English Language and Linguistics

Editors

David Denison, University of Manchester Bernd Kortmann, University of Freiburg, Germany April McMahon, University of Edinburgh Founding Editor Richard Hogq, University of Manchester, UK

English Language and Linguistics, published three times a year, is an international journal which focuses on the description of the English language within the framework of contemporary linguistics. The journal is concerned equally with the synchronic and the diachronic aspects of English language studies and publishes articles of the highest quality which make a substantial contribution to our understanding of the structure and development of the English language and which are informed by a knowledge and appreciation of linguistic theory. *English Language and Linguistics* carries articles and short discussion papers or squibs on all core aspects of English, from its beginnings to the present day, including syntax, morphology, phonology, semantics, pragmatics, corpus linguistics and lexis.

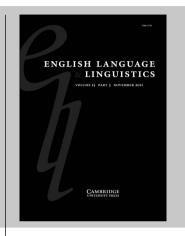
Price information

is available at: http://journals.cambridge.org/ell

Free email alerts

Keep up-to-date with new material – sign up at http://journals.cambridge.org/alerts

> For free online content visit: http://journals.cambridge.org/ell



English Language and Linguistics is available online at: http://journals.cambridge.org/ell

To subscribe contact Customer Services

in Cambridge: Phone +44 (0)1223 326070 Fax +44 (0)1223 325150 Email journals@cambridge.org

in New York: Phone +1 (845) 353 7500 Fax +1 (845) 353 4141 Email subscriptions_newyork@cambridge.org



Studies in Second Language Acquisition

Editor Albert Valdman, Indiana University, USA Associate Editor Susan Gass, Michigan State University, USA

Studies in Second Language Acquisition is a refereed journal devoted to the scientific discussion of issues in second and foreign language acquisition of any language. Each volume contains four issues, one of which is generally devoted to a current topic in the field. The other three issues contain articles dealing with theoretical topics, some of which have broad pedagogical implications, and reports of quantitative and qualitative empirical research. Other articles include replication studies, State-of-the-Art articles, responses, book reviews, and book notices.



Studies in Second Language Acquisition is available online at: http://journals.cambridge.org/sla

To subscribe contact Customer Services

in Cambridge: Phone +44 (0)1223 326070 Fax +44 (0)1223 325150 Email journals@cambridge.org

in New York: Phone +1 (845) 353 7500 Fax +1 (845) 353 4141 Email subscriptions_newyork@cambridge.org

Free email alerts

Keep up-to-date with new material – sign up at journals.cambridge.org/register

For free online content visit: http://journals.cambridge.org/sla

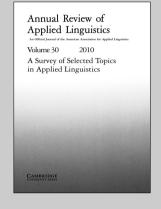


Annual Review of Applied Linguistics

An official journal of the American Association for Applied Linguistics (AAAL)

Editor-in-Chief Charlene Polio, Michigan State University, USA

Annual Review of Applied Linguistics provides a comprehensive, up-to-date review of research in key areas in the broad field of applied linguistics. Each issue is thematic, covering the topic by means of critical summaries, overviews and bibliographic citations. Every fourth or fifth issue surveys applied linguistics broadly, offering timely essays on language learning and pedagogy, discourse analysis, teaching innovations, second-language acquisition, computerassisted instruction, language use in professional contexts, sociolinguistics, language policy, and language assessment, to name just a few of the areas reviewed.



Annual Review of Applied Linguistics is available online at: http://journals.cambridge.org/apl

To subscribe contact Customer Services

in Cambridge: Phone +44 (0)1223 326070 Fax +44 (0)1223 325150 Email journals@cambridge.org

in New York: Phone +1 (845) 353 7500 Fax +1 (845) 353 4141 Email subscriptions_newyork@cambridge.org

Free email alerts Keep up-to-date with new material – sign up at journals.cambridge.org/register

For free online content visit: http://journals.cambridge.org/apl



Language Teaching

Editor

Graeme Porte, University of Granada, Spain

Language Teaching is the essential research resource for language professionals providing a rich and expert overview of research in the field of second-language teaching and learning. It offers survey articles on specific topics, languages and countries, and invites original research articles reporting on replication studies and meta-analyses. The journal also includes regional surveys of doctoral dissertations, topic-based research timelines and articles based on plenary conference speeches. Research-in-progress reports, themed book review articles and a list of publications received complement the content of each issue. A thorough peer-reviewing procedure applies to both the commissioned and the unsolicited articles. Language Teaching is also included in the all-time favourite Annual Review of Research.

