

## Editorial

As we grow up and interact in a culture, we acquire with our first language an understanding of the pragmatic norms relating to different contexts in our community. When we move to live in another culture, we are likely to follow the pragmatic norms we internalised with our first language when we are using our second language. However, this may lead to serious communication breakdown, particularly since this pragmatic knowledge is largely below the level of consciousness, and misunderstandings relating to such knowledge are less obviously attributable to language proficiency issues than those relating to the inappropriate use of syntax or phonology. Difficulties arising from a mismatch of pragmatic norms will therefore often be perceived as a problem with the individual, rather than with their knowledge of the way in which the language is used, with disastrous consequences for both short term and longer term communication across cultures.

This issue of *Prospect* focuses on the teaching of this important and often neglected area of language proficiency. The first paper by Lynda Yates introduces the concept of the secret rules of language and outlines the kinds of problems that learners may encounter when they lack pragmatic knowledge, and the importance of incorporating its teaching into the classroom. She discusses a number of Australian studies which have identified the kinds of skills that learners require in order to enter into, and participate in, the Australian workforce, and then focuses on the related, but complex, issue of the teaching of pragmatic skills to learners in the classroom context, concluding that it is important to integrate the teaching of pragmatics into classroom practice in a reflective and eclectic way.

The next paper by Julie Kerekes moves out of the classroom to examine the kinds of pragmatic skills required in a job interview encounter. In this paper the author examines a number of successful and unsuccessful job interview interactions in order to identify the kinds of interactional skills required by non-native speakers that will contribute to a successful outcome in a job interview. The author argues that there are a variety of factors that can contribute to the job interview being successful, and she concludes by suggesting strategies through which teachers can enhance the likelihood of their students being successful in these encounters.

Moving from language in a job interview to language of the workplace, Jonathan Newton's paper provides a fascinating insight into the pragmatics of workplace interactions through an examination of authentic interactions recorded in a factory in New Zealand. Newton examines three face-threatening acts which occur in this context – a complaint, a refusal and a directive. Far

from finding the expected use of extensive mitigation and politeness markers to soften these face-threatening acts, the interactions were bold and upfront, and interlaced with expletives and jocular abuse. The paper concludes with discussion of the kinds of classroom activities that could be used to raise learner awareness of the kind of language they might expect to encounter in such situations.

The fourth paper by Margaret DuFon focuses on the development of video materials that can be used for teaching learners about pragmatics in the classroom. Although the study took place in Indonesia and focused on the development of video materials for the teaching of Indonesian, the principles incorporated into the making of the video are equally relevant to the development of ESL classroom materials. The study presents a detailed discussion of a wide variety of factors which have to be taken into account when making videos designed to demonstrate authentic interactions to learners, focusing on pragmatic knowledge.

The final paper of this issue by Iryna Kozlova is a comparison of the differences in the way complaints are realised in Russian and American English. Through this qualitative study, Kozlova shows that while Russian complaints tend to address positive politeness concerns, those of the Americans address negative politeness concerns. There are also stylistic differences between the two groups with Russian complaints tending to be realised as laments, whereas American complaints are often humorous in their approach. The paper concludes with a brief discussion of the implications of these findings for classroom practice.

Two book reviews conclude the issue. The first review is by Marilyn Lewis who reviews the second edition of Swales and Feak's *Academic writing for graduate students*, arguing that this volume should have wide appeal and provide a useful resource for students in academic writing courses. In the second review, Azlifa Ahmed, Sarah Glatz and Susy Macqueen each review three small booklets designed for teachers from the RELC Portfolio Series and suggest that these booklets would provide very useful support for teacher professional development activities.

GILLIAN WIGGLESWORTH

## **Academic writing for graduate students: A course for nonnative speakers of English**

**Swales, J., & Feak, C. (1994). Ann Arbor: The University of Michigan Press.**

Reviewed by Marilyn Lewis

The fact that this ten-year-old book continues to be reprinted suggests that it is standing the test of time and, therefore, deserves a review for new users. Like other materials from the same university, this one has evolved from the writers' own teaching and research and includes a mixture of instruction, examples and tasks.

