign Rewrite Grammars are the result. This paper explores the possibilities for encoding Sign Rewrite Grammars in the Sign Glue framework.

It is proposed that grammar equivalence should be adjusted to the new definition of language, which caters for both form and meaning. EMILL1-based Sign Glue is shown to be powerful enough to encode Unrestricted Sign Rewrite Grammars. MAILL1-based Sign Glue is shown to be powerful enough to encode Context-Sensitive Grammars. Simple changes to the Sign Glue setup bringing it more in line with the setup one commonly finds in the Glue and categorical grammar literature allow that fragment to be reduced to one with linear implication as the only connective.

The encodings of Sign Rewrite Grammars into linear logic are revealing with respect to the expressive power of even the simplest version of Sign Glue. They also offer valuable insights on the relation of the lexicon and traditional syntactic rules: they very naturally bridge the gap between Type-Logical Categorial Grammars and rule-based grammars. Finally, this paper demonstrates a number of different strategies for introducing and handling ambiguity in a grammar.

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1 First-Order Exponential Multiplicative Intuitionistic Linear Logic.
2 First-Order Multiplicative Additive Intuitionistic Linear Logic.
The Washback Effect of the Specialised English (SPE) test on learning

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This study is part of an ongoing research project to explore the “washback effect” (Alderson and Wall, 1993) of a high stakes test, SPE, which is used to admit students to universities in Iran. A belief commonly held about the SPE Test is that students admitted to university since its introduction in 2002 have been more proficient and successful than pre-2002 students. However the consequential validity (Messick, 1996) of the Test has not been explored yet. Therefore, as one step towards exploring the consequential validity, I have decided to look at how students learn for the Test.

I examined the learning activities of the students to see what they did in order to prepare for the Test. I also examined the beliefs of the learners (by drawing on the SLA literature), the learners’ fields of study and language proficiency for their possible interaction with the effect of the SPE Test (Alderson and Wall, 1993).

The data was collected from two contrasting groups- students who were registered to take the SPE Test and students who would not take the SPE Test.

This poster will present the results of the questionnaires completed by the students and their test preparation advice. It will show that the SPE students’ test preparation activities were significantly different from the non-SPE students’ activities. Further, it will show relationships between the students’ test preparation activities and their learning beliefs and their background variables. Finally, the poster will discuss the implications of these findings.

Key words: Consequential validity, Washback, learning, beliefs, learner variables
The scaffolding technique in interactive spoken feedback on EAP writing

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For international students studying English for Academic Purposes (EAP), improving their written work is an important challenge in their studies. Recent research has highlighted that spoken teacher feedback can make it possible to engage in a wider range of discourse to support a joint construction of knowledge. The aim of this study is to examine the ways in which teachers construct feedback in spoken interaction. In this study, three native speaker teachers provided spoken feedback on 24 non-native speaker students’ essays in a UK university EAP writing programme. 32 tutorial sessions were video/audio recorded during the second semester in 2006. Such data was analysed using the CA approach. The analysis suggests that scaffolding techniques which the teachers use in the spoken interaction are: (1) teachers often invite the student elaboration through providing possible examples (2) teachers often hand over a task or an issue to the students and (3) teachers often create a supportive and stimulating learning environment. When the teachers use scaffolding techniques, the students tend to take an active role and be given opportunities to develop their own understanding. To conclude, it appears that scaffolding techniques which teachers use in spoken feedback interaction makes it possible to create language learning opportunities so as to develop awareness of the second language learner’s own personal and internal strategies. The study suggests that sometimes teachers’ judgmental comments and interruptions obstruct student contributions. It also challenges teachers to maintain high opportunity for all learners.

Key words: EAP, feedback, writing, scaffolding, CA.
Identification, codebreaking and retention of idioms by EFL university students