Price information is available at: http://journals.cambridge.org/lta

Free email alerts

Keep up-to-date with new material – sign up at http://journals.cambridge.org/alerts

For free online content visit: http://journals.cambridge.org/lta





VOLUME 43 PART 4 OCTOBER 2010

language teaching

SURVEYS AND STUDIES

Language Teaching

CAMBRIDGE UNIVERSITY PRESS

is available online at: http://journals.cambridge.org/lta

To subscribe contact Customer Services

in Cambridge: Phone +44 (0)1223 326070 Fax +44 (0)1223 325150 Email journals@cambridge.org

in New York: Phone +1 (845) 353 7500 Fax +1 (845) 353 4141 Email subscriptions_newyork@cambridge.org

Journal of Linguistics

The Journal of the Linguistics Association of Great Britain



Nigel Fabb, University of Strathclyde, UK Caroline Heycock, University of Edinburgh, UK Robert D. Borsley, University of Essex, UK

Journal of Linguistics has as its goal to publish articles that make a clear contribution to current debate in all branches of theoretical linguistics. The journal also provides an excellent survey of recent linguistics publications, with around thirty book reviews in each volume and regular review articles on major works marking important theoretical advances.

'The *Journal of Linguistics* is one of the top journals for theoretical linguistics. It's chock full of new ideas and wonderfully free of theoretical orthodoxy.' Ivan Sag, Stanford University.

Price information

is available at: http://journals.cambridge.org/lin

Free email alerts

Keep up-to-date with new material – sign up at http://journals.cambridge.org/alerts

For free online content visit: http://journals.cambridge.orglin



Journal of Linguistics is available online at: http://journals.cambridge.org/lin

To subscribe contact Customer Services

in Cambridge: Phone +44 (0)1223 326070 Fax +44 (0)1223 325150 Email journals@cambridge.org

in New York: Phone +1 (845) 353 7500 Fax +1 (845) 353 4141 Email subscriptions_newyork@cambridge.org



Notes for Contributors

Aims and Scope

ReCALL, the journal of the European Association for Computer Assisted Language Learning (EUROCALL), seeks to fulfil the stated aims of EUROCALL as a whole, which are to advance education by: (a) promoting the use of foreign languages within Europe; (b) providing a European focus for the promulgation of innovative research, development and practice in the area of computer-assisted language learning and technology enhanced language learning in education and training; and (c) enhancing the quality, diffusion and cost-effectiveness of relevant language learning materials. Typical subjects for submissions include theoretical debate on language learning strategies and their influence on courseware design, practical applications at developmental stage, evaluative studies of courseware use in the teaching and learning process, assessment of the potential of technological advances in the delivery of language learning materials, exploitation of on-line information systems, and discussions of policy and strategy at institutional and discipline levels. Survey papers are welcome provided that they are timely, up-to-date and well-structured. All contributions are peer reviewed.

Guidelines for contributors, including the criteria for reviewers, is at http://www.eurocall-languages.org/recall/contribguide.html

General

- 1. Submission of a paper to ReCALL is held to imply that it represents an original contribution not previously published and that it is not being considered elsewhere.
- 2. The language of ReCALL is normally English. However, papers in other European languages, with an abstract in English, are welcome.
- 3. Authors should be aware that editorial licence may be taken to improve the readability of an article.
- 4. Papers should normally be submitted by email to June Thompson: d.j.thompson@hull.ac.uk.

Manuscript requirements

- 1. Papers should not exceed 8000 words and should be preceded by an abstract of approximately 300 words and up to six key words of the author's choice. The first page of the manuscript should give the title, the name(s) and full mailing address(es) of the author(s), including e-mail addresses.
- 2. All relevant files, carefully labelled, should be sent electronically. Any graphics and screen dumps must be provided as separate files from the text (e.g. as .jpg or .tif files). Please indicate which graphics package you have used to produce them. Text should be in Word and not in any other word-processor or DTP formats. Do not embed graphics within a word processed document.
- 3. Text should be left-aligned only, double spaced throughout, with wide margins. Sheets should be numbered consecutively.
- 4. It is the responsibility of authors to provide written permission for the reproduction of any graphic or screen-shots included with the paper. It is also the responsibility of authors to check the accuracy of URLs cited within articles or references at the time of submission.

Conventions

Spelling: British or American English spelling may be used provided it is used consistently throughout the paper.