Despite the label 'graduate', the content of the first six units would be equally useful to undergraduates. In fact, much of the first unit ('An approach to academic writing') parallels a first-year university writing course: organising information, using cohesion, and so on. That is not to say that the messages are superfluous to graduates. If our university is typical, many overseas students join courses for the first time at this level. Units two to five describe different types of text: general-specific; problem, process and solution; data commentary; and the summary. Chapter six, 'Writing critiques', starts by acknowledging that the concept of a critique may not appear at all in a graduate program. Readers are then told what is expected in different academic disciplines, such as the social science emphasis on methodology, and the engineering interest in the significance of results. In units seven and eight, which deal with the writing of a research paper, students are introduced to the traditional sections of a dissertation or thesis with examples, again from a range of disciplines. For instance, students are asked to give advice to the writer of a paragraph that includes a sentence about 'incubating the intact cells with (3H)NMS in 1 ml buffer A at 4°C or 37°C' (p 166), a sentence which could challenge instructors with an arts background. There are three appendices, one dealing with the use of the article in academic writing, another on Latin phrases and a third on email.

The many tasks included in the book are worth mentioning for their range. Many require students to do writing themselves, as in the example in unit four ('Data commentary') that sets a scenario and then provides data on which students are to base a report. Some tasks are of the 'right answer' type, such as the list of verbs (describe, discuss, assert, allege, etc) which students are asked to assign to the categories 'objective' or 'evaluative'. For others, such as deciding in which part of the text a sentence would belong, students are told that 'There is certainly room for disagreement' (p 70). There is often a recommendation to work in pairs or groups, but most of the tasks

could be done independently and then checked with the teacher or even by students if they had access to the teacher's book. Thus, although *Academic writing for graduate students* is labelled a 'course', in many ways it would also be suitable as a reference source for individual students. In fact a colleague who read this review recommended it for this purpose to his students at London University.

The role of the instructor is discussed by the authors in the introduction, where they state that typically instructors would be 'experienced teachers of academic writing' (p 5). While that may be the case in the United States, it may not be so in all parts of the world. Some institutions have a deliberate policy of including recent graduates among their team of teachers for academic writing courses. These people know what is required from a student perspective and are experienced in academic writing in their own fields. What they may not have is much teaching experience.

This book should continue to sell widely. Students are unlikely to be concerned that it was first published ten years ago, although the reference to email as 'a relatively new way of exchanging messages' (p 239) may seem dated to those who have been using it since childhood. Two selling points are the names of Swales and of the publisher, both of them long associated with this topic. Mary Lawrence's *Writing as a thinking process*, for example, first published in 1972, had a new edition in 1996 and is still useful. Another selling point is the niche reading group of the graduate student although, as mentioned, undergraduates could also find it useful. There are many course books for academic writing in general and others that give guidance on how to write up research but take for granted the other genres. This one deals with many aspects of university writing. In fact four years ago the authors published another book (Swales and Feak 2000) which expands the research aspect of writing.

If there is to be a new edition, here are a couple of considerations. In the spirit of learner autonomy, why not incorporate the 'answers' part of the teacher's book in the student edition? Secondly, there is the question of the title. Why is it 'for nonnative speakers of English'? Since the writing required for graduate students is the same whatever the writer's language history, why not broaden the potential readership by dropping the subtitle? Furthermore, the language of explanation suggests a high level of literacy. Would a book for 'native speakers' use language any more complex than this sentence comparing general-specific and problem-solution tests? 'In the former, then, graduate students will most likely position themselves as being informed and organized; in the latter as questioning and perceptive'. (p 57)

In summary, *Academic writing for graduate students* is recommended for

academic writing courses at university which run parallel with students' work in other subjects, regardless of the stage of their studies.

