children were tested in first-language (L1; Korean) and 2nd-language (L2; English) reading skills focusing on two reading processes – phonological and orthographic processing. The authors found that phonological skills in L1 and L2 were strongly correlated, and Korean phonological skills explained a unique amount of variance in English pseudoword reading beyond English phonological and orthographic skills. However, there was limited orthographic skill transfer between the 2 systems. Results are discussed within the framework of universal phonological processes in learning to read. The authors conclude that bilingual reading acquisition may be a joint function of general phonological processes and orthographic-specific skills.

http://www.apa.org

07–137 WEISSKIRCH, ROBERT S. (California State U, Monterey Bay, USA), **Emotional aspects of language brokering among Mexican American adults**. *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 27.4 (2006), 332–343.

Children of immigrant parents often are asked to language broker, translating documents and face-to-face interactions, for their parents and other adults. Many individuals continue to language broker as adults for their parents and other relatives, despite their adult status and living away from home. Twenty Mexican American college students (female = 17, male = 3) who currently language broker answered a questionnaire about their experiences language brokering, frequency of brokering, type of items and situations translated, emotions when language brokering, self esteem and level of acculturation. Participants translated most often for parents, on the phone, and for grandparents and other relatives. Overall, participants reported feeling positively about their language brokering experiences. More frequent language brokering was associated with higher self-esteem. Participants rated feeling helpful, proud and useful when language brokering as the highest three emotions among a list of emotions. Feeling angry, anxious, frustrated, guilty and uncomfortable when language brokering was associated with more problematic family relations. Being more Mexican-oriented than Anglo-oriented in acculturation was associated with better family relations.

http://www.multilingual-matters.net

07–138 YOU, BYEONG-KEUN (Arizona State U, USA), **Children negotiating Korean American ethnic identity through their heritage language**. *Bilingual Research Journal* (National Association for Bilingual Education) 29.3 (2005), 711–721.

This preliminary study provides an interpretive reading of focus group interviews of four Korean American children in the Phoenix metropolitan area. It examines how these Korean American children are negotiating their ethnic identity as Korean Americans while learning Korean as a heritage language. It shows that maintaining heritage language is important to Korean American children in terms of helping them have a positive ethnic identity. This study provides a viewpoint on learning heritage language and ethnic identity from the perspectives of young Korean Americans.

http://www.nabe.org

Sociolinguistics

07–139 LEKI, ILONA (U Tennessee, USA), **Negotiating socioacademic relations: English learners' reception by and reaction to college faculty**. *Journal of English for Academic Purposes* (Elsevier) 5.2 (2006), 136–152. doi:10.1016/j.jeap.2006.03.003

The experiences of English learners in tertiary education in the US are significantly colored by their interactions with faculty in courses across the curriculum, who are largely responsible for setting the tone in their classes. The intersection between L2 students' expectations, abilities, and needs and the requirements and attitudes of their instructors may be a site of frustrating contention or of enabling accommodation on both sides. Despite the potential academic and personal importance of such socioacademic interactions, relatively little research has systematically examined this feature of the academic context in which L2 undergraduate students must function. This report, based on case studies of immigrant and visa undergraduate students in the US and interview research with college faculty, explores these socioacademic interactions from three perspectives: the degrees and types of accommodation that faculty made for L2 students; the faculty's interview comments about L2 students; and the focal students' interview commentary on their experiences with these professors. In illuminating the relational context of these L2 students' undergraduate studies, this examination points to the students' efforts to manage their relationships with faculty and to construct comfortable subject positions for themselves in the context of unequal power relations.

http://www.elsevier.com

07–140 NDHLOVU, FINEX (Monash U, Melbourne, Australia), **Gramsci, Doke and the marginalisation of the Ndebele language in Zimbabwe**. *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 27.4 (2006), 305–318.