Footnotes should be kept to a minimum. Any acknowledgements, or explanation of the genesis of an article, should appear as the first note keyed to the article title by an asterisk (*). Note indicators in the text should follow punctuation.

Sub-headings should be typed with prefatory numbers indicating the level of importance, 1, 1.1, 1.1.1. No more than three levels of subheading should normally be used.

Abbreviations. Do not use fullstops in abbreviations: ICI, OBE not I.C.I., O.B.E. When referring to the title of an organisation by its initials, first spell out the title in full followed by the abbreviation in brackets, thus: Imperial Chemical Industries (ICI). Thereafter refer to ICI. *Underlining*. Do not underline. Use italics or bold for emphasis.

Bibliographical references should be given in parentheses in standard author-date form in the body of the text: (Davies 1995:65). When a second or subsequent work by a particular author in the same year is cited, references should be distinguished by letters (a, b, c, etc.) placed after the date. When a work is written by three or more authors, all names should be given in the first citation: (Eck, Legenhausen & Wolff 1995). In subsequent citations, the first name only should be given with et al. added. A complete list of references cited should be typed double-spaced at the end of the article, using the following conventions:

i. Single-author books

Davies, G. D. (1985) *Talking BASIC: an introduction to BASIC programming for users of language*. Eastbourne: Cassell. ii. *Dual-author books*

Davies, G. D. and Higgins, J. J. (1985) Using computers in language learning: a teacher's guide. London: CILT.

iii. Multiple-author books

Eck, A., Legenhausen, L. and Wolff, D. (1995) *Telekommunikation im Fremdsprachenunterricht*. Bochum: AKS-Verlag. iv. *Edited books*

Rüschoff, B. and Wolff, D. (eds.) (1996) *Technology-enhanced language learning in theory and practice: EUROCALL 94: Proceedings.* Szombathely: Berzsenyi Dániel College.

v. Articles in journals, magazines, etc.

Little, D. (1994) Learner autonomy: a theoretical construct and its practical application. *Die neueren Sprachen*, **93** (5): 430–442. vi. *Articles in books*

Johns, T. (1991) Data-driven learning and the revival of grammar. In: Savolainen, H. and Telenius, J. (eds.), *EUROCALL 91: Proceedings*. Helsinki: Helsinki School of Economics, 12–22.

vii. Websites

If you wish to refer to a URL, either within your text or as a reference, do not include 'URL' or any additional punctuation, e.g. http://www.eurocall.org

Proofreading

First proofs may be read and corrected by contributors provided that they can guarantee to return the corrected proofs within four days of receipt. Contributors should correct printers' errors but not introduce new or different material at this stage.

Offprints

In lieu of offprints, contributors will be provided with one copy of the printed issue in which their paper is published, free of charge, together with a PDF file of their paper.

This journal issue has been printed on FSC-certified paper and cover board. FSC is an independent, non-governmental, not-for-profit organization established to promote the responsible management of the world's forests. Please see www.fsc.org for information.

ReC/A/LL

VOLUME 24 PART 3 SEPTEMBER 2012

CONTENTS

| Special issue: Digital games for language learning: challenges and opportunities | |
|---|-----|
| Editorial: Digital games for language learning: from hype to insight? Frederik Cornillie, Steven L. Thorne and Piet Desmet | 243 |
| Between learning and playing? Exploring learners' perceptions of corrective feedback in an immersive game for English pragmatics <i>Frederik Cornillie, Geraldine Clarebout and Piet Desmet</i> | 257 |
| The semiotic ecology and linguistic complexity of an online game world Steven L. Thorne, Ingrid Fischer and Xiaofei Lu | 279 |
| Gaming as extramural English L2 learning and L2 proficiency among young learners Liss Kerstin Sylvén and Pia Sundqvist | 302 |
| Affordances for second language learning in <i>World of Warcraft</i> Paul S. Rama, Rebecca W. Black, Elizabeth van Es and Mark Warschauer | 322 |
| Multimodal analysis of language learning in <i>World of Warcraft play</i> : Languaging as values-realizing Dongping Zheng, Kristi Newgarden and Michael F. Young | 339 |
| Learner interaction in a massively multiplayer online role playing game (MMORPG): A sociocultural discourse analysis Mark Peterson | 361 |
| EUROCALL Resources | 381 |

Printed in the United Kingdom by MPG Books Ltd

Cambridge Journals Online

For further information about this journal please go to the journal website at: **journals.cambridge.org/rec**



MIX Paper from responsible sources FSC[®] C018575