**REFERENCES**

- Lawrence, M. (1996 ed). *Writing as a thinking process*. Ann Arbor: The University of Michigan Press.
- Swales, J. M., & Feak, C. B. (2000). *English in today's research world: A writing guide*. Ann Arbor: The University of Michigan Press.

## **RELC Portfolio Series**

**Renandya W. A., & Richards, J. C. (Series Eds.). (2002). Singapore: SEAMEO Regional Language Centre**

This series of nine booklets provides useful texts for teacher in-services, with the tasks in each text able to be used as a basis for discussion. All texts provide brief, practical introductions to the topics and the underlying principles, and are clear and accessible in a non-academic style.

### **No. 1**

#### **Giving feedback in language classes**

**Marilyn Lewis**

Reviewed by Sarah Glatz

While the question of feedback is important both to students and teachers, it is rarely the subject of a book, particularly one with a focus on language classes. This booklet by Marilyn Lewis examines the causes of learner errors and provides teachers with a practical framework for how to address them.

The booklet begins by asking teachers to reflect on their own and others' feedback practices, and to consider the purposes and effects of feedback. The latter is acknowledged as difficult to quantify because teachers can only gauge the effect based on students' outward responses, rather than on their inner thinking.

The focus of the second chapter is on defining errors, both of understanding and production, and categorising them into types in order to guide teachers in how to give relevant feedback. Lewis also stresses how essential it is to provide both individuals and the class with positive feedback. The chapter finishes with a list of categories to consider when writing feedback to ensure that it remains varied.

The third chapter proposes alternatives to traditional teacher-based 'marking'. Feedback can be provided through one-to-one conferencing between the student and the teacher (difficult with a large class), or collectively using a feedback sheet or checklist. The advantages of peer feedback are outlined in detail. Self-correction and evaluation is also encouraged.

The fourth chapter moves from feedback on the students' language to feedback on their learning process. Two examples of learning journals are given in detail. The first is a traditional 'free' writing journal while the second is in the form of a more guided published booklet. Both forms are supported by concrete examples and tips for their use. Communication via electronic journals (email) is briefly mentioned as a third possibility.

In chapter five, a case study of oral feedback in a primary classroom is presented as a stimulus to teachers determining their own criteria for giving

feedback. The final chapter examines teachers' concerns as to where responsibility for feedback lies, the emotional response of students to feedback, and evaluation of one's own feedback.

Teachers who are interested in improving their feedback practices and helping their students to progress will find *Giving feedback in language classes* a useful resource. Although the examples used are in English, the same principles could be applied to the teaching of any language. It is also highly suitable for teacher trainers, as tasks throughout the booklet encourage teachers to reflect on their own and others' practices, and to consider and discuss new ways of giving feedback.

## **No. 2**

### **Managing vocabulary learning**

**Paul Nation**

Reviewed by Susy Macqueen

*Managing vocabulary learning* deals broadly and effectively with language courses in general and vocabulary acquisition in particular. Paul Nation makes a convincing argument and gives practical advice as to why and how to provide lexical enrichment. Rather than present vocabulary as a separate component, he demonstrates how it can be integrated into four strands of a language course: meaning-focused input, language-focused learning, meaning-focused output, and fluency development.

The first part of the booklet is about vocabulary lists derived from corpus linguistics, and covers the methods used to ascertain how far learners have advanced in their vocabulary knowledge along the word frequency continuum. The most frequent academic and general service words and a vocabulary levels test are contained in appendices. Having thus determined which words would be most worth spending class time on, the following two chapters deal with intensive and extensive reading activities.

The chapter on intensive reading further practises working out which words to focus on (again, using corpus lists) and how to deal with them according to their relative importance. Presumably because extensive reading is trickier in terms of institutional resources, there is really just a rationale for it rather than practical advice. For those who subscribe to the teaching of strategies, the section on 'Guessing words from context' is excellent.