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This poster presents the frequency and effectiveness of the strategies used by EFL university students for the identification, code-breaking and retention of idioms. The focus of the study is on the effect that codebreaking strategies (CBS), idiom-type variables and retention strategies (RS) had on product scores such as Correct Idiom Codebreaking and Delayed Retention. 31 EFL Mexican university students participated in this study. The strategy data was gathered through a) the IREQ (immediate retention and elicitation questionnaire), created from the results of a pilot study and from b) a retention questionnaire. Language outcomes were collected through an immediate and a delayed test which was administered three weeks after the learners had the reading task. The results indicate that the idioms that were more easily identified were those that were accompanied by more contextual clues. Concerning the frequency of use of the CBS, Inferencing from Context and Bilingual Dictionary were the CBS most frequently used by all learners; in addition, inferencing strategies were used more often than dictionary-related strategies. In relation to Correct idiom Codebreaking, Inferencing from Context and Bilingual Dictionary were found as the most successful of the CBS. Furthermore, The familiarity with the Component Words of the idiom was the idiom-type variable that emerged as a predictor of both Correct Idiom Codebreaking and Delayed Retention.
Reflecting on motivational drives among young Spanish users of English as a L2

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This paper presents an empirical research study carried out with 352 university students and attempts to categorise their goals for L2 learning and analyse them in the light of the Spanish particular context.

Goals in L2 learning are classified into 4 different profiles: two traditional ones which account for the “integrative” and “instrumental” reasons, and two new ones, labelled as “discoverer” and “practically minded”, which turned out to be the most representative and illustrative profiles defining the context studied.

Results obtained contribute (i) to question the traditional strict instrumental-integrative dichotomy, (ii) to get a closer and more detailed view of our students’ goals, needs and interests, and (iii) to propose some methodological implications.
Basque Allocutive Agreement

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Keywords: agreement, allocutive, Basque, syntax

Allocutive agreement found in Basque is verbal agreement with the addressee — a speech act participant, not a verb argument. It appears mainly in dialogical speech in the cases of familiar treatment and is restricted to certain dialects of Basque. Different verb forms in (1) do not change the general meaning of the sentence; the first verb form is neutral, while the other two are pragmatically marked:

(1) Ataun-en jaio n-aiz / n-au-k / n-au-n
    Ataun-LOC to.be.born 1SG.A-AUX / 1SG.A-AUX-ALLOC.M / 1SG.A-AUX-ALLOC.F
    I was born in Ataun.

Analysing morphological properties of allocutives discussed in Albizu 2003\(^3\), Eguren 2000\(^4\) and others I assume that the allocutive undergoes embedding into verb argument structure. Therefore the allocutive morpheme, as well as morphemes associated with other arguments (the verb in Basque agrees with absolutive, dative and ergative arguments), is governed by some kind of anaphor. The zero anaphor in question takes a non-argumental position similar to the position of dislocated topics. The reason why the allocutive anaphor is generated in the sentence is that the addressee plays a crucial role in a dialogue — the main usage scope of allocutives. According to my proposal the allocutive becomes a part of the verb argument structure because of addressee’s discourse prominence. It takes the position of discourse topic and thus triggers verb agreement.


\(^4\) Eguren L. El morfema de alocutivo del euskera y el modelo de gramática // Hermeneus. Revista de la Facultad de Traducción e Interpretación de Soria, ISSN 1139-7489, Nº 2, 2000, pp. 95–118.
Revisit the Parametric differences between Mandarin and English nominal phrases: a Probe-Goal approach

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Compared with English, (in)definiteness and plurality in Mandarin can be exhibited with bare nominals due to the lack of articles and rich morphology; however, according to Pereltsvaig’s (2007) Universal-DP Hypothesis, the structure of nominal phrase is universal regardless of the presence of lexical items which realize the heads of the functional projections (FPs). Hence, one can argue that Chinese nominals in the argument positions always project to Determiner Phrase (DP) as in English. This is contrast to Cheng and Sybesma’s (1999) assumption that Chinese and English have different encoding mechanisms of definiteness and Li’s (1999) analysis of plural marking in Mandarin and English. Cheng and Sybesma believe that definiteness is encoded by the classifier head in Chinese whereas it is encoded by the D head in English. However, I propose that there should be only one FP being the locus of the [definite] feature: the D head. As for the encoding of plurality, following Li, I assume that the head of Num(eral)P is the locus of the [number] feature. Yet her head movement analysis of plural morpheme -men in Mandarin and -s in English is rejected based on the unvaried Adj(ective)-N(oun) order in Mandarin and English. Thus, I propose that these two morphemes are the instantiation of the head of nP and their realization is in the phonetic representation (PF) in conformity with a Distributed Morphology approach. Adopting Chomsky’s (2001) Probe-Goal theory, the current model provides a unified account to explain the parametric differences between Mandarin and English nominals.

Keywords: parametric difference, Mandarin, English, DP