Clement M. Doke's 1929–1930 research on Zimbabwean languages has played a key role in shaping the tribalised and politicised linguistic terrain that characterises modern Zimbabwe. Doke, professor of linguistics at the University of Witwatersrand, was

79

commissioned in 1929 by the government of Southern Rhodesia (present-day Zimbabwe) to research the language varieties spoken by Zimbabwean natives. His work, which was premised on the quest for standardised, monolithic and homogeneous linguistic categories, marked the genesis of language politics in Zimbabwe. The Dokean legacy left an indelible mark on the terrain of language treatment and language policy formulation in postcolonial Zimbabwe. This paper uses Antonio Gramsci's hegemony theory to interrogate and problematise the contribution of Doke's pioneering work to language politics and language marginalisation in Zimbabwe. Gramsci's theory of hegemony posits that dominant social groups impose their supremacy over weaker groups either by overt coercion or by using more intellectual means of realising their dominance. The paper concludes by observing that the marginalisation of Ndebele in contemporary Zimbabwe cannot be fully understood outside the context of this Dokean legacy.

http://www.multilingual-matters.net

07–141   SUNDERLAND, JANE (Lancaster U, UK; j.sunderland@lancs.ac.uk), **'Parenting' or 'mothering'? The case of modern childcare magazines**. *Discourse & Society* (Sage) 17.4 (2006), 503–528.
doi:10.1177/0957926506063126

Many magazines devoted to the topic of the care of babies and young children now have titles which include some variation of *parent* rather than of *mother* (e.g. *Parent and Child* rather than *Mother and Baby*). This corresponds to evident new directions in social practices, and suggests a desire of the publishers to appeal to female and male readers. Whether both mothers and fathers are *addressed* and *represented* in the magazines makes these magazines particularly interesting sites for the study of fatherhood discourses. In this study, three magazines (*Parents*, *Parenting* and *Baby Years*) were analysed in terms of the extent to which the language of their advice features addressed women and/or men, and whether they could be seen as promoting 'shared parenting', 'hands-on' fatherhood, or at least a father-friendly environment. An examination of linguistic representation (in particular, of fathers), visuals, 'voices', gendered stereotypes and gendered discourses of parenting suggested that fathers are in fact not being fully addressed. These magazines may be lagging behind current social change and practices in 'Western' parenting.

http://das.sagepub.com

Applied linguistics

doi:10.1017/S0261444806284118

07–142   BOWLES, HUGO (U Rome, Italy), **Bridging the gap between conversation analysis and ESP – an applied study of the opening sequences of NS and NNS service telephone calls**. *English for Specific Purposes* (Elsevier) 25.2 (2006), 332–357.
doi:10.1016/j.esp.2005.03.003

This article adopts conversation analysis (CA) techniques to examine the way in which participants in service telephone calls to bookshops negotiate their requests. The study, which is based on data from NS and NNS corpora, concentrates particularly on the reason-for-call sequence – the part of the telephone call opening in which the business of the phone call begins to be addressed by callers and receivers. A description is made of the pre-sequences which introduce reason-for-call and the strategies deployed by NS and NSS in formulating their pre-sequences are analysed and compared. Two claims are made – firstly that conversation analysis data on telephone calls is an important and neglected source for LSP research and applications, and secondly that reason-for-call is a particularly difficult area for NNS and that the correct management of pre-sequences is crucial for successful negotiation of a request. Suggestions based on the analysis are given for LSP materials production for service calls. It is also suggested that this type of applied analysis could usefully be extended by LSP practitioners to other areas of institutional talk for which CA data is available.

http://www.elsevier.com

07–143   CHARLES, MAGGIE (U Oxford Language Centre, UK), **Phraseological patterns in reporting clauses used in citation: A corpus-based study of theses in two disciplines**. *English for Specific Purposes* (Elsevier) 25.2 (2006), 310–331.
doi:10.1016/j.esp.2005.05.003

This study investigates the phraseological patterning that occurs in reporting clauses used to make references to others' research. It examines finite reporting clauses with *that*-clause complement and draws upon two corpora of theses written by native speakers in contrasting disciplines: approximately 190,000 words in politics/ international relations and 300,000 words in materials science. The findings show that both disciplines use significant numbers of these reporting clauses and that they most frequently occur as integral citations with a human subject. Following the work of [Francis, Hunston & Manning (1996), *Collins cobuild grammar patterns 1: Verbs*. London: HarperCollins], the reporting verbs are analysed into semantic groups. Further evidence of patterning is found in both the verb groups and the tenses that occur. In both corpora, the most frequent verb group is argue (e.g. *argue*, *note*, *suggest*) and the most frequent tense is present (e.g. **Skinner argues** *that...*). In materials science, however, there are almost as many instances of the find/show verb group (e.g. *show*, *find*, *observe*) and these occur predominantly in past tense (e.g. **Sun (1990) showed** *that...*). The rhetorical functions of these patterns are discussed and explanations proposed based on genre and discipline. This research underlines the importance of phraseology in academic writing and