The scope of the booklet is ambitious, resulting in the glossing over of some less self-explanatory terms. However, the teacher-training tasks provided throughout give teachers the opportunity to consolidate the information as well as fill in gaps in the text – particularly tasks dealing with implementation issues.

**No. 3****The reflective teacher: A guide to classroom research****Sandra Lee McKay**

Reviewed by Susy Macqueen

In a series of practical booklets, one about research could seem out of place. However, Sandra Lee McKay is at pains to highlight the benefits of fitting reflection into the time constraints and pressures of teaching routines and curriculum cycles. Action research is outlined in accessible terms, and simple examples link it to the reality of the classroom. The problem-oriented nature of action research may be appealing to most teachers, but the challenge is to convince them of the need to investigate the problem systematically.

Once familiar concepts like 'homework' and 'worksheet' have been converted into the research concept of 'data', teachers may be inclined to turn off. There are also logistics to consider; teaching logs and journals are fine ideas, but if you are already writing activities, aims, etc on a lesson plan, and later listing them on a class register, the chances of being able to find the time or inclination to document them yet again for reflective purposes are slim. How to incorporate reflective writing into the existing (and seemingly increasing) documentation processes in schools would have been a valuable topic in a practical text like this one.

Other methods of data collection covered in *The reflective teacher* are classroom observations, questionnaires and interviews. The chapter on 'Analysing the data' deals with the identification of recurring themes, and ways of categorising, interpreting and acting on the findings. Unless teachers have some experience or intention of doing presentations or publishing, the final chapter on 'Sharing insights from reflections' may seem rather removed. However, for those who do want to branch into publication or teacher training, it gives a sense of how to start and is usefully illustrated by an article in an appendix.

**No. 4****Teaching listening in the language classroom****Christine C. M. Goh**

Reviewed by Sarah Glatz

*Teaching listening in the language classroom* provides a well-structured analysis of the principles of listening comprehension, together with practical ideas for teachers on techniques for integrating regular listening tasks into lessons, and tips on selecting and adapting materials for teaching listening in various contexts.

The booklet is divided into five chapters. The first, 'Thinking about listening', is concerned with listening as a skill, as a product with outcomes used to assess observable behaviours and, lastly, as a process. As the latter is often disregarded in teaching listening, Goh provides a cognitive model to assist in understanding the actual comprehension process. She suggests moving from concepts of *bottom-up* or *top-down* to *parallel* processing (Eysenck 1993) and provides strategies for listening and a list of factors that influence learner listening.

The second chapter, 'Designing listening comprehension tasks', lists types and examples of communicative outcomes and provides simple outlines both of one-way and two-way (interactional) listening tasks, together with a summary of listening responses to such tasks.

The third chapter shows how lessons can be developed around listening tasks using pre-listening and post-listening activities. The four sample lesson plans are aimed at upper-intermediate level teenagers, however they are well structured and may be easily adapted to other levels.

In chapter four, teachers are encouraged to help their students think about their own listening processes. One of the most practical suggestions is a listening diary, and tips about its introduction and follow-up are provided. Process-based discussions are encouraged to give students the opportunity to talk about various aspects of learning to listen. Perception activities are regarded as particularly useful for beginning learners in helping them to distinguish between sounds and rhythms.

The final chapter explores the use of authentic listening materials – such as videos, radio broadcasts, songs, literary texts, interactive CD–Roms, and the World Wide Web – with Goh providing worthwhile considerations in the selection of each of these six types of material. The booklet concludes with a practical list of general selection criteria.

*Teaching listening in the language classroom* presents ways of teaching listening systematically and integrating listening tasks into lessons. The reader tasks throughout the booklet are designed to encourage teachers to reflect individually on their own perceptions and practices, but would also lend themselves as a stimulus to discussion among groups of teachers not only of ESL/EFL but of any language other than English.

