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Introduction

Hanh thi Nguyen

RESEARCH ARTICLES

Japanese Middle School Students in Speaking Tests: Use of The L1 and Communication Strategies

*Saeko Tsukimi*

ABSTRACT: L2 learners, especially beginners, should be taught to use communication strategies (CSs) to keep conversations going. This study looks at the use of CSs by Japanese middle school students in speaking tests. Previous studies on Japanese middle school students’s use of CSs were limited to ones that focused on interactions between a Japanese middle school student and a native English teaching assistant who supposedly did not speak Japanese. This study tries to reveal how Japanese middle school students use CSs in interactions in English with a Japanese native speaker (a Japanese teacher of Eglish or another Japanese middle school student). Analysis of their CS use in three speaking tests suggests that the Japanese middle school students are most concerned with accuracy of grammar. This implies that more focus on meaning should be taken into consideration in order to improve classroom instruction.

A Microanalysis of Gestures in Classroom Talk

*Hong Thi Xuan Le & Corey Gonzales*

# ABSTRACT: This paper examines two types of gestures that are used with speech in teacher and students’ utterances in classroom talk. Conversation analysis (CA) is employed to inform the analysis of the teacher’s and students’ use of gestures. Following Kendon’s (2004) classification, we documented the frequency and context of two types of gestures: Type 1, which are gestures matching the meaning of the words being spoken and Type 2, which are gestures extending the meaning of the words being spoken. Comparison between gestures used in the classroom talk and in everyday conversation is also presented to explore how frequently both types of gestures are functioning in these two settings.

Social And Cultural Issues in Some EFL Textbooks in Korea

*Hyorim Kim*

# ABSTRACT: This paper aims to examine whether EFL textbooks in Korea contain cultural and social biases and if so, what kind of issues are present. I selected the three most common English textbooks used in current public middle schools and private middle schools across South Korea. I found that particular social and cultural biases are ingrained in these textbooks.

English-Vietnamese Bilingual Code-Switching in Conversations: How And Why

*Thanh Phuong Nguyen*

ABSTRACT: The present study investigates the use of code-switching between Vietnamese and English in casual conversations and focuses on how and why conversational participants code-switch. The data include recordings of talk among a small Vietnamese-English bilingual female group and short interviews with the participants after the recordings. The paper will discuss how the bilinguals code-switched as a part of their communicative resources. I conclude with implications for ESL/EFL teaching.

The Construction of A Queer Community in NS-NNS Talk

*Lajlim Yang*

ABSTRACT: This study seeks to understand how queer language learners negotiate their sexual identities in the second language as they enter a gay community with NSs. I examine the identity construction in talk by two gay Thai English language learners and two native English-speaking gay Asian Americans. Informed by Lave and Wenger’s (1991) theory of community of practice, I explore how each participant created, displayed, and negotiated their identity in this community. Using membership category analysis (MCA) in conjunction with conversational analysis (CA), I show that the participants’ individual identities play a central role in the type of language that they use and acquire within the context of a broader social identity.

Blattesvenska: Foreigner Swedish And Its Implications For Language Teaching

*Matias Plada*

ABSTRACT: Through personal experience, personal interviews, and by reviewing research articles, this paper aims to explain the nature of *Blattesvenska,* an immigrant language born out of the social gaps created by ethnic and cultural discrimination, both in the labor market and in society as a whole. These gaps are created both by the immigrant groups themselves as a way to distance others and by the ethnic Swedish population, by keeping what is not seen as “standard” language or behavior out of mainstream society. This paper will also explain how the popularity of *Blattesvenska* in music and written media has made it not only a voice for the immigrants, who are often of a lower class, but also a commodity that is exploited by the media. Finally, this article discusses how speakers of *Blattesvenska* create a language variety that constantly innovates itself and simultaneously and consciously breaks the “norm.” This environment creates formidable language learners that, like a sponge, absorb whatever they are fed, and spring back with their powerful voices.

EXPLORATORY INVESTIGATIONS

Disagreement Sequences in A Naturally Occurring Conversation

And in A Textbook Dialog

*Saeko Tsukimi*

Turn-Taking in A Naturally Occurring Conversation And A Textbook Dialog

*Corey Gonzales*

Question Intonation Patterns in A Real-life Conversation And in Textbook Dialogs

*Linh Thuy Huynh*

Pidgin Voices

Introduction

*Hanh thi Nguyen*

# Prapa Da Pidgin

*Christopher Erickson*

# “Dat’s Pidgin Kinda Talk, Yeah?”

*Monica Smith*

# “The Culture Is Changing”

*Emily Moore*

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*Yen T. Vo*

LESSON PLAN

Inquiry-based Learning: Gender Stereotypes in Advertising

*Ann “Diane” Tai and Emily S. Tregelles*