#### REFERENCE

- Eysenck, M. W. (1993). *Principles of cognitive psychology*. Hillside, USA: Lawrence Erlbaum.

**No. 5****Planning aims and objectives in language programs****Jack C. Richards**

Reviewed by Azlifa Ahmed

The focus of this booklet is on the formulation of learning outcomes, which is one of the most crucial aspects of planning a language program. It examines the nature of aims and objectives, various ideologies that can influence the kinds of objectives chosen, and the implications for teaching associated with these different kinds of aims and objectives.

Five different curriculum perspectives that emphasise varying approaches to the role of language teaching are examined in the booklet: academic rationalism, social and economic efficiency, learner-centredness, social reconstructionism, and cultural pluralism. Each ideology – its underlying philosophy and what it entails in terms of teaching practices – is explained in comprehensive detail. The booklet then defines the aims and objectives of each and takes the reader through the process of stating curriculum outcomes in relation to the ideologies discussed (with many examples), followed by a critique of each.

The best feature of this small booklet is the task boxes, which not only stimulate readers to think critically about what is being presented, but also help them to relate the material to their own cultures and backgrounds. While some of these task boxes ask the reader to contemplate issues and ideas, others include questions for which answers are provided in the appendices.

This booklet would be immensely useful for language teachers (and other academic professionals) involved in the planning of curricula, and determining the aims and objectives of curricula.

**No. 6****Planning lessons for a reading class****Thomas S. C. Farrell**

Reviewed by Azlifa Ahmed

Among topics discussed in this booklet are factors to be considered when planning a reading lesson: what makes reading lessons interesting to students, choosing appropriate texts, dealing with vocabulary, planning activities, and methods of teaching reading strategies that students can use for effective comprehension. Throughout, the booklet reiterates the importance of teachers acquiring a thorough understanding of the reading process before they start planning reading lessons.

The booklet discusses top-down, bottom-up and interactive models of

reading, including the theoretical basis of the models in explaining the process of reading. The diagrammatic representations, examples and case studies help readers to digest the material easily. The booklet goes on to discuss in detail some important factors that need to be taken into consideration when planning reading lessons. Acknowledging that teachers often do not have a choice about the material to be used in their reading classes, this booklet offers advice on how to adapt what they have and/or to choose supplementary material.

The section on developing exercises and activities to teach reading strategies explains the different ways in which readers make sense of what they read, and discusses various methods that can be used to foster effective comprehension skills in students. Once again, all concepts are illustrated with examples and tasks that invite critical thought from the readers.

*Planning lessons for a reading class* would prove useful to teachers taking reading classes at any level. It would also be interesting for anyone who wants to increase their understanding of the process of comprehending what one reads and how best to make sense of written texts.

## **No. 7**

### **Intervening to help in the writing process**

**Antonia Chandrasegaran**

Reviewed by Susy Macqueen

In the booklet *Intervening to help in the writing process*, Antonia Chandrasegaran takes the view that writing instruction is most effective when learners are in the process of writing; hence the focus on *intervention*. She does not deal with the design or introduction of writing tasks, but aims to guide teachers to effective and timely intervention where the task types are presumably fixed (as in a national curriculum). The language of the booklet is simple with key terms explained, and the tasks for teachers interspersed throughout are obviously intended for professional development sessions. Although the stated focus is second or foreign language learning (English), many of the ideas could also be implemented in the first language classroom. In fact, all the suggested activities require the students to have more than a basic proficiency in English.

Following a brief theoretical overview, the first chapter deals with the 'how, what and when of intervention' in the writing process. The next three chapters each focus on intervention methods for a particular educational level and text type: narrative stories for primary school students, recounts (a personal account of an event) for those at secondary school, and argumentative essays for post-secondary students. Each of these chapters focuses on a common

weakness with the view that teachers can adapt the ideas for other text types and learners.

Teachers with limited ESL training who are working with large classes to a set curriculum would find the booklet most useful as the teaching techniques are outlined explicitly. However, not all examples of text types or lesson excerpts are equally worthwhile, and the publication layout is inconsistent and sometimes difficult to follow. The best chapter is on argumentative writing, despite the topic being that bane of all academic writing teachers – ‘euthanasia’. The intervention ideas prioritise higher-level elements of writing (for example, essay organisation) over lower-level elements (for example, sentence structure), ignoring the possibility that one might affect the other. Although one brief chapter shows how tenses can be taught via the more global concern of what the storyteller’s intention is in narrative writing, this amounts simply to explaining tenses within the context of the narrative and does not provide great insight. However, the focus on both intervention and global elements will give balance in classrooms where the emphasis is on grammatical nitty-gritty and the finished product.

## **No. 8**

### **Action research in action**

**Edited by Gregory Hadley**

Reviewed by Azlifa Ahmed

This booklet is a bit different from the others in the series in that it is comprised of articles submitted by language teachers from around the world who report their findings from action research projects they have conducted with their students. Experiences and realisations from eight different action researches are presented in eight different chapters.

Each chapter includes an introduction that describes the teaching environments in which the action research takes place, the specific focus of the project and how the investigation evolves, followed by the teachers’ response to their findings. Chapter one is about an action research project in which the teacher involved came to realise the importance of teaching learning strategies to students. In the second chapter, two teachers illustrate how learners’ language education is affected by the contradictions in teachers’ stated beliefs and their actual teaching practices. Chapter three discusses how one teacher’s action research made him reconsider the use of group work in the classroom. The next chapter is about raising students’ pragmatic awareness of requests using a variety of tasks such as listening, pair work and role-play. Chapter five looks at the findings of two teachers who explore the importance of communicating effectively to students how their homework

would benefit them as language learners. The following two chapters are about teachers whose action research led them to alter their perceptions of their students' needs. The last action research project discussed in the booklet is one carried out by the editor in which he helped Asian students understand how different the expectations of Western schools are from what is expected of 'good' students in their own cultures.

In this booklet, too, the task boxes that invite reflective thought and allow opportunities for the readers to practise what is discussed are most useful. In summary, *Action research in action* is an interesting and informative read for anyone involved in language education.

## No. 9

### Teaching pronunciation: Why, what, when and how

Gloria Poedjosoedarmo

Reviewed by Sarah Glatz

Gloria Poedjosoedarmo's booklet *Teaching pronunciation: Why, what, when and how* provides an accessible and practical overview of teaching English pronunciation in the ESL/EFL classroom.

In the 'Why' section, reasons for specifically teaching pronunciation are examined. The obvious argument for improving intelligibility is supported by concrete examples of miscommunication based on incorrect sound, stress, intonation or a combination of these. The second reason frequently cited is that certain pronunciations create a more 'favourable impression', particularly in situations such as job interviews requiring formal English. A third and more minor reason is considered to be the link between poor pronunciation and consequent errors in writing made by ESL students in particular.

The 'What' section is divided into two: 'Consonants and vowels' in chapter two and 'Suprasegmental features' in chapter three. The former contains a list of 'significant English consonant sounds' based on the international phonetic alphabet, and a practical and thorough analysis of how to describe sounds based on the parts of the mouth used, how the sound is made and whether or not the sound is 'voiced'. It is acknowledged that the distinguishing features of most of the many accents of English lie in the vowel system. Common features of English vowels are also presented clearly and regional differences between 'Standard Southern British' and 'General American' outlined. In addressing the question of which accent to teach, it is suggested that where there is no historical, cultural or impending emigration reason for preference, then students should be exposed to a variety of accents. The chapter on suprasegmental features gives practical examples of stress

within words and rhythm, stress and intonation within sentences, as well as pause, speed and 'key' (pitch).

The brief 'When' section encourages the teacher to distinguish between the needs of beginners and advanced students and, where possible, to integrate pronunciation practice into grammar or vocabulary activities during the lesson.

The 'How' section acknowledges that there is no 'magic formula' for teaching students to hear sounds and recognise contrasts. The onus is on the teacher to provide exposure in 'small doses inserted at frequent intervals'. Suggested activities include games and information-gap activities that require the student to hear and interpret target sounds, as well as reading aloud. A clear and useful list of some minimal pairs of contrasting sounds in English is also provided.

A variety of tasks which encourage the teacher to reflect on, analyse and practise aspects of pronunciation are spread throughout the booklet. Explanations are clear and non-academic, and supported by practical examples. While the examples cited are from varieties of Asian English, *Teaching pronunciation* will prove a valuable resource for teachers of ESL/EFL around the globe.

## Notes on contributors

**Azlifa Ahmed** teaches at the Maldives College of Higher Education. Among the subjects she teaches are English literature, ESL, introductory linguistics courses and some pedagogical subjects. She completed her Bachelor of Education (Language and Literature) at the University of the South Pacific, Fiji in 1999 and is currently doing an MA in Applied Linguistics at the University of Melbourne.

**Margaret A DuFon** is an Assistant Professor of English and EFL Coordinator for the Department of English at California State University-Chico, USA, where she teaches courses in Linguistics and Second Language Acquisition. She has also taught Indonesian language at the University of Hawaii-Manoa. She has published articles and book chapters on the acquisition of Indonesian pragmatics and on the use of video in ethnographic SLA research. Her research interests include interlanguage pragmatics, second language socialisation, study abroad, Indonesian language, and the use of video in research and teaching.

**Sarah Glatz** completed a BA (Hons) with majors in German and Law in 1986 and a Grad Dip Ed in LOTE for secondary schools in 1998, both at Sydney University. She has spent time living and working in the UK, France, Germany and Japan as well as in Australia, and is currently doing a Masters in Applied Linguistics at Melbourne University.

**Julie Kerekes** is Assistant Professor of TESOL (Teaching English to Speakers of Other Languages) at California State University, Los Angeles, where she teaches sociolinguistics, discourse analysis, second language acquisition, and introductory linguistics courses. Her publications address issues of power and social factors affecting conversational and institutional discourse, particularly in gatekeeping encounters between speakers of diverse linguistic backgrounds; linguistic gender differences; and the relationship between second language acquisition theories and language teachers' practices. Her current projects include the development of a corpus of electronic communications for the purpose of analysing interlanguage pragmatics and speech acts in a naturalistic setting, and an investigation of interactional dynamics in employment interviews.

**Iryna Kozlova** is a doctoral student in the ESL and Applied Linguistics Program and an instructor in the Intensive English Program at Georgia State University. She received her BA in English Language and Literature at Chernivtsi National University, Ukraine and her MA in Teaching International Languages at California State University-Chico under the

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**Marilyn Lewis** is a senior lecturer in the Department of Applied Language Studies and Linguistics at the University of Auckland. She teaches academic writing to undergraduates as well as teaching courses for language teachers.

**Susy Macqueen** has taught English as a Foreign Language in Asia and Europe. She is currently researching the effects of teacher feedback on the development of English academic writing skills at the University of Melbourne.

**Jonathan Newton** is a Senior Lecturer and Director of Studies for the Graduate DipTESOL Programme at Victoria University of Wellington. He teaches graduate courses in second language acquisition and language teaching methodology. He is a member of a team investigating complaints in the workplace as part of the Wellington Language in the Workplace Project.

**Lynda Yates** is a Senior Researcher with the AMEP Research Centre and a Lecturer in the Institute for Education at La Trobe University, Melbourne, where she teaches on the Grad Dip TESOL and Applied Linguistics programs. Before becoming interested in research, Lynda taught mostly adult learners in the UK, France, Egypt and Armenia. Her current research interests include the teaching of spoken English, including pronunciation, cross-cultural pragmatics and teaching adult